NEXUS BETWEEN SCHOOL INPUTS AND STUDENTS' ACADEMIC ACHIEVEMENT IN ECONOMICS AMONG SENIOR SECONDARY SCHOOLS IN KOGI STATE, NIGERIA

by

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Abstract

This study examined the correlation between school inputs on student's academic achievement in secondary school Economics in Kogi state. The study was guided by 3 specific objectives, 3 research questions, and 3 null hypotheses. The researcher adopted a correlation research design. The population of this study comprised 11,148 SSS2 Economics students, 160 Economics teachers in all the 125 public senior secondary schools in Kogi state. The sample size for this study was 418 which comprised of (394) SSS2 students and (24) Economics teachers gotten from three (3) education zones. This sample size was calculated using Taro Yamane (1967) sample size determination. The sample technique adopted for this study was multistage-sampling procedures. Two instruments were used for data collection for this study, these includes; School Input Questionnaire (SIQ) and Economics Achievement Test (EAT). The reliability of internal consistency for SIQ and EAT are 0.75 and 0.75 respectively. Data collected were analyzed using simple regression while ANOVA was used to test the null hypotheses at 0.05 level of significance. The findings among others revealed that; there was a low positive relationship between teachers' qualification, teachers' classroom management skills and students' achievement in Economics; there was a high positive relationship between school physical facilities and students' achievement in Economics. However, further analysis revealed that there was no significant relationship between teachers' qualification, teachers' classroom management skills and students' achievement in Economics; there was a significant positive relationship between school physical facilities and students' achievement in

Economics among public secondary schools in Kogi state. The study recommended among others that educational stakeholders and schools should implement educational strategies that emphasize pedagogical skills and guiding teachers' development. Schools should not focus on teachers' qualifications but also on continuous professional development that equips teachers with strategies to enhance students' academic achievement in Economics. The study summarize that teacher qualifications alone are insufficient to significantly boost students' academic achievement in learning Economics

Keywords: School Inputs, Qualification, Classroom Management Skills, Achievement, Economics

Introduction

Nationally, concerns have been raised on the performance of students in Economics especially in external examinations as corroborated by WAEC chief examiner report. This also happens to be the case in Kogi State where there have been reports of low achievement indicating a mismatch somewhere. The ability of secondary school students in Kogi state to achieve academic success in Economics may be significantly shaped by the interplay of factors from their school environments. Specifically, the quality of teacher and school facilities, among other factors may converge to influence students' academic achievement in Economics. As such, variations in these inputs can lead to differences in students' ability to stay focused and ultimately impacting their academic performance in Economics.

Schools across the world use different types of resources or materials to facilitate efficient and effective teaching and learning of course content this could be based on the locality and peculiarity of the school. These inputs used are referred to as school inputs. Abdus (2014) stated that, school inputs are basically the objectives and objectified contents that the teachers put in delivery of contents. From Abdus point of view, teachers are the arrow head of school inputs and they ensure that relevant and right mix of materials are employed in order to achieve some set objectives. According to Isiozor et al., (2017) school inputs are resources in terms of human and materials that promote effective teaching and learning. Operationally, school input refers to the resources and factors that a school invests in or utilizes to support the learning process and promote student achievement. According to UNESCO (2023) school inputs include; finance, teaching personnel, textbooks, classrooms, laboratories, libraries, curriculum, teaching aids, furniture, provision of information, teachers' quality, communication technology, teacher classroom management practice and so on. All over the globe, there is a consciousness that these inputs such as teacher qualification, school physical facilities, classroom management practice foster effective teaching and learning. Furthermore, Hanushek in Dicerbo (2016), argues that pupils' performance depends also on other variables for which we cannot fully control (such as their own ability, and support provided by parents) but which may be associated with the variation in inputs between and within schools. In lieu of that these school inputs; such as teachers' qualification, school facilities and teachers' classroom management

skills may seemly have significant influence on academic outcome. The present study concentrated on teacher qualification, classroom management skills and school physical facilities.

This study aims to address these gaps by exploring the correlation between school inputs and students' academic achievement in secondary school Economics in Kogi state. Kogi state, located in the North-Central region of Nigeria, presents a unique context for this study due to its distinct socio-economic and educational landscape. The state has been grappling with challenges such as limited access to quality education, inadequate teacher training, and poor educational infrastructure. Moreover, Kogi state has consistently recorded below-average performance in national Economics examinations, necessitating a deeper understanding of the factors influencing students' academic achievement in this subject. This study expanded on existing research by offering new perspectives on the key factors that contribute to students' achievement in Economics, thereby providing valuable information for developing effective approaches to improve their learning outcomes.

The general purpose of the study is to examine the nexus between school inputs and students' academic achievement in economics among senior secondary schools in Kogi State, Nigeria. Specifically sought to;

1. Examine teachers' qualification and students' academic achievement in Economics in public secondary schools in Kogi state.

2. Ascertain teachers' classroom management skills students' academic achievement in Economics among public secondary schools in Kogi state

3. Find out the school physical facilities and students' academic achievement in Economics among public secondary schools in Kogi state

The following research questions guided this study:

1. What is the relationship between teachers' qualification and students' academic achievement in Economics in public secondary schools in Kogi state?

2. What is the relationship between teachers' classroom management skills students' academic achievement in Economics among public secondary schools in Kogi state?

3. What is the relationship between school physical facilities and students' academic achievement in Economics among public secondary schools in Kogi state?

The following null hypotheses were formulated by the researcher and will be tested at 0.05 level of significance:

Ho$_1$: There is no significant correlation between teachers' qualification and Economics students' achievement in public secondary schools in Kogi state

Ho$_2$: There is no significant correlation between teachers' classroom management skills and Economics students' academic achievement in public secondary schools in Kogi state

Ho₃: There is no significant correlation between school physical facilities and Economics students' achievement in public secondary schools in Kogi state

Literature Review

Teacher qualification is an important factor to consider when discussing students' academic achievement in any subject including Economics. According to Abe (2014), teachers' qualification is the grade or standard the teacher acquires through teacher education. According to Abe and Adu (2013), teachers' qualification embodies a professional, educational or vocational growth of a teacher, acquired through training in a formal institution which determines the skills, pedagogical content knowledge, competence and experiences of the teacher in a particular field of study. Operationally, teacher qualification refers to the combination of education, training, and certifications that a teacher possesses to demonstrate their expertise and competence in teaching. Teacher qualification is a pre-requisite requirement for meeting the objectives of the Economics curriculum and one of the most significant factors in improving students' academic achievement. This is because the teacher is at centre of the curriculum implementation process and achievement of educational goals cannot be possible without their positive contribution. Thus, teaching of Economics at any level requires high-quality teachers who possess effective instructional strategies, communication skills and subject matter expertise, which positively impact students' achievement and determination in the subject. Engaging teaching methods, clear explanations and constructive feedback contribute to students' understanding of basic concepts and principles in Economics. In addition to teachers' qualification, classroom management and facilities are needed for students to be connected to learning process which strengthens social and emotional learning in addition to academic achievement (Augusta University, 2024).

Teacher's classroom management skills are those abilities of the teacher used to manage classroom activities properly. Some of the classroom management practices as identified by Oliver et al., (2011) include sitting arrangement, mode of presenting instructional material, questioning skills, language of instruction, mode of assessments, language of the teacher, posture of classroom equipments, etc. According to Santhanam (2022) classroom management refers to issues of motivation, discipline and respect. Classroom management is one of activities of the teacher in a learning environment that promote learners' cognitive skills. Operationally, classroom management skills refer to the techniques and strategies used by teachers to create and maintain a well-organized, respectful, and productive learning environment.

Teacher classroom management skills are essential in teaching and learning of Economics because classroom atmosphere grows into a setting environment that is supportive and preventive which build confidence in students. Learning cannot be achieved in a classroom environment characterized by noise making, unruly behaviour and other distractions by students. According to Matoya and George (2020) teachers have different significant responsibilities in the classroom and the approaches used in the classroom environment may help to achieve better educational/academic output. Within the classroom environment, there

is need for an atmosphere that is accommodating, secure, peaceful, interactive, and supportive for learning. Collectively, all these serve at catalysts to shaping students' achievement in Economics. In addition to teachers' qualification and classroom management skills, adequate provision of basic school physical facilities is also necessary for students' achievement in Economics. Hence, school physical facilities are another variable of interest to this study.

School physical facilities include the learning environment and resources available in the school. Wunti et al., (2017) define school facilities as the material resources provided for staff and students to optimize their productivity in teaching and learning process. Akomolafe and Adesua (2016) agreed that, apart from protecting student from sun, rain, heat and cold, there should be enough space, seats, laboratory and internet facilities and a host of other physical facilities that could enhance the level of motivation and academic performance of student. Well-maintained classrooms, libraries, and update textbooks contribute and support students' academic success. In support of this view, Onyebuenyi et al., (2022) emphasized the need for the availability of physical facilities in the school system in other to boost teachers' job performance. Adequate physical facilities provide students with access to essential resources such as books, technology, laboratories, classroom, conveniences, chart and equipment necessary for students' educational advancement and exploration.

Despite the relevance and significance of school facilities to quality education, in Kogi state, it has been revealed by BudgIT (2021) that school facilities are inadequate. Considering the state of secondary school education in Kogi state, there are a lot of issues that required serious attention. Nwachukwu (2019) also reported that over 90 percent of schools in Kogi State have inadequate infrastructures, poor laboratories, deficient infrastructures, and libraries with-out-of-date books. This poor state of school facilities may hamper students' achievement hence; school inputs may seriously affect learning output. Otara and Niyirira (2016) asserted that physical resources in schools have proved to contribute significantly to academic achievement of students in Rwanda. This is in line with the submission of Abari and Odunayo (2012), who revealed that poor academic achievement could be linked to poor resources inputs in the schools in Lagos State. These may also be the case in Kogi state, Nigeria hence in order to promote optimum learning of Economics in Kogi state public secondary schools adequate school inputs are essential. Therefore, it is important to know that a better output is a function of quality input. This supports the submission of Otoibhi, and Ubani (2020) that quality of educational output is dependent on the quality and quantity of educational inputs such as teacher characteristics, physical facilities, instructional materials, financial resources, and students background. In line with the foregoing, Robert (2019) documented that students learning and development outcomes are a product of school inputs, which furthermore, may be interdependent hence the need to investigate school input as correlate of Economics students' academic achievement in Kogi state.

Economics is a subject offered by both Arts and Commercial students in all secondary schools in Nigeria. Students in the arts and sciences may choose to take it, but those in the business field must choose it. Economics according to Ezegbe and Eneogu (2018) studies the economic

activities of the people and how they try to use their limited resources to satisfy their unlimited wants. American Association of Economics cited in Nweke (2023) defined Economics as the study of scarcity, the study of how people use resources and respond to incentives, the study of decision-making. Operationally, Economics is a social science subject taught in senior secondary school that studies the production, distribution, and consumption of goods and services. It examines how individuals, businesses, governments, and societies allocate resources to meet their unlimited wants and needs.

The aims of teaching Economics in secondary schools include: to improve the analytical skills of the students. Studying Economics develops in individual's analytical and critical thinking skills make them able to predict and evaluate policy decisions based on economic reasoning. Economics enables both leaders and citizen to understand basic Economics concepts, principles as well as understand, appreciate and seek to improve the economic situation for their own social good. Alade et al. (2014) further emphasized that the understanding of Economics is a pre-requisite for good citizenship. While the principal objective for teaching Economics in school is to provide Economics understanding necessary for responsible citizenship. These objectives of Economics can be achieved through effective teaching by trained teachers who have acquired appropriate knowledge and skill. However, attainment of the objectives can be measured through an achievement test administered to the recipients of Economics studies. It must be acknowledged that outstanding student' achievement is a product of dedication, perseverance and determinations.

Academic achievement of the students is the yard stick to measure any school standard, which could be as a result of various factor inputs. Felix, et al., (2022) posited that, academic achievement is the knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and express in grade or units. Ariya et al., (2017) acknowledged that students' achievement is the relative position of students learning outcome to a set objective of a curriculum. These researchers all described academic achievement in term of the amount of gain in knowledge of student as a result of the effective teaching and learning received from a teacher or facilitator. One can also assume or compare academic achievement of a student to academic ability level. It is often classified into high and low ability level. Operationally, academic achievement refers to the extent to which a student, teacher, or institution has attained their short-term or long-term educational goals. It is a measure of the knowledge, skills, and competencies acquired through formal education.

The academic achievement of Economics students all over the country is declining. Abidat and Saliu (2022) stated that academic achievement in Economics especially in the West African Senior Secondary School Certificate Examination (WASSCE) has been dwindling in the last two decades. Abidat and Saliu assertion was also buttressed with quite numbers of WAEC chief examiners' reports, ranges from year 2018, 2019, 2020, 2021, 2022 and 2023 where it was pointed out among others, that there is a drop in students' achievement in Economics when compared to previous years in Nigeria. A study conducted by Idika, et al., (2018) shows a decline in the students' achievement going by the fact that average of 61.3% of the students

failed Economics in Nigeria. This report was supported by WAEC Chief Examiners' Reports of 2021 which depicts poor achievement of students in Economics. This has become a worrisome state of affair, which has called for improvement among stakeholders.

Scholars have reported several factors that can influence students' academic achievement. Okoye, Asogwa and Ugbala (2023) opined that the continuous poor performance could be as a result of other variables such as parental involvement, parental educational level, parental income, teachers' experience and qualification, class size, peer group influence, and verbal ability. According to Inuwa and Yusuf (2012), shortage of qualified teachers, insufficient basic facilities, home environment, community interferences, poor teaching methodology and administrative related factors such as poor management of school resources have been noted as some of the factors that may affect students' achievement level in secondary schools. All these factors are within and outside the schools. It is very important to address these factors in school and outside the school in order to enhance students' achievement. In general, for this challenge not to overwhelm our educational system, government and other stakeholders could consider the roles of school inputs because factors that improve student academic achievement are both inside and outside the school. This is an indication that beside the teacher qualification, classroom sizes, libraries, and school environment there are other external variables that influence academic success.

Poor academic achievement in Economics can have long term consequences for individual, societies and the multiplier effects on future generation. Understanding school inputs on Economics students' achievement can help pinpoint areas where interventions are needed to improve academic outcome. Considering the importance of Economics, it is expected that every student should find the subject to be both interesting and possess good grade in any national examination but the revise is the case. This has been attributed to certain variables. Abidat and Saliu (2022) asserted that the performance in Economics in secondary schools could be either those teachers are not teaching effectively or students lack the motivation and resilience to read. Some of the teacher related factors to be investigated in this study includes; teacher's qualification, teacher classroom management skills and school physical facilities used whenever teaching and learning take place.

Previous studies have established the significance of school inputs in shaping students' academic outcomes. However, the majority of these studies have focused on general academic performance, with limited attention to specific subjects like Economics. Studies like Idika et al. (2018) and Ezegbe and Eneogu (2018), have investigated factors influencing students' performance in Economics, but they did not examine the effects of school inputs on academic achievement. Furthermore, research in Nigerian contexts, such as that by Stephen (2023) and Owoeye and Yara (2021), has focused on broader educational issues, without delving into the specific dynamics of Economics. Arshad et. al., (2018) reported that school physical facilities like library, ventilation, plants, play grounds; first aid medical box, sports items, staff rooms, I.T labs, store room, LCD/LED and ECE/Kids rooms at the public schools have influence on the student's achievement. Onyebuenyi et al., (2022) reported that library as a school physical

facility has great impact on the students' academic performance. In contrast, Ibrahim, Umar and Clement (2017) reported that school facilities did not statistically significantly improve students' learning outcomes. Asiyai, (2011) suggested that the effective classroom management techniques can stimulate students to perform more tasks. George et al., (2017) also reported that students in public secondary schools differs significantly in terms of academic performance based on verbal instruction, corporal punishment, instructional supervision, delegation of authority to learners. Lydia and Migosi (2015) reported that there was no significant difference in means between teacher qualification and students' performance. Oviawe (2020) revealed that despite low percent variation in students' academic performance in technical drawing that can be attributed to teacher quality.

Methodology

The design adopted for this study is correlation research design. This study was conducted in Kogi State. The population of this study comprised 11,148 SSS2 Economics students, 160 Economics teachers in all the 125 public senior secondary schools in Kogi state. The sample size for this study was 418 which comprised of (394) SSS2 students and (24) Economics teachers. Two instruments were used for data collection for this study, these include; School Input Questionnaire (SIQ) and Economics Achievement Test (EAT). School input questionnaire was divided into section A and B. Section A contains the demographic variables of the teacher while Section B contains 2 clusters on the Teacher Classroom Management Skill Scale (TCRMSS), and Physical Facilities Checklist (PFC). Economics Achievement Test (EAT) contains 30 multiple choice questions. The instruments for data collection were subjected to face and content validity. For the face validity, the instruments for this study were sent to three (3) experts; two (2) in the field of Economics Education and one (1) in Measurement and Evaluation, all in Faculty of Education University of Nigeria Nsukka, to examine the items of the instrument for suitability, clarity of wordings, and readability of the items for the expected audience. The content validity was ascertained using a table of specification in order to ensure adequate representation of topics from the scheme. The reliability of Teacher Classroom Management Skill Scale (TCRMSS), was ascertained using Cronbach Alpha method and the coefficient obtained was 0.75. Economics Achievement Test (EAT) was subjected to single administration method and the students were allowed enough time to respond to all the 30 items on the EAT. This instrument was also administered to the Economics students who were not part of study population, and the data obtained from the response of subject EAT was used to calculate the reliability test. The reliability of the objective items was established at 0.75 using Kuder-Richardson 20 statistic (K-R 20). Data collected was analyzed using simple regression for research questions while regression ANOVA was used to test the null hypotheses at 0.05 level of significance. This method allowed the researcher to determine the relationships between of various factors on students' achievement among Economics students comprehensively. Coefficients 0.70-0.99 indicated high relationship; 0.40-0.69 indicated moderate relationship; 0.01-0.39 indicated low relationship while 0.00 indicated no relationship. Regression coefficients with minus sign indicates negative relationship while plus sign or no sign indicates positive relationship. The null hypotheses were

rejected if pvalue associated with the regression is less than 0.05 and not rejected if pvalue is above 0.05.

Results

Research Question 1: What is the relationship between teachers' qualification and students' academic achievement in Economics in public secondary schools in Kogi state?

Table 1: *Regression analysis of the relationship between teachers' qualification and students' achievement in learning Economics*

Model	R	R Square	Adjusted R Square	RStd. Error of the Estimate
1	.249	.062	-.016	3.04769

Predictors: (Constant), Teacher Qualification

Table 1 shows that the magnitude of the correlation coefficient for the relationship between teachers' qualification and students' achievement in Economics is ($R = .249$) with a coefficient of determination of ($R^2 = .062$). This means there is a low positive relationship between teachers' qualification and students' achievement in Economics among public secondary schools in Kogi state. Thus, the higher the teachers' qualification, the higher the students' achievement in Economics. Besides, the coefficient of determination of .062 indicates that 6.2% variation in students' achievement in Economics is attributed to teachers' qualification.

Ho1: There is no significant correlation between teachers' qualification and Economics students' achievement in public secondary schools in Kogi state

Table 2: *Regression analysis of variance of the relationship between teachers' qualification and students' achievement in Economics*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.396	1	7.396	.796	.390
	Residual	111.461	12	9.288		
	Total	118.857	13			

Dependent Variable: Academic Achievement

Predictors: (Constant), Teacher Qualification

Table 2 reveals no significant relationship between teachers' qualification and Economics students' achievement in public secondary schools in Kogi state, $F (1, 12) = .796$, $p = .390$. Thus, the null hypothesis is not rejected since the probability value of .390 is greater than the .05 level of significance. The inference drawn is that teachers' qualification does not

significantly correlate with Economics students' achievement in public secondary schools in Kogi state.

Research Question 2: What is the relationship between teachers' classroom management skills and students' academic achievement in Economics among public secondary schools in Kogi state?

Table 3: *Regression analysis of the relationship between teachers' classroom management skills and students' achievement in Economics*

Model	R	R Square	Adjusted R Square	RStd. Error of the Estimate
1	.196	.038	-.042	3.08607

Predictors: (Constant), Teacher Classroom Management

Table 3 shows that the magnitude of the correlation coefficient for the relationship between teachers' classroom management skills and students' achievement in Economics is ($R = .196$) with a coefficient of determination of ($R^2 = .038$). This means there is a low positive relationship between teachers' qualification and students' achievement in Economics among public secondary schools in Kogi state. Thus, the higher the teachers' qualification, the higher the students' achievement in Economics. Besides, the coefficient of determination of .038 indicates that 3.8% variation in students' achievement in Economics is attributed to teachers' classroom management skills.

Ho2: There is no significant correlation between teachers' classroom management skills and Economics students' academic achievement in public secondary schools in Kogi state

Table 4: *Regression analysis of the relationship between teachers' classroom management skills and students' achievement in Economics*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.571	1	4.571	.480	.502
	Residual	114.286	12	9.524		
	Total	118.857	13			

Dependent Variable: Academic Achievement

Predictors: (Constant), Teacher Classroom Management

Table 4 reveals no significant relationship between teachers' classroom management skills and Economics students' achievement in public secondary schools in Kogi state, $F (1, 12) = .480$, $p = .502$. Thus, the null hypothesis is not rejected since the probability value of .502 is greater than the .05 level of significance. The inference drawn is that teachers' classroom management

skills do not significantly correlate with Economics students' achievement in public secondary schools in Kogi state.

Research Question 5: What is the relationship between school physical facilities and students' academic achievement in Economics among public secondary schools in Kogi state?

Table 5: *Regression analysis of the relationship between school physical facilities and students' achievement in Economics*

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.803	.645	.616	1.87429

Predictors: (Constant), Physical Facilities

Table 5 shows that the magnitude of the correlation coefficient for the relationship between school physical facilities and students' achievement in Economics is (R = .803) with a coefficient of determination of (R^2 = .645). This means there is a high positive relationship between school physical facilities and students' achievement in Economics among public secondary schools in Kogi state. Thus, the more the school physical facilities, the higher the students' achievement in Economics. Besides, the coefficient of determination of .645 indicates that 64.5% variation in students' achievement in Economics is attributed to school physical facilities.

Ho3: There is no significant correlation between school physical facilities and Economics students' achievement in public secondary schools in Kogi state

Table 6: *Regression analysis of variance of the relationship between school physical facilities and students' achievement in Economics*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76.702	1	76.702	21.834	.001
	Residual	42.155	12	3.513		
	Total	118.857	13			

Dependent Variable: Academic Achievement

Predictors: (Constant), Physical Facilities

Table 6 reveals no significant relationship between school physical facilities and Economics students' achievement in public secondary schools in Kogi state, F (1, 12) = 21.834, p = .001. Thus, the null hypothesis is rejected since the probability value of .001 is less than the .05 level of significance. The inference drawn is that school physical facilities do not significantly correlate with Economics students' achievement in public secondary schools in Kogi state.

Discussion of the Findings

The result of the findings indicated there is a low positive relationship between teachers' qualification and students' achievement in Economics. The result of the hypothesis indicated that there is no significant relationship between teachers' qualification and students' achievement in Economics. This showed that teachers' qualification though necessary but does not significantly influence students' achievement in Economics. The study's findings suggest that the relationship between teachers' qualifications and students' achievement in Economics is relatively weak. While there may be some benefit to having qualified teachers, the low positive relationship indicates that other factors likely play a more significant role in determining student achievement. This outcome could be attributed to various factors, such as the quality of teaching, teacher experience, and teaching methods, which may be more influential than qualifications alone. Additionally, student motivation, prior knowledge, and learning environment may also impact achievement, potentially overshadowing the effect of teacher qualifications. The lack of a significant relationship between teacher qualifications and student achievement highlights the complexity of factors influencing academic performance. It suggests that simply having qualified teachers may not be enough to guarantee student success and that other variables, such as effective teaching practices and supportive learning environments, may be equally or more important. Giving credence to the findings of this study is the report of Lydia and Migosi (2015) who study found that there was no significant difference in means between teacher qualification and students' performance in SMT subjects in Kenya. This is in accord with Oviawe (2020) study that revealed that despite low percent variation in students' academic performance in technical drawing that can be attributed to teacher quality.

The finding indicated there is a low positive relationship between teachers' classroom management skills and students' achievement in Economics. The result of the hypothesis indicated that there is no significant relationship between teachers' classroom management skills and students' achievement in Economics. This showed that classroom management skills are a necessary school input but does not significantly influence students' achievement in Economics in public secondary schools. The study's findings suggest that the relationship between teachers' classroom management skills and students' achievement in Economics is relatively weak. While effective classroom management is essential for creating a conducive learning environment, the low positive relationship indicates that its impact on student achievement may be limited. This outcome could be attributed to various factors, such as the complexity of classroom dynamics, the influence of other teaching practices, or the presence of other variables that more strongly impact student achievement. Additionally, classroom management skills may be necessary but not sufficient for promoting student achievement, highlighting the need for teachers to employ a range of effective instructional strategies. The lack of a significant relationship between classroom management skills and student achievement underscores the multifaceted nature of teaching and learning. It suggests that teachers should focus on developing a broad range of skills, including instructional design, content knowledge, and relationship-building, to support student success. This study is in

agreement with Asiyai, (2011) results obtained which suggested that the effective classroom management techniques can stimulate students to perform more tasks. Also in alignment, George, Abisola and Adam (2017) reported that students in public secondary schools in Uyo local government area differs significantly in terms of academic performance based on verbal instruction, corporal punishment, instructional supervision, delegation of authority to learners.

The findings of this study revealed that there is a high positive relationship between school physical facilities and students' achievement in Economics. The result of the hypothesis indicated that there is a significant positive relationship between school physical facilities and students' achievement in Economics. The study's findings suggest that school physical facilities play a crucial role in determining students' achievement in Economics. The high positive relationship between these variables indicates that students who learn in well-equipped and conducive environments tend to perform better academically. This outcome is likely due to the fact that physical facilities can significantly impact students' learning experiences, comfort, and engagement. Schools with modern infrastructure, adequate resources, and a supportive environment can enhance students' ability to focus, learn, and achieve their academic potential. The significant positive relationship between school physical facilities and student achievement highlights the importance of investing in educational infrastructure. The results of this study are affirmed in research conducted in Pakistan by Arshad, Qamar. and Gulzar (2018) who results indicated that school physical facilities like library, ventilation, plants, play grounds; first aid medical box, sports items, staff rooms, I.T labs, store room, LCD/LED and ECE/Kids rooms at the public schools have influence on the student's achievement. As buttressed by Onyebuenyi et al., (2022) library as a school physical facility has great impact on the students' academic performance. In contrast, Ibrahim, Umar and Clement (2017) reported that school facilities did not statistically significantly improve students' learning outcomes.

Conclusion

The study concludes that teacher qualifications alone are insufficient to significantly boost students' academic achievement in learning Economics. Secondly, the study emphasized that critical factors such as school physical facilities and classroom management skills affect students' academic achievement in learning Economics, with school physical facilities having a significant impact.

Recommendations

Based on the findings and educational implications, the study hereby recommends the following:

- Educational authorities should prioritize investments in school physical facilities, including modern classrooms, libraries, and laboratories, to create a conducive learning environment that fosters academic achievement.

- Schools should hire teachers with strong teaching skills and a proven ability to motivate students, rather than relying solely on academic credentials.

- Economics Teachers should combine effective management with innovative and student-centered teaching methodologies in order to enhance persistence.

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