Chukwuemeka Odumegwu Ojukwu University Journal of Arts and Social Science Education (COOUJOASSE) Vol. 3, No.2, November, 2026

TEACHERS' QUALITY AS PREDICTORS OF STUDENTS' ACADEMIC PERFORMANCE IN ECONOMICS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study examined teachers' quality as predictors of students' academic performance in Economics in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study consisted of 24,933 SS2 students comprising 11,359 males and 13,574 females in 267 public secondary schools in the six education zones in Anambra State. The sample of 1,247 SS2 students was used for the study. Multistage sampling procedure comprising proportionate stratified and simple random sampling techniques were used for the study. The instrument for data collection was 'Teachers' Quality Questionnaire (TQQ) while Students' Academic Performance Scores (SAPS) in Economics was used to measure students' academic performance in Economics. The instruments were subjected to face and construct validation. Face validation was done by three experts. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficients were established at 0.83 for TQQ. Simple linear regression statistical tool was used to answer the research questions and test the null hypotheses at 0.05 level of significance. The findings of the study revealed that teachers' pedagogical competency is a moderate positive and significant predictor of students' academic performance in Economics while teachers' use of instructional materials is a high positive and significant predictor of students' academic performance in Economics in public secondary schools in Anambra State. The study concluded that teachers' quality is positive and significant predictors of students' academic performance in Economics in public secondary schools in Anambra State. Based on the findings, the study recommended that teachers in public secondary schools in Anambra State should design and use some instructional materials in classroom learning that promote active students' engagement and participation through interactive and collaborative learning experiences. This will improve students' skills, encourage creativity and promote academic performance of students in Economics in public secondary schools in Anambra State.

Keywords: Teachers' quality, students' academic performance, Economics

Introduction

Teachers stand at the interface of the transmission of knowledge, values and skills in the learning process. If the teachers are ineffective, students under the teachers' tutelage would achieve inadequate progress academically. Adinna and Okafor (2023) portended that for teachers to be highly effective and engaged in their professional task of teaching, it requires that good professional ethics of teaching to stimulate and capture the interest of students. Ezeaku and Obunike (2024) noted that teachers are charged with the responsibility of ensuring that learning is sufficient and that the desired knowledge and skills are transmitted. Teachers play a crucial role in educational attainment because the teacher is ultimately

responsible for translating policy into action and principles based on practice during interaction with the students which is geared towards improving the academic performance of students. In the words of Ezeaku and Obi (2025), it becomes imperative that teachers get good resources support in the school in an effort to increase professional and legal responsibility of teachers in schools which may guarantee the quality academic performance of students in their various subjects.

Students' academic performance is usually determined by test and examination scores. It is often measured using standardized assessments, course grades, and other metrics. Nnorom et al. (2024) credited students' academic performance as the sum of the scores obtained by students in a given test or examination. It is the knowledge attained and skills developed by students as a result of learning experience in a subject. Ohamobi et al. (2022) noted that academic performance which is measured by the examination results is one of the major goals of a school. School systems mostly define cognitive goals that either apply across multiple subject areas (example, critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (example, numeracy, literacy, science, history). Okaforcha (2024) also emphasized that, to determine academic performance, students must be regularly assessed and evaluated through tests and examinations to determine their knowledge and competence in various subjects. Academic performance is generally used to determine how well an individual is able to assimilate, retain, recall and communicate his knowledge of what has been learnt.

Academic performance of students in Economics is of utmost importance for the realisation of the aims, goals and objectives of secondary school education in Nigeria. Mmonwuba and Adinna, (2025) considering the current spate of underdevelopment, economic meltdown, recession, inflation and unemployment plaguing the country nowadays, there is need for students in the educational institutions to have proper knowledge and understanding of Economics. According to Adinna et al. (2025), this will culminate in demonstrable academic performance in the subject, allowing the students to constructively contribute to the nation's economic growth and development. This is possible with a very good knowledge in Economics.

Economics is a social science subject, studied at the post primary schools as well as higher institutions in Nigeria. It is a subject that deals with services development, commodity markets, distribution and consumption. It studies how business, government and nations like Nigeria make choices about how to allocate scarce resources. Adinna et al. (2021) noted that the study of economics cannot be neglected in terms of its contribution in providing valuable knowledge for daily business decision making in everyday life of individuals, businesses, and government among others. Adinna et al. added that it provides a means with which to tackle questions that are desirable or useful to a particular financial investment opportunity. Economics driving principle as a subject is perhaps the need to furnish students with the fundamental knowledge and abilities necessary to comprehend the nature of economic challenges in any society such as Nigeria (Aliyu et al., 2022). Academic

performance of senior secondary school students in such a subject therefore becomes imperative. The researchers defined students' academic performance as students' ability to achieve the academic expectations established which include obtaining good grades, actively participating in class and demonstrating a solid understanding of the concepts being taught. Moreover, teachers' quality may play an important developmental role during the transition to and through middle school of students. Thus, good academic performance among students is a function of teachers' quality.

The teachers are expected to ensure a good progress in the performance of his students, monitor their emotional, social and moral development. He can help to address social problems that affect the students' success. The teacher is projected to have advanced knowledge and skills in order to be efficient and effective in the classroom for instructional delivery. He is expected to be proficient in the use of technologies in teaching and in management of the classroom for improved students' academic performance (Manafa et al., 2022). All of these and many more are the role of a quality teacher. Teachers' quality is a key determinant of students' academic performance. Divine-Welekwe et al. (2024) referred to teachers' quality as to those attributes or qualities that teachers' possess. These attributes include teachers' teaching method, use of instructional materials in classroom, time management, pedagogical competency, subject mastery and many others. Teachers with these qualities to an extent influence their students' academic performance. Obionwu and Egboka (2024) referred to teachers' quality as the pedagogical and content knowledge of teachers, their certification, experiences and commitment to their profession. It has to do with the various skills possessed by the teacher which will enable him or her to effectively manage students in the classroom.

Teachers' quality refers to the knowledge, skills, and behaviors that make a teacher effective in the classroom. Quality teachers are able to plan and teach in ways that help students learn and achieve. Okafor and Enemuo (2024) defined teachers' quality as the specific characteristics required for effective teaching by teachers. Teachers who are intrinsically motivated to teach and who have positive attitudes toward teaching tend to be more effective in promoting students' learning and achievement. More so, Ifediorah Okeke and Odikanwa (2025) noted that teachers who hold high expectations for their students and who believe that all students can learn tend to be more effective in promoting student learning and performance. Okafor and Enemuo (2024) mentioned teachers' experience, pedagogical competency, motivation, teachers' interest, teaching techniques, use of instructional materials, and classroom control ability as teachers' quality. Okaforcha and Nwafor (2024) referred to teachers' quality as all teacher-related characteristics that produce favourable educational outcome such as students' performance on standardized tests or supervisor rating.

The teachers play a crucial role in the educational attainment of students and are ultimately responsible for translating policies and principles to implementation modules for achieving school goals. The ways teachers present themselves create an impression on the

administrator, colleagues, parents, and the students (Adinna et al., 2025). Most times a student links his/her interest in a particular subject to a teachers' personality, value and how the subject was taught. The researchers defined teachers' quality as how well they teach and how positively their teaching impacts students' learning. It is not only to the teachers' credentials, but also to the perspective teachers bring to the classroom, the instructional strategies that they use in their teaching, and how they impact on their school environment. In the course of this study, teachers' use of instructional materials and pedagogical competency were determined as the components of teachers' quality.

In this modern age, teaching is supported by technologies like instructional materials. The influence of instructional materials in promoting students' academic performance and teaching and learning in educational development is indisputable. Chikendu and Ekoyo (2024) opined that effective teaching and learning requires the use of realia or virtual realia (instructional resources). Chikendu and Ekoyo further noted that instructional resources are in three main types: visual aids which appeal to the sense of sight (examples are charts, maps, objects and pictures). Audio aids which appeals to the sense of hearing (examples are; radio, radio cassette, record player and gramophone) and audio visual aids which appeal to the sense of sight and hearing (examples are television, computers, projects and video films). Okaforcha et al. (2025) maintained that instructional resources cover all those material and non-material, drawn or photographed, built, manually or electronically operated, books and all forms of related materials used in teaching and learning process. Obiolor et al. (2025) noted that instructional materials stimulate the students' desire to learn, it assist learning process by making assimilation and memorization of materials easy. More so, the use of instructional materials will help to hold attention of the students during lessons in the classroom when the teachers have good pedagogical competency.

Teachers' pedagogical competency is an encompassing term concerned with what teachers do to influence learning. It is the method, procedure, strategy and technique used by teachers to impact knowledge, skills, values, understanding and norms to the learners in a school setting. Oyinloye and Umoru (2022) described pedagogy as the interaction between teachers, students, the learning environment and learning activities. The authors added that it is a broad term used to describe how teachers and students relate to the teaching method used in the classroom or online environment. Pedagogical knowledge enables teachers to have a good understanding of learners' interaction with peers and the effect of that in teaching and learning effectiveness. Oyinloye and Umoru further mentioned that pedagogical competencies needed of teachers include: instructional planning competencies, instructional delivery competencies, and instructional evaluation competencies. Okafor (2024) noted that pedagogical competency is the knowledge of principles and techniques of classroom behaviour and management. Chukwudolue et al. (2024) opined that a general way of presenting teaching knowledge and belief is to guide the prospective teachers on decisions about organization of activities, use of curricular materials, contents of students' assignment and evaluation of students learning through orientation. Onu and Ogbuanya

(2024) maintained that the attainment of any educational goals and objectives depend on the pedagogical competency of the teachers.

The emphasis on academic performance which is prevalent worldwide has encouraged many studies about the conditions promoting it. Adinna and Anene (2024) emphasized that, to determine academic performance, students must be regularly assessed and evaluated through tests and examinations to determine their knowledge and competence in various subjects. It is however disheartening to note that despite the pivotal role of academic performance in secondary education, the researcher observed with dismay that, in some public secondary schools in Anambra State, the academic performance of some students in some schools in the West African Examination Council (WAEC) from 2022 to 2024 has been declining (WAEC Chief Examiners' Reports, 2022, 2023 and 2024 as cited by Okaforcha & Nwafor, 2024). This ugly scenario has been a source of concern to stakeholders in the secondary education sector. More so, the academic performance of students in Economics has been reported to be at an average of 48 percent over the past three years. This performance rate is a little below 50 percent and is adjudged to be poor for a subject concerned with developing needed skills in students for future endeavours. This downward trend in academic performance in secondary school Economics calls for urgent remedies and mechanisms to abate future occurrences. This promoted the researcher to determine teachers' quality as predictors of students' academic performance in Economics in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study is to examine teachers' quality as predictors of students' academic performance in Economics in public secondary schools in Anambra State. Specifically, the study sought to:

1. determine the predictive value of teachers' use of instructional materials on students' academic performance in Economics in public secondary schools in Anambra State.
2. find out the predictive value of teachers' pedagogical competency on students' academic performance in Economics in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the predictive value of teachers' use of instructional materials on students' academic performance in Economics in public secondary schools in Anambra State?
2. What is the predictive value of teachers' pedagogical competency on students' academic performance in Economics in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses will be tested at 0.05 level of significance:

1. Teachers' use of instructional materials is not a significant predictor of students' academic performance in Economics in public secondary schools in Anambra State.

2. Teachers' pedagogical competency is not a significant predictor of students' academic performance in Economics in public secondary schools in Anambra State.

Research Method

The study was carried out in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study consisted of 24,933 SS2 students comprising 11,359 males and 13,574 females in 267 public secondary schools in the six education zones in Anambra State. The sample of 1,247 SS2 students was used for the study. Multistage sampling procedure comprising proportionate stratified and simple random sampling techniques were used for the study. The instrument for data collection was 'Teachers' Quality Questionnaire (TQQ) while Students' Academic Performance Scores (SAPS) in Economics was used to measure students' academic performance in Economics. The instruments were subjected to face and construct validation. Face validation was done by three experts, one in Measurement and Evaluation, two in the Department of Arts and Social Sciences, all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus while construct validation was carried out with Principal Component Analysis approach using SSPS version 26 and the results showed that the construct validity was met. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficient was established at 0.83 for TQQ. The researcher visited the public secondary schools with the help of five research assistants. Out of 1,247 copies of the instrument administered, 1,186 copies representing 95% of the instrument were correctly completed and returned. Simple linear regression statistical tool was used to answer the research questions and test the null hypotheses at 0.05 level of significance.

Results

Research Question One: What is the predictive value of teachers' use of instructional materials on students' academic performance in Economics in public secondary schools in Anambra State?

Table 1: Summary of Simple Regression Analysis on the Predictive Value of Teachers' Use of Instructional Materials on Students' Academic Performance in Economics in Public Secondary Schools in Anambra State

		Unstandardized *β*	**Std. Dev. *β***	**Standardized *β***
Constant		38.431	3.325	
teachers' use of instructional materials		0.857	0.183	0.824
R	0.824			
R^2	0.718			
Adj. R^2	0.695			

The summary of the simple regression analysis as shown in Table 1 indicated that the regression line has a positive intercept as presented by the constant value of 38.431. This means that if all the variables are held constant or fixed (zero) at the expense of teachers' use of instructional materials, students' academic performance in Economics will be valued at 38%. The analysis showed that teachers' use of instructional materials positively predict students' academic performance in Economics in public secondary schools in Anambra State as shown by the regression coefficient (R = 0.824). However, the standardized beta is also values at β = 0.824 which revealed that teachers' use of instructional materials is a positive predictor of students' academic performance in Economics in public secondary schools in Anambra State. This implies that a unit improvement in teachers' use of instructional materials led to 0.824(82%) improvement in students' academic performance in Economics in public secondary schools in Anambra State. The coefficient of determination (R^2) value of 0.718 indicated that the explanatory power of the variable was highly strong. This implies that 72% of the variations in students' academic performance in Economics in public secondary schools in Anambra State were accounted for by the variations in teachers' use of instructional materials. The adjusted R^2 supported the claim of the R^2 with a value of 0.695 indicating that 70% of the total variation in students' academic performance in Economics was explained by teachers' use of instructional materials. Thus, adjusted R^2 supports the statement that the explanatory power of students' academic performance in Economics highly depends on teachers' use of instructional materials in public secondary schools in Anambra State.

Research Question Two: What is the predictive value of teachers' pedagogical competency on students' academic performance in Economics in public secondary schools in Anambra State?

Table 2: Summary of Simple Regression Analysis on the Predictive Value of Teachers' Pedagogical Competency on Students' Academic Performance in Economics in Public Secondary Schools in Anambra State

		Unstandardized β	**Std. Dev. β**	**Standardized β**
Constant		35.901	3.437	
teachers' pedagogical competency		0.682	0.223	0.649
R	0.649			
R^2	0.604			
Adj. R^2	0.566			

The summary of the simple regression analysis as shown in Table 2 indicated that the regression line has a positive intercept as presented by the constant value of 35.901. This means that if all the variables are held constant or fixed (zero) at the expense of teachers' pedagogical competency, students' academic performance in Economics will be valued at 36%. The analysis showed that teachers' pedagogical competency positively predict students' academic performance in Economics in public secondary schools in Anambra

State as shown by the regression coefficient (R = 0.649). Furthermore, the standardized beta is also values at β = 0.649 which revealed that teachers' pedagogical competency is a positive predictor of students' academic performance in Economics in public secondary schools in Anambra State. This implies that a unit rise in teachers' pedagogical competency led to 0.649(65%) rises in students' academic performance in Economics in public secondary schools in Anambra State. The coefficient of determination (R^2) value of 0.604 indicated that the explanatory power of the variable was moderate. This implies that 60% of the variations in students' academic performance in Economics in public secondary schools in Anambra State were accounted for by the variations in teachers' pedagogical competency. The adjusted R^2 supported the claim of the R^2 with a value of 0.566 indicating that 57% of the total variation in students' academic performance in Economics was explained by teachers' pedagogical competency. Thus, adjusted R^2 supports the statement that the explanatory power of students' academic performance in Economics moderately depends on teachers' pedagogical competency in public secondary schools in Anambra State.

Test of Hypotheses

Hypothesis One

H_{01}: Teachers' use of instructional materials is not a significant predictor of students' academic performance in Economics in public secondary schools in Anambra State.

Table 3: Test of Significance on the Simple Regression Analysis on Significant Predication of Teachers' Use of Instructional Materials on Students' Academic Performance in Economics in Public Secondary Schools in Anambra State

		Unstandardized β	Std. Dev. β	Standardized β	t-value	p-value
Constant		36.431	3.325		33.914	0.000
teachers' use of instructional materials		0.857	0.183	0.824	29.502	0.000
R	0.824					
R2	0.718					
Adj. R2	0.695					
F	57.623					0.000

The summary of the test of significance of simple regression analysis as shown in Table 3 showed that the simple regression coefficient (R) is 0.824 while the R^2 is 0.718 and Adjust R^2 is 0.695. The F-ratio associated with regression is 57.623, the t-test is 29.502 and the p-value = 0.000. Since p-value (0.000) is less than the specified level of significance 0.05, the study therefore rejected the null hypothesis that teachers' use of instructional materials is not a significant predictor of students' academic performance in Economics in public secondary schools in Anambra State and accepted the alternative hypothesis that teachers' use of instructional materials is a significant predictor of students' academic performance in Economics in public secondary schools in Anambra State.

Hypothesis Two

H_{02}: Teachers' pedagogical competency is not a significant predictor of students' academic performance in Economics in public secondary schools in Anambra State.

Table 4: Test of Significance on the Simple Regression Analysis on Significant Predication of Teachers' Pedagogical Competency on Students' Academic Performance in Economics in Public Secondary Schools in Anambra State

		Unstandardized β	Std. Dev. β	Standardized β	t-value	p-value
Constant		35.901	3.437		26.895	0.000
teachers' pedagogical competency		0.682	0.223	0.649	24.211	0.000
R	0.649					
R^2	0.604					
Adj. R^2	0.566					
F	43.128					0.000

The summary of the test of significance of simple regression analysis as shown in Table 4 showed that the simple regression coefficient (R) is 0.649 while the R^2 is 0.604 and Adjust R^2 is 0.566 The F-ratio associated with regression is 43.128, the t-test is 24.211 and the P-value = 0.000. Since p-value (0.000) is less than the specified level of significance 0.05, the study therefore rejected the null hypothesis that teachers' pedagogical competency is not a significant predictor of students' academic performance in Economics in public secondary schools in Anambra State and accepted the alternative hypothesis that teachers' pedagogical competency is a significant predictor of students' academic performance in Economics in public secondary schools in Anambra State.

Discussion of the Findings

Findings on the predictive value of teachers' use of instructional materials on students' academic performance in Economics in public secondary schools in Anambra State revealed that teachers' use of instructional materials has a high positive predictive value of 0.824(82%) on students' academic performance in Economics in public secondary schools in Anambra State. This means that increase in teachers' use of instructional materials will bring about 82% increases in students' academic performance in Economics in public secondary schools in Anambra State. The study also showed that teachers' use of instructional materials is a significant predictor of students' academic performance in Economics and vice versa in public secondary schools in Anambra State. The positive and significant findings are as a result of the students accepting the fact that instructional materials enhance understanding, support different learning styles and make learning more engaging and concrete through visual, auditory and interactive aids. This is in line with the finding of Adinna et al. (2021) that they provide structure for lessons, differentiate instruction to meet individual needs, and help students retain information and develop critical thinking skills. The finding is in consonance with the findings of Ezenwobodo (2024) that the use of instructional materials positively influence students' academic

performance as they helps to break down complex concepts and make abstract ideas more concrete for students. The finding is in line with Okafor (2024) findings that materials like videos, audio and hands-on activities accommodate different ways of learning which positively enhance students' academic performance in schools. Okoye and Ezeaku (2025) findings indicated that the use of instructional materials help students remember what they have learned. In the findings of Obiolor et al. (2025), the use of instructional materials helps students progress at their own pace and according to their interests. Similarly, Okaforcha et al. (2025) findings revealed that interactive and multimedia resources make learning more interesting and enjoyable which directly impact on students' academic performance. The similarities found in these studies are as a result of the unique feature of instructional materials that they serve as a tangible bridge between a teacher's knowledge and a student's learning, moving beyond passive listening to enable active, independent and multi-sensory engagement with the subject matter. They provide visual, auditory and kinesthetic tools that facilitate understanding through repetition, practice, and connection to a student's own experiences.

Findings on the predictive value of teachers' pedagogical competency on students' academic performance in Economics in public secondary schools in Anambra State revealed that teachers' pedagogical competency has a moderate positive predictive value of 0.649(65%) on students' academic performance in Economics in public secondary schools in Anambra State. This means that the practical improvement in teachers' pedagogical competency will bring about 65% improvements in students' academic performance in Economics and vice versa in public secondary schools in Anambra State. The study also showed that teachers' pedagogical competency is a significant predictor of students' academic performance in Economics in public secondary schools in Anambra State. In line with the findings of the study, Chukwudolue et al. (2024) findings revealed that pedagogical skills are needed by teachers for effective teaching and learning. Similarly, Onyejekwe et al. (2025) stated that effective teachers should understand the fundamentals of teaching and possess pedagogical skills. It is therefore clear that pedagogical competencies are essential for effective teaching and learning. The findings are in agreement with that of Okaforcha et al. (2025) who identified the ability of describing objectives, selecting materials and organizing materials logically as some of the important pedagogical competencies teachers should possess. Oguejiofor and Obigwe (2025) findings noted that teachers need to be competent in pedagogical knowledge and skills because it helps them to plan teaching and learning programme, to execute the interaction, manage the learning process and also make proper assessment. Okaforcha and Aniefuna-Mokwugwo (2025) emphasized that pedagogical competency is very indispensable for teachers as it facilitates effective planning of lessons, making decisions about lesson pace, explaining materials clearly, and responding to individual differences in how students learn. The similarities found in these studies are as a result of the fact that the unique importance of teachers' communication competency which lies in its ability to go beyond simply imparting knowledge to fostering personalized, adaptive and effective learning experiences that cater to diverse student needs. This

competency allows teachers to not only understand how students learn but to tailor their teaching methods, manage the classroom effectively, utilize technology and assess learning outcomes, ultimately improving students' engagement, achievement and motivation.

Conclusion

From the results of this study, teachers' quality is a driving force that determines the academic performance of students in Economics. Hence, the study concluded that teachers' quality is positive and significant predictors of students' academic performance in Economics in public secondary schools in Anambra State.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Teachers in public secondary schools in Anambra State should design and use some instructional materials in classroom learning that promote active students' engagement and participation through interactive and collaborative learning experiences. This will improve students' skills, encourage creativity and promote academic performance in Economics in public secondary schools in Anambra State.
2. Post Primary Service Schools Commission should ensure that teachers engage themselves in self-development. This will enable them to acquire and develop necessary pedagogical skills and competencies needed for effective teaching and learning in order to positively improve students' academic performance in Economics in public secondary schools in Anambra State.

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