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

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ABSTRACT

The study examined teachers' work conditions 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' Work Conditions Questionnaire (TWCQ) 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 TWCQ. 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 physical work environment is a moderate positive and significant predictor of students' academic performance in Economics while teachers' professional development 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' work conditions are 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 the public secondary school principals should as a matter of priority encourage their teachers to attend professional development programmes regularly in order to be more productive in teaching Economics including curriculum updates, pedagogical techniques, technology integration and classroom management in order to positively impact on students' academic performance in Economics in public secondary schools in Anambra State in Anambra State

Keywords: Teachers' work conditions, students' academic performance, Economics

Introduction

One of the important factors in reaching educational aims and objectives in secondary schools in Anambra State is the role of school teachers within the educational set up. In line with this, Adinna et al. (2021) asserted that teachers cannot be disassociated from the schools they teach and the academic output of schools. It would therefore be logical to use the standardized students' assessment results as the basis for judging the performance of teachers. Teachers celebrate and are rewarded when their schools and teaching subjects are highly ranked. While appreciating the value of rewarding teachers who produce better results, teachers should also not escape a portion of blame when students perform poorly.

Thus, teachers play a vital role in shaping and helping students to perform better academically.

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.

Academic performance is a broad concept that refers to the level of achievement attained by students in their educational pursuits. Ohamobi et al. (2022) acknowledged that academic performance is an important aspect of education, as it serves as an indicator of the quality of education that students receive and their potential for success in their future careers. Adinna and Anene (2024) asserted that academic performance of students always remains a matter of great concern for the school and family. It is students' ability in computation and problem solving, which can normally be measured by a writing test. Obiolor et al. (2025) opined that the academic performance of a child is the learning outcomes of the child, which includes the knowledge, skills, and ideas acquired and retained through their course of study within and outside the classroom situations.

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.

The academic performance levels of students in Economics are judged by the marks that the students have scored in quarterly examinations in Economics. It is an alternative focus on the determinants of the rate of learning over specific time or period. Ifediorah Okeke and Odikanwa (2025) asserted that academic performance is a major issue to teachers, students, parents and guardians as well as other stakeholders in the education industry. This concern

cuts across all school subjects and all levels in the education system, including primary, secondary and tertiary. A high academic performance for any class of students is an indication of teaching/learning effectiveness while poor academic performance, on the other hand, is an indication that the teaching/learning process is everything but ineffective. 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. It is a measure of knowledge gained in formal education usually indicated by test scores and grade point average. Essentially, teachers contributing to improved academic performance among students could depend on the existing work condition in the school. Thus, good academic performance among students is a function of teachers' work condition.

Work conditions are the rules, requirements, activities and policies of school which the staff agrees to abide by during the staff services to the school. It spells out the rights and obligations of each party. Conditions of service are also known as terms of employment. Afolabi (2023) noted that work conditions are often found in job postings, employees' handbooks and company policy manuals. Afolabi (2023) listed work conditions as staff development, health protection benefits, physical work environment, retirement benefits, educational and house allowance benefits, fringe benefits, annual leave benefits among others. Work conditions are also spelled out in written employment contracts, but many positions are filled with nothing more than a verbal agreement which can raise legal issues if the employer and employee later disagree about what was promised. For clarity and consistency, and to reduce potential liability, it is important for complete conditions of service to be written down and made available to every employee. Udemezue et al. (2023) referred to work conditions as to the rules, policies and other requirements that an employer and employee agree to uphold during the employee's tenure in the organization. Udemezue et al. enumerated work conditions to include payment of salaries, physical work environment, insurance plan, lay off and termination pay, travel expenses, medical leave with pay, overtime benefits, promotion, and recognition among others.

Every school needs not only the staff, but also a motivated and support staff to assist in running other services at the school and so doing, there is room to make their work conditions attractive and interesting. Okeleke (2023) defined work conditions as a creation by the interaction of employee with their organizational climate, and it includes psychological as well as physical work conditions. Adinna et al. (2024) defined work conditions as the work environment and aspects of a teacher's terms and conditions of employment. Due to the mounting pressure from stakeholders, work conditions have become imperative for organizations to take under consideration. This is because work condition has emerged as an essential element to boost the energy level with which the employees perform in any work place. Besides, the growing governmental pressure for better work conditions, employees nowadays also tend to demand better work conditions to carry out their work. Poor work conditions tend to influence workers' fulfillment and commitment on the job. Adinna et al. added that work conditions cover a broad range of

issues, from work time (hours of work) rest periods, and work schedules, remuneration, physical work environment, staff development, work load as well as the physical conditions, school facilities and mental demands that exist in the workplace.

Teachers' work conditions appear unattractive to the teachers. Many teachers have raised their voices severally against their conditions of service. Teachers have been mourned the way they have been treated shabbily by government, the school authority, the students they teach and even the parents of their students. Afolabi (2023) asserted that some parents negatively interfere with the activities of the classroom teachers on flimsy excuses of maltreatment of their children. It is worthy of note that due to the poor conditions of service and inadequate motivation for teachers, their performances on the job have fallen. It seems that many of them have also decided to seek for their fortune elsewhere. It is observed that teachers are not well treated on the job. They seem not well motivated enough to do the job as they should. This has led to brain-drain in our national life, which has inevitably led to the production of semi-illiterates in institutions of learning. Due to teachers' poor conditions of service, they do not stay long in the teaching profession. It appears that they see teaching as a stepping stone to obtaining higher-paying job elsewhere due to poor conditions of service of teachers. In this vein, Agah and Yakubu (2024) in buttressing the fact that teachers are ill-treated claimed that it is a pity that teachers who are to see to the total development of the child physically, morally, spiritually and intellectually are treated as underdogs.

Contextually, the researcher referred to work conditions as the working environment and the aspects of a teacher's terms and conditions of employment. Work conditions are the physical and psychological aspects of a job, including the work environment and employment terms. This covers such matters as: the organisation of work and work activities; training, skills and employability; health, safety and well-being; and working time and work-life balance. However, in the course of this study, teachers work conditions are narrowed to physical work environment and teachers' professional development.

Teachers with optimal performance can significantly impact the future of their students or young generation and achieve educational goals. Teachers as workers are concerned with their physical work environment for their personal comfort as well as to facilitate efficiency at work. In support of the above, Agah and Yakubu (2024) opined that teachers were concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. The environment should be clean, modern with adequate and appropriate tools for work. Physical work environment includes ergonomics (physical exposure), exposure to chemicals and particles, exposure to noise and vibration, climate, school facilities, lighting and safety. Obi and Akudo (2023) noted that physical work environment includes land, air, water, plants and animals, buildings and other infrastructure, and all of the natural resources that provide the basic needs and opportunities for social and economic development of a teacher in the school. Continuing, Obi and Akudo argued that the physical aspects of a workplace environment have a direct impact on the teachers' productivity, performance, health and safety, comfort, concentration, job satisfaction, and morale. An

improper and unfavourable workplace environment leads to work stress. It also causes errors being committed by the employees. Ughamadu et al. (2024) disclosed that lighting, noise, colour and air quality positively impact on teachers' productivity. Concerns about accidents or injury are also likely to have some effect on psychological well-being of teachers which the incidence can be reduced through professional development (training).

Professional development has been accepted as an effective method of increasing the knowledge of skills of teachers in order to enable teachers to teach more effectively. Staff development programmes refer to all the activities intended to improve and increase the skills and capabilities as well as the performance of school personnel (teachers). Obi et al. (2024) mentioned that professional development programmes is the provision of skills to enable staff members effectively performs their jobs. Ohamaobi et al. (2024) submitted that professional development programmes are therefore, organized to keep teachers current, vibrant and versatile, particularly in this age of socio-economic, political, scientific and technological changes, thereby, enhancing the job committed and performance of teachers. Onyekwelu (2024) noted that staff development programmes are necessary for teachers as quality assurance strategies to ensure that teachers become highly competent in their job execution. This is because any teacher that is not growing in skill and knowledge cannot keep pace with their relationship with the teaching profession. Onyekwelu further mentioned that staff development can be in form of orientation, conferences, seminar, in-service training and mentorship among others. The primary aims of professional development include enhancing professional competence which will also have some impact on personal growth and awareness, increasing job satisfaction and developing potentials for future work, and improving the individuals and institutions abilities to achieve their aims and objectives

It is obvious that secondary education in Anambra State has grappled with a lot of challenges especially in the areas of teachers' quality, work conditions and organizational culture leading to public secondary school teachers' lapses in attendance to classes, lesson preparation and class control (Nnorom et al., 2024). However, despite the efforts made by school principals in terms of regular meeting with teachers to jointly discuss issues concerning school administration and students' academic improvement, some schools are still bedeviled with incidences of fluctuating academic performance among students. These poor academic performance of some students have been shifted to the classroom teachers for their practical method of managing instruction and behaviour of students in the classroom for quality teaching and learning. Teachers on the other hand complain of students' inattentiveness, disruptive behaviour and lack of cooperation during classroom. The effect of this is that the students are constantly sent out of the classrooms, punished, suspended and sometimes expelled from school. The need for classroom teachers to adopt necessary practices in managing instruction and behaviour in the classroom for quality teaching and learning therefore becomes imperative. This prompted the researcher to determine teachers' work conditions 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' work conditions 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' physical work environment on students' academic performance in Economics in public secondary schools in Anambra State.
2. ascertain the predictive value of teachers' professional development 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' physical work environment on students' academic performance in Economics in public secondary schools in Anambra State?
2. What is the predictive value of teachers' professional development 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' physical work environment is not a significant predictor of students' academic performance in Economics in public secondary schools in Anambra State.
2. Teachers' professional development is not a significant predictor of students' academic performance in Economics in public secondary schools in Anambra State.

Research Methods

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' Work Conditions Questionnaire (TWCQ) 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 TWCQ. 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 physical work environment 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 Physical Work Environment on Students' Academic Performance in Economics in Public Secondary Schools in Anambra State

		Unstandardized ***β***	**Std. Dev.** ***β***	**Standardized** ***β***
Constant		33.642	3.708	
physical work environment		0.651	0.254	0.623
R	0.623			
R^2	0.581			
Adj. R^2	0.517			

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 33.642. This means that if all the variables are held constant or fixed (zero) at the expense of physical work environment, students' academic performance in Economics will be valued at 34%. The analysis showed that physical work environment positively predict students' academic performance in Economics in public secondary schools in Anambra State as shown by the regression coefficient (R = 0.623). In addition, the standardized beta is also values at β = 0.623 which revealed that physical work environment is a positive predictor of students' academic performance in Economics in public secondary schools in Anambra State. This implies that a unit improvement in physical work environment led to 0.623(62%) improvements in students' academic performance in Economics in public secondary schools in Anambra State. The coefficient of determination (R^2) value of 0.581 indicated that the explanatory power of the variable was moderate. This implies that 58% of the variations in students' academic performance in Economics in public secondary schools in Anambra State were accounted for by the variations in physical work environment. The adjusted R^2 supported the claim of the R^2 with a value of 0.517 indicating that 52% of the total variation in students' academic performance in Economics was explained by physical work environment. Thus, adjusted R^2 supports the statement that the explanatory power of students' academic performance in Economics moderately depends on physical work environment in public secondary schools in Anambra State.

Research Question Two: What is the predictive value of teachers' professional development 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' Professional Development on Students' Academic Performance in Economics in Public Secondary Schools in Anambra State

		Unstandardized *β*	Std. Dev. *β*	Standardized *β*
Constant		37.882	3.387	
teachers' professional development		0.805	0.196	0.782
R	0.782			
R^2	0.703			
Adj. R^2	0.675			

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 37.882. This means that if all the variables are held constant or fixed (zero) at the expense of teachers' professional development, students' academic performance in Economics will be valued at 38%. The analysis showed that teachers' professional development positively predict students' academic performance in Economics in public secondary schools in Anambra State as shown by the regression coefficient (R = 0.782). However, the standardized beta is also values at $\beta = 0.782$ which revealed that teachers' professional development is a positive predictor of students' academic performance in Economics in public secondary schools in Anambra State. This implies that a unit increase in teachers' professional development led to 0.782(78%) increases in students' academic performance in Economics in public secondary schools in Anambra State. The coefficient of determination (R^2) value of 0.703 indicated that the explanatory power of the variable was highly strong. This implies that 70% of the variations in students' academic performance in Economics in public secondary schools in Anambra State were accounted for by the variations in teachers' professional development. The adjusted R^2 supported the claim of the R^2 with a value of 0.675 indicating that 68% of the total variation in students' academic performance in Economics was explained by teachers' professional development. Thus, adjusted R^2 supports the statement that the explanatory power of students' academic performance in Economics highly depends on teachers' professional development in public secondary schools in Anambra State.

Test of Hypotheses

Hypothesis One

H_{01}: Physical work environment 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 Physical Work Environment 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		33.642	3.708		25.972	0.000
physical work environment		0.651	0.254	0.623	23.193	0.000
R	0.623					
R2	0.581					
Adj. R2	0.517					
F	38.264					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 0.623 while the R^2 is 0.581 and Adjust R^2 is 0.517. The F-ratio associated with regression is 38.264, the t-test is 23.193 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 physical work environment is not a significant predictor of students' academic performance in Economics in public secondary schools in Anambra State and accepted the alternative hypothesis that physical work environment is a significant predictor of students' academic performance in Economics in public secondary schools in Anambra State.

Hypothesis Two

H_{02}: Teachers' professional development 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' Professional Development 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		37.882	3.387		32.723	0.000
teachers' professional development		0.805	0.196	0.782	28.307	0.000
R	0.782					
R^2	0.703					
Adj. R^2	0.675					
F	52.409					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 0.782 while the R^2 is 0.703 and Adjust R^2 is 0.675 The F-ratio associated with regression is 52.409, the t-test is 28.307 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' professional development 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' professional development 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 physical work environment on students' academic performance in Economics in public secondary schools in Anambra State revealed that physical work environment has a moderate positive predictive value of 0.623(62%) on students' academic performance in Economics in public secondary schools in Anambra State. This means that the practical improvement in physical work environment will bring about 62% improvements in students' academic performance in Economics and vice versa in public secondary schools in Anambra State. The study also showed that physical work environment is a significant predictor of students' academic performance in Economics in public secondary schools in Anambra State. The findings of the study are in consonance with the findings of Adinna and Okafor (2023) that good study environment lead to more engaged students and effective learning outcomes. This implies that good lighting, quiet spaces and ergonomic furniture improve focus, memory and information retention, helping students think more clearly. In the findings of Ughamadu et al. (2024a), comfortable, safe and attractive settings reduce anxiety and stress, boosting mood and creating a sense of belonging, while access to nature has restorative effects. Similar findings of Okaforcha and Nwafor (2024) asserted that supportive environments encourage active participation, creativity and engagement, making students more productive and motivated. In the findings of Obionwu and Egboka (2024), proper ventilation, natural light and opportunities for physical activity within the space lower sickness rates and contribute to overall physical and mental health of teachers and students leading to improved academic outcome. Adinna et al. (2025) findings revealed that students are actively forming cognitive and social skills, making the environment's influence on brain development and habit formation particularly critical. Thus, a well-designed space can positively influence students' behaviour, promoting better conduct and interactions. Eziamaka et al. (2025) findings showed that adequate lighting, temperature and ergonomic conditions reduce physical strain and enhance comfort, directly impacting focus which positively improves students' academic performance in schools. Njoku et al. (2025) affirmed that well-maintained classrooms, functional labs and sufficient resources boost teachers' morale and productivity and improving students' academic performance. The similarities found in these studies are as a result of the fact that students' physical work environment uniquely impacts their learning by directly influencing cognitive function, emotional well-being and physical health, fostering better concentration, reducing stress and improving academic performance through factors like lighting, noise, layout and access to nature, creating a space that either supports or hinders development. A well-designed environment boosts engagement, creativity and motivation, making learning more effective.

Findings on the predictive value of teachers' professional development on students' academic performance in Economics in public secondary schools in Anambra State revealed that teachers' professional development has a high positive predictive value of 0.782(78%) on students' academic performance in Economics in public secondary schools in Anambra State. This implies that a unit increase in the practical application of professional

development for teachers will bring about 0.78% increases in students' academic performance in Economics and vice versa in public secondary schools in Anambra State. The study also showed that teachers' professional development is a significant predictor of students' academic performance in Economics in public secondary schools in Anambra State. The findings of the study is in consonance with the findings of Umeh and Ogbuabor (2024) that teachers who attend in-service training give them the edge over their colleagues as it positively and significantly contribute to teachers' job performance. In the words of Onuorah and Onyekwelu (2024) the positive and significant correlation between professional development of teachers on their job satisfaction is as a result of teachers attending in-service training, seminar and conferences. The findings of Adinna et al. (2024) affirmed that professional development boosts up the efficiency and effectiveness of teachers and develops a sense of perfect behaviour in their working strategies. Okaforcha et al. (2024) findings asserted that developing broader skills and emotional intelligence make teachers more resilient to change. In the findings of Ohamobi et al. (2024), they established that professional development opens doors to promotions, new roles and leadership for teachers, increasing self-worth and motivation. Similarly, Ezeaku and Obi (2025) affirmed that professional developments are signals to employees that they are valued long-term, significantly improving engagement in the school. Ubabuike and Obi (2025) findings showed that professional development acts as a catalyst for teachers' effectiveness. They revealed that it is also a way of updating teachers' skills and knowledge for improving teaching and learning which lead to better job performance. The findings of Ohamobi and Okeke (2025) asserted that in-service training positively and significantly correlate to teachers' job commitment in public secondary schools in Anambra State. Thus, teachers' professional development is important for teachers to face new challenges and changes in the educated world. The similarities found in these studies are as a result of the fact that professional development is uniquely vital for teachers because it directly links their evolving skills to improved students' outcomes, ensuring they stay current with new curricula, technology and diverse students' needs in a constantly changing educational landscape.

Conclusion

From the results of this study, teachers' work conditions are driving forces that determine the academic performance of students in Economics. Hence, the study concluded that teachers' work conditions are positive and significant predictors of students' academic performance in Economics in public secondary schools in Anambra State because those variables are source of motivation for students to learn, increases study engagement, promotes collaborative learning and improves teaching strategies for students to understand.

Recommendations

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

1. State government and other stakeholders in education should provide more funds to public secondary schools through allocations and donations in order to help schools

meet their needs in the provision of good physical work environment for teachers in relation to infrastructural demand towards improving students' academic performance in Economics in public secondary schools in Anambra State.

2. The public secondary school principals should as a matter of priority encourage their teachers to attend professional development programmes regularly in order to be more productive in teaching Economics including curriculum updates, pedagogical techniques, technology integration and classroom management in order to positively impact on students' academic performance in Economics in public secondary schools in Anambra State in Anambra State.

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