DETERMINANTS OF ACADEMIC ACHIEVEMENT IN ECONOMICS IN PUBLIC SECONDARY SCHOOLS IN NSUKKA LOCAL GOVERNMENT AREA ENUGU STATE, NIGERIA

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Abstract

The study investigated the determinants of Academic Achievement in Economics in Public Secondary Schools in Nsukka Local Government Area, Enugu State Nigeria. Descriptive Survey research design was adopted. The instrument for data collection was a questionnaire titled factors affecting student's achievement in Economics

(FASAE). Four research questions were answered using mean and standard deviation and four hypotheses tested at 0.5 level of significance using t test. Four factors considered in the study were teachers-, students-, Socioeconomic- and government-related factors. The sample consisted of three hundred and fifty one research subjects (351) comprising of three hundred and twenty seven (327) Economics students and twenty four (24) Economics teachers. Ten schools were randomly selected out of the thirty one (31) public secondary schools in the Nsukka Local Government Area of Enugu State. Findings among others revealed that the determinants of academic achievement of students in Economics were students, teachers and government related as well as the socioeconomic background of parents. Recommendations were proffered from the results of the findings.

Keywords*:* Economics, Academic achievement, Teachers, Secondary school.

Introduction

Economics is one of the electives or group of subjects expected to be studied at the senior secondary schools (SSS) level under the new National policy on Education. Economics is extremely important because it is vital to the future health of any nation's economy. Wion (2008) observed that the purpose of Economic education is to create responsible citizens and effective decision-makers. Wion further opine that the knowledge of Economics is a necessary tool that all should have to be efficient in managing resources . Statistics available on the annual reports of the West African Examination council showed that ever since Economics was first taken, as a school subject in WASCE from 1967, the number of schools that teach it and the number of candidates that take the examination has witnessed a phenomenal increase. For example in 1967, only 0.07% of the total number of candidates that sat for WASC examination registered Economics, in 1969 it increased to 12.56%, in 1970, it was 17.16% and by 1976 exactly 10 years of its inception, the population rose to 76.95% (Obemeata, 1991).

Economics is regarded as the most popular subject taken in the secondary schools in Nigeria besides the compulsory English language and Mathematics on the basis of the number of students that register the subject in external examination such as the Senior Secondary Certificate examinations (SSCE) and General certificate examinations (GCE) (Yusuf, 2009). Yusuf recorded that in 1985, 441,448 school candidates entered for economics while in the same year English had 373,507. In 1996 it was 711,377 for economics, 748,239 for mathematics, and 748,984 for English language. Economics has therefore enjoyed tremendous popularity among secondary school subjects in Nigeria. However, it cannot be claimed that economics has been given its rightful place in the secondary schools. Giving Economics its rightful place entails putting in place the necessary conditions that are needed for positive academic achievement in Economics. It has often been reported by Adu (2002) and Yusuf (2009)

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that teaching of Economics is done mainly by other social science subject teachers whose special areas are outside Economics. In such cases, some topics of Economics are not well comprehended by the teachers themselves who are saddled with the job of teaching the students. There is also the dearth of instructional materials requisite for effective teaching and learning of Economics as such the achievement of the students remain poor.

Academic achievement is the extent to which a student, teacher or institution has achieved their short or long-term educational goals (Ward, Stoker & Murray-Ward, 1996). Cumulative Grade Point Average (GPA) and completion of educational degrees such as High School and bachelor's degrees represent academic achievement. Achievement is defined as measurable in a standardized series of tests (Simpson & Weiner, 1989). Achievement test is usually constructed and standardized in line with the set objectives to measure mastery in school subjects. According to Steinmayr, Meibner, Weidinger and Wirthwein (2015), academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. The issue of declining academic achievement of students in Nigeria Secondary schools has generated much interest among stake holders in the education sector in Nigeria. It is a generally accepted fact that, the level of students' academic achievement will ultimately determine the level of social and economic development of any society or country, including Nigeria (Mushtaq & Khan, 2012). Students' achievement plays an important role in producing the best quality graduates who will become great leaders and manpower for the country's Economic and Social development (Ali, Jusoff, Ali, Mokhtar & Andin, 2009). According to Inuwa and Yusuf (2012), shortage of qualified teachers, insufficient basic facilities, 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. Additionally Yusuf (2009) noted that factors affecting academic achievement of students are usually teacher- and students- related.

On the role of teachers, literatures have consistently showed that the academic quality and commitment of the teachers are among the most important determinants of students' academic performance. A study by Akinsolu (2010) on teachers and students' academic performance in Nigerian Secondary Schools and its implications for Planning showed that the teachers' qualifications, experience and teacher–student ratio were positively and significantly related to students' academic performance. Similarly, Olulube (2006) noted that teachers require professional knowledge and professional teaching skills, as well as a broad base of general knowledge (e.g., morality, service, cultural capital, institutional survey) to function effectively. Adeniji (2003) examined teacher quality and quantity as correlates of Secondary schools students' academic performance in Ogun state, Nigeria. The study by Adeniji revealed that both the quality

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and quantity of teachers related significantly with secondary school academic performance.

On the part of the students, literature highlighted the attitudes of students towards Economics as a major problem affecting effective learning of Economics in Secondary schools. It is believed that student's attitudes to Economics will determine the degree to which they pass the subject and that negative attitude towards the subject and teachers will definitely have adverse effect on their academic achievement in the subject (Yusuf, 2009). Cano (2007) revealed that both intelligence and approaches to learning are significant factors in predicting students' academic achievement. A review by Organization for Economic Co-operation and Development on Student Learning: Attitudes, Engagement and Strategies showed that although teachers manage much of students' learning, it is however believed that learning will be enhanced if students can manage it themselves (OECD, 2004). To do this, they need to be able to establish goals, to persevere, to monitor their learning progress, to adjust their learning strategies as necessary and to overcome difficulties in learning. The report noted that the kind of attitude a child has affects his school work and learning in general because, if he has a positive attitude about the teacher and the subject, success is inevitable. Anxiety about learning some contents particular mathematics related Economics contents act as a barrier to effective learning. Students who feel anxious about their ability to cope in mathematics learning situations such as is the case with most Economics topics may avoid them and thus lose important career and life opportunities. It is therefore, part of the objectives of this study to evaluate whether or not the students' attitude influences their achievement in Economics.

Other factors that have been shown to affect academic performance are gender and the socioeconomic background of students. Gender as defined by Nwagbo and Obiekwe (2010) involves the psychological and socio-cultural dimensions of being a male or a female. Gender role is a set of expectations that prescribes how females or males should think, act or feel. In our society, males are assigned to such attributes as bold, aggressive, tactful and so on while females are assigned the opposite attributes such as fearful, timid, gentle and so on (Dee, 2006). The socio-cultural role or assignment of tasks as belonging to male or female realm can influence the teachers' performance in the teaching and learning of Economics in the classroom which will in turn impact on students' achievement. Odunaike, Ijaduola and Amodu (2013) reported that female teachers put extra effort in ensuring high standard of performance by students than their male counterparts. Similarly, Afolabi (2014) reported that there is no significant difference between the performances of pupils taught by male or female teachers. Jabor, Machtmes, Kungu, Buntat and Safarin (2011) carried out a study on the influence of age and gender on the students' achievement in Mathematics among public and private high school students in the United States of America and demonstrated

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statistically significant differences in mathematics GPA scores between genders. Thus, the influence of gender on performance remains inconclusive.

The students' socioeconomic background on the other hand is a factor known to have a significant influence of the academic achievement of the students. According to the American psychological Association (APA), socioeconomic status is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social standing or class of an individual or group. When viewed through a social class lens, privilege, power, and control are emphasized. Furthermore, an examination of socioeconomic status as a gradient or continuous variable reveals inequities in access to and distribution of resources. Socioeconomic status is relevant to all realms of behavioral and social science, including research, practice, education and advocacy (APA, 2015). Researchers have shown that the initial academic skills are correlated with the home environment, where low literacy environments and chronic stress negatively affect a child's pre-academic skills. According to Morgan, Farkas, Hillemeier and Maczuga (2009), children from low socioeconomic households and communities develop academic skills more slowly compared to children from higher socioeconomic groups. Similarly, school systems in low socioeconomic communities are often under resourced; a factor that negatively affect students' academic progress (Aikens & Barbarin, 2008). It is therefore, necessary to investigate the impact of socioeconomic status on the academic achievements of economics students in Secondary schools.

Students' poor academic achievement in Economics in external examinations such as Secondary Schools Certificate Examination (SSCE) and the General Certificate Examinations (GCE) has become a source of worry for stakeholders in the education sector, especially in view of the nation's goal to be one of the world's top 20 economies by 2020. Researches abound on the inconsistencies in the achievement level of students in Economics. For instance, Onuoha (2015) demonstrated the poor performance in the achievement trends of Economics students as the percentage of students that made D, E and F grades between 2001 - 2012 were 52.68, 52.89, 55.18, 57.42, 62.02, 63.92, 54.76, 89.57, 68.52, 54.10, 66.84 and 57.48 respectively whereas the percentages of student whose grades were passes (C, B & A) are 47.31, 44.11, 44.81, 42.57, 37.97, 36.07, 42.23, 38.64, 31.47, 45.87, 33.15 and 42.51 respectively. This trend shows a decline in the students' achievement going by the fact that average of 61.3% of the students failed Economics. Additionally, the WAEC Chief Examiners report (WAEC, 2012) noted that the poor performance in Economics continued. Therefore, given the importance and popularity of Economics in Secondary Schools, it becomes imperative to investigate determinants of students' academic achievement in Economics in Public Secondary schools in Nsukka Local government area, Enugu state, Nigeria.

Purpose of the Study
   The purpose of this study was to investigate the determinants of academic achievement in Economics in public Secondary schools in Nsukka Local Government area Enugu State, Nigeria
   Specifically, the study sought to:
1. Identify the teacher's related factors that influence students' academic achievement in Economics in Public Secondary schools in Nsukka Local government area,Enugu state
2. Identify the students' related factors that influence students' academic achievement in Economics in Public Secondary Schools Nsukka Local government area, Enugu state.
3. Determine the influence of socioeconomic status of parents on the students' academic achievement in Economics in Pubic Secondary Schools in Nsukka Local government area, Enugu state.
4. Determine Government related factors that influence students' academic achievement in Economics.

Research Questions
         The following are the research questions that guided the study:
1. What are the teacher related factors that influence students' academic achievement in Economics?
2. What are the students' related factors that influence students' academic achievement in Economics?
3. What are the socioeconomic factors that influence, students' academic achievement in Economics?

4. What are the government related factors that influence students' academic achievement in Economics?

Null Hypotheses (H$_0$)
         The following null hypotheses were posed to guide the study:
HO$_1$: There is no significant difference between the responses of the teachers and students on teacher-related factor that affect students' academic achievement in Economics.
Ho$_2$: There is no significant difference between the teachers' and students' responses on the students' factors that affect students' academic achievement in Economics
HO$_3$: There is no significant difference between the teachers' and students' responses on the influence of socioeconomic status of the students' families on their academic achievement in Economics.

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HO$_4$: There is no significant difference between the mean score of the teachers' and students' responses on the influence of government policies on students' academic achievement in Economics

Method

        Descriptive Survey research design was adopted. The instrument for data collection was a questionnaire. Four research questions were answered using mean and standard deviation and four hypotheses tested at 0.5 level of significance using t-test. Four factors considered in the study were teacher-, students-, socioeconomic- and government-related factors. The study population consisted of the thirty one (31) public secondary schools in Nsukka Local Government Area of Enugu State from which ten (10) schools were randomly selected. The study was therefore, carried out using three hundred and fifty one research subjects (351) comprising of three hundred and twenty seven (327) Economics students and twenty four (24) Economics teachers. The questionnaire titled factors affecting students achievement in Economics (FASAE) with four clusters was administered to the students and the teachers by the researcher and the responses collected on the spot after the respondents' responses. The data were analysed using mean and standard deviation. Items with mean scores above 2.50 were accepted as factors that affect students' achievement in Economics. Student t-test was used in testing the hypotheses at 0.05 level of significance.

Results

Results are presented in tables according to research questions and hypothesis.
Research question one: What are the teacher-related factors that affect students' academic achievement in Economics?

Table 1: Teachers' and students' responses on the factors that influence students' academic achievement in Economics

S N	Cluster A	Teachers' response (N = 24)			Students' response (N = 327)		
		Mean	SD	Decision	Mean	SD	Decision
1	Teacher's knowledge of the subject content	4.00	0.01	Accept	3.74	0.44	Accept
2	Teacher's method of teaching Economics	3.00	0.01	Accept	3.74	0.44	Accept
3	Teacher's cordial relationship with the students in Economics	2.83	0.38	Accept	3.39	0.57	Accept
4	Teacher's health	2.42	0.50	Reject	3.48	0.73	Accept

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5	Teacher's gender	2.42	1.10	Reject	1.86	0.92	Reject
6	Teacher's years of teaching experience	3.00	0.01	Accept	2.61	1.16	Accept
7	Teacher's qualification	3.29	0.46	Accept	3.33	0.59	Accept
8	Teacher's communication skills	3.00	0.01	Accept	3.33	0.54	Accept
9	Proximity of teacher's residence to the school	2.00	0.01	Reject	2.67	0.86	Accept
10	Teacher's salary package and its timely payment	2.96	0.10	Accept	2.64	0.60	Accept
11	Teacher's tribe	1.46	0.51	Reject	1.95	0.83	Reject
12	Teachers Irregularity in attendance to classes as stipulated in the time table	2.88	0.85	Accept	3.29	0.72	Accept
13	Lack of technical knowhow on the use of available instructional aid hinders effective teaching of economics.	3.00	0.01	Accept	2.64	1.10	Accept
14	Low teacher-students ratio affects academic performance of the students	2.38	0.77	Reject	2.42	0.82	Reject

In Table 1, the data collected showed that students' achievement in Economics is greatly affected by the teachers that teach the course. According to the result, both the students and the teachers accepted that the following teacher-related factors influence students' achievement in Economics: teacher's knowledge of the subject content, teaching method, relationship with students, years of teaching experience, qualification, communication skill, Adequate and prompt payment of salaries and lack of technical knowhow on the use of instructional aid. Items 5, 11 and 14 showed that teachers' tribe, gender and teacher-students ratio do not affect students' achievement as their mean scores were below 2.50. This is indicative of the fact that teachers related factors do affect students' achievement in Economics.

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Null Hypothesis 1 (H0₁): There is no significant difference between the responses of the teachers and students on teacher-related factor that influence students' academic achievement in Economics

Table 2: The summary of t-test on the mean response of teachers and students on teacher-related factors that influence students' academic achievement in Economics

	No of respondents	Df	t-cal	Sig	Decision
Teachers	24	26	.426	0.674	Accept
Students	327	25.9			

The data in Table 2 showed that there was no significant (P = 0.674) difference between the mean score of teachers' and students' responses on the teachers' factors that influence students' academic achievement in Economics with t value of 0.426. Since the calculated value of t is lower than the critical t value, the null hypothesis (Ho₁) is accepted. This implies that teachers have significant impact on the students' academic achievement in Economics since there was no significant difference between the teachers' and students' responses on the teachers' factors that affect students' achievement in Economics.

Research question two: What are the students' related factors that influence students' academic achievement in Economics?

Table 3: Mean responses of teachers and students on students-related factors that influence students' academic achievement in Economics

S/N	Cluster B	Teachers' response (N=24)			Students' response (N=327)		
		Mean	**SD**	**Decision**	**Mean**	**SD**	**Decision**
15	Student's gender in relation to the teacher's gender	2.46	0.51	Reject	2.00	0.81	Accept
16	Student's intelligent quotient	3.29	0.46	Accept	2.81	1.12	Accept
17	Time spent by the students in studying for examination	2.83	0.38	Accept	2.81	0.92	Accept

18	Proximity of student's residence to the school	2.54	0.51	Accept	2.50	0.93	Accept
19	Student's age	2.46	0.51	Reject	2.25	1.09	Reject
20	Student's attendance to economics classes	3.29	0.46	Accept	3.12	0.99	Accept
21	Students with mathematics phobia perform poorly in economics.	3.04	0.75	Accept	2.90	1.16	Accept
22	Student's lack of interest in Economics	2.71	0.46	Accept	2.53	0.82	Accept
23	Textbooks and other reading materials	2.54	0.90	Accept	2.50	1.08	Accept
24	Ability to use ICT gadgets/browsing	2.17	0.38	Reject	2.04	1.05	Reject
25	Students interest in Economics	2.83	0.38	Accept	3.15	0.96	Accept
26	Students regularity to school	3.29	0.46	Accept	2.86	0.91	Accept

Table 3 showed that the students' achievement in Economics is also significantly influenced by the students themselves. The result showed that both the students and the teachers accepted that the following are the students-related factors that influenced students' achievement in Economics: students' intelligent quotient, time spent in studying for examination, proximity of students residence to school, attendance to classes, phobia for mathematics, lack of interest in Economics and punctuality to school.

However, items 15, 19 and 24 showed that students' gender in relation to teachers' gender, students' age and their ICT competence do not influence students' achievement as their mean scores are below 2.50. This is indicative of the fact that students related factors do also influence students' achievement in Economics.

Null Hypothesis two (Ho₂): There is no significant difference between the teachers' and students' responses on the students' factors that influence students' academic achievement in Economics

Table 4: Summary of t-test on the mean response of the students and the teachers on students' factors that influence students' academic achievement in Economics

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Respondents	No	Df	t-cal	Sig	Decision
Teachers	24	22	1.184	0.249	Accept
Students	327	21.98			

The data in Table 4 showed that there was no significant (P = 0.249) difference between the mean score of teachers' and students' responses on the students' factors that influence students' academic achievement in Economics with t value of -1.184. Since the calculated value of t is lower than the critical t value, the null hypothesis (Ho2) is accepted. This implies that the students equally have significant impact on the students' academic achievement in economics since there was no significant difference between the teachers and students responses on the students' related factors that influence the students' achievement.

Research question three: What is the influence of Socio Economic on students' academic achievement in Economics?

Table 5: Socioeconomic factors that influence students' academic performance in Economics

S/N	Cluster C	Teachers' response (N=24)			Students' response (N=327)		
		Mean	**SD**	**Decision**	**Mean**	**SD**	**Decision**
27	Students whose parents are graduates achieve more in academics than those whose parents are not	2.71	1.08	Accept	2.40	1.14	Reject
28	Parental follow up of students academic performance affect students' performance in school	3.00	0.01	Accept	2.34	1.02	Reject
29	Students from rich parents achieve more than those from poor families	1.71	0.46	Reject	1.58	0.89	Reject
30	Students from polygamous homes perform	2.00	0.01	Reject	1.71	0.95	Reject

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	academically less than those from non polygamous homes						
31	Students raised by single parents achieve more than those raised by both parents	1.71	0.46	Reject	1.33	0.47	Reject
32	Students from divorced homes achieve academically less than those whose parents are together	2.25	0.90	Reject	1.36	0.57	Reject
33	Students living with non biological parents achieve less in school than those living with their parents	3.29	0.46	Reject	1.88	0.99	Reject

In Table 5, the results showed that the students' achievement in Economics is largely not influenced by the socioeconomic status of the students' individual families. All the items in the cluster (C) had mean scores that are below 2.50 except for the teacher response on item 27 and 28 that parents' academic qualification and parental follow up influences students' achievement. This is indicative of the fact that the students' achievement in Economics does not depend on the socioeconomic status of the students' families.

Null Hypothesis three (Ho₃): There is no significant difference between the teachers' and students' responses on the influence of socioeconomic status of the students' families on their academic achievement in Economics

Table 6: Summary of t-test on the mean responses of the teachers and the students on the influence of the socioeconomic status of the students' families on students' academic achievement in Economics

Respondents	No	Df	t-cal	Sig	Decision
Teachers	24	12	2.008	0.068	Accept
Students	327	10.7			

The data in Table 6 showed that there was no significant (P = 0.068) difference between the mean score of teachers' and students' responses on the influence of socioeconomic status of the students' family background on their academic

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achievement in Economics with t value of -2.008. Since the calculated value of t is lower than the critical t value, the null hypothesis (Ho₃) was accepted.

Research question four: How does government policy influence students' academic achievement in Economics?

Table 7: The influence of government policy on students' academic achievement in Economics

S/N	Cluster D	Teachers' response			Students' response		
		Mean	SD	Decision	Mean	SD	Decision
34	Poor educational policy frameworks	3.13	0.68	Accept	2.46	1.21	Accept
35	Poor political wills of leaders that leads to corruption and embezzlement of education funds	3.54	0.510	Accept	2.96	1.70	Accept
36	Non provision of infrastructural facilities	3.29	0.46	Accept	2.96	0.84	Accept
37	Poor remuneration of the teachers	3.04	0.75	Accept	3.52	0.62	Accept
38	Lack of sponsorship to conferences and workshop for the teachers by the government	3.00	0.01	Accept	3.38	0.75	Accept
39	Delay in payment of teacher's salaries	2.83	0.87	Accept	3.27	0.75	Accept
40	Instructional materials provision	2.83	0.38	Accept	2.97	0.92	Accept
41	Non motivation of students	3.04	0.75	Accept	3.13	0.71	Accept

Table 7 showed that all the government related factors included in the cluster have significant influence on the students' achievement in Economics. All the items in the cluster (D) had mean scores that are above 2.50. This implies that the students' achievement in Economics is largely influenced the relevant government policies.

Null Hypothesis four (Ho₄): There is no significant difference between the mean score of the teachers' and students' responses on the influence of government policies on students' academic achievement in Economics

Table 8: Summary of t-test on the mean responses of the teachers and the students on the influence of government policies on students' academic achievement in Economics.

respondents	No	DF	t-cal	Sig	Decision
Teachers	24	14	0.05	0.961	Accept
Students	327	12.75			

The data in Table 8 showed that there was no significant (P = 0.961) difference between the mean score of the teachers' and students' responses on the influence of government policies on students' academic achievement in Economics with t value of -0.05. Since the calculated value of t is lower than the critical t value, the null hypothesis (Ho4) was accepted.

The major findings are summarized as follows:
- ❖ Teacher-related factors influence academic achievement of the students in economics.
- ❖ Student-related factors also influence Economics students' academic achievement.
- ❖ Socio-Economic background of the family does not influence academic achievement of Economics students.
- ❖ Government related factors determine to a great extent the academic achievement of Students.

Discussion of Findings

The findings of the study are discussed in line with the research questions and hypotheses raised in the study.

Teacher-related factors that influence students' achievement in Economics

The findings revealed that teachers remain the major forces that drive students' achievement in Economics. Specifically, teacher's knowledge of the subject matter and teacher's methods of teaching Economics recorded the highest mean score in students' achievement in Economics with mean scores as shown in Table 1. This finding is in line with the report of Adedoyin (2011) who reported that one of the characteristics of good teachers is that they possess a substantial amount of specialised knowledge which is referred to as pedagogical content knowledge (PCK). Also contributing to students' performance in Economics as demonstrated in the present study are teacher's health (3.48), teacher's cordial relationship with the students (3.39), teacher's qualification

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(3.33), communication skill (3.33) and teacher's attendance to classes (3.29). The results of the study clearly showed that teacher's tribe or ethnic origin and gender do not influence students' achievement in economics.

Students-related factors that affect students' academic achievement in Economics

The findings revealed that students-related factors are equally major factors that influence their performance in Economics. It was observed in this study that student's gender in relation to teacher's gender significantly influence their learning of Economics and consequently, their achievement in examination. This is in agreement with Odunaike, Ijaduola and Amoda (2013) that gender is one among other factors that influence students' academic achievement. It is not exactly clear why gender makes so much of a difference in students learning, but a National Education Longitudinal survey (NELS) data generated by Dee (2006) offer some suggestive evidence that the opinions of teachers about their students and of students about their teachers is shaped in part by gender characteristics. It was also observed in the studies that of all the students' related factors that influence classroom achievement, students' age and their ability to use the internet and related gadgets do not have influence on the students' achievement in Economics.

Socio-economic factors that affects students' academic achievement in Economics

The findings from this study have clearly shown that the socio-economic status of the students' do not in any way influence the learning of and consequently classroom achievement in Economics. However, the study showed that parental follow up of students' academic activities influence students academic achievement and other socio economic factors like parents educational level, financial status amongst others do not influence students' achievement in school.

Government related factors that affect students' academic achievement in Economics

The results of the present study were unequivocal in demonstrating that government policies and activities do have great impact on the classroom performance of students in Economics. This finding is in line with Loukas (2007) report which shows that the task of a teacher, which includes sustaining education system, does not rest on the teachers' professional competency alone, but on the entire features of the school climate. Many researchers believe that a productive school climate needs good teaching and learning strategies, sufficient instructional materials, richer classroom ecology, pleasant school culture, objective administration and good school physical structures. The availability of these features can help education to be successful. It is the responsibility of the government to hire qualified teachers to teach economics in Secondary schools and also provide a conducive environment for teaching.

Recommendations

As regards to the findings of this study, the following recommendations were made.

Knowledge of the subject matter and teaching style/methods were shown to markedly influence achievement in Economics, hence teachers need to update their knowledge on pedagogical content and on ways of teaching Economics effectively. This can be achieved through regular organization of workshops, seminars and continued education programme.

There is also need to review the teacher's education and certification programme at secondary level of educational process. Only teachers with certification on Economics should teach Economics in Secondary school.

Parents are enjoined to assist their children in ensuring that they perform well academically by following up their academic activities and providing text books and other reading materials.

The relevant government agencies should step up their responsibility in ensuring quality education at all levels. There should be continuous efforts by the government and its agencies to improve standard of Education by organizing workshops, seminars and other continued education programmes. Relevant and current books should be made available to teachers and students through libraries.

Conclusions

The major thrust of this study was to determine the factors that influence Economics Students Achievement in Nsukka Local Government Area of Enugu. The main purpose was to find out teachers, students, Socio economic and government related factors that may influence students Achievement in Economics. Based on the findings it was concluded that teacher-related factors, student related factors and Government related factors affect students' achievement in Economics whereas Socio economic status of parents has no effect on students' achievement in Economics.

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