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Influence of Economics Teachers Attitude on Attitude and Academic Performance Senior Secondary School Students in Bauchi Zone, Bauchi State

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Abstract
The study is carried out to investigate the impact of economics teachers' attitude on student's attitude and academic performance in Bauchi Educational zone, the population of 29,199 senior secondary school two (SSII) students of government owned senior secondary schools their Two hundred and Forty-Five, (245) economics teachers was used. From the population of the study, the sample sizes of 420 students and 21 economics teachers were drawn. The drawing of the sample size was guided by Kreycie and Morgan (1970) table of sampling, the sample was drawn using stratified or multi stage sampling procedure. Three research questions and two null hypotheses were raised to guide the study. The data obtained was analyzed using the appropriate tools and procedure in SPSS version 26. The result revealed a positive relationship between teacher attitude and students' attitude towards learning Economics. The result also revealed that students' attitude towards learning of Economic has a significant impact on their academic performance. Among many suggestions and recommendations raised, teachers were advised to build excellent rapport with students and create an attractive and enjoyable environment to ensure students are dynamically involving in the classroom activities so that to arouse their attitudes towards Economics.
Keywords: Influence, Economics Teachers Attitude, Academic Performance Students

Introduction
The Universal Basic Education (UBE) is the current educational system in Nigeria which is also referred to as 9-3-4. System. This is the system in which a child is expected to spend the first 9 years of basic and free compulsory education up to the Junior Secondary School (JSS3) level, another 3 years in the Senior Secondary School, and 4 years in the Tertiary institutions. Secondary education is the form of education which learners receive after primary school education. Secondary education refers to full-time education provided in secondary schools usually for students between the ages of eleven or twelve and eighteen plus. It is defined by the Federal Republic of Nigeria (FGN, 2013) in her National Policy on Education (NPE) as the form of education

children receive after primary education and before the tertiary stage. It constitutes post primary education and also serves as a link between primary and tertiary education.

The importance of secondary education made the federal government to state the broad aims of Secondary education as preparation for useful living within the society and for higher education. Secondary School education generally aims at preparing and equipping individuals for effective contribution towards societal development. This position is reflected in Nigerian goals of education which are: development of the individual into a sound, patriotic and effective citizen; total integration of the individual into the immediate community, the Nigerian society and the world; inculcation of national consciousness, values

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and national unity; and development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society (F R N, 2013).

Economics is one of the subjects that is studied at the Senior Secondary School (SSS) level under the new National Policy on Education. Economics as a social science derived from ancient Greek word "OIKNOMIA" means management of house hold, which analyzes the production, distribution, and consumption of goods and services, the earlier name was political economy but later in 19ᵗʰ century economist suggested economics as a shorter term (Mark, 2007). Economics is a social science concerned with the production, distribution, and consumption of goods and services. It studies how, business, government, and nations make choices about how to locate resources. The guiding principle of Economics curriculum in senior secondary schools is the need to equip students with the basic knowledge and skills that will enable them to better appreciate the nature of Economic problems in any society (Nicholas, 2004).

Economics is the foundational subject for all management and commercial courses, Economics forms the background upon which other management, commercial and social sciences disciplines are built on. That is the reason why for admission into any commercial or management course a minimum of a credit pass in Economics is needed as a basic requirement for such candidates. Fulfilling this requirement has been constantly marred by the level of poor performance of students in external examination like West African Examination Council (WAEC), National Examination Council (NECO) and Joint Admission Matriculation Board (JAMB) (Oguguo & Uboh, 2020).

Onuoha (2015) explained that the knowledge of Economics is also considered to be a pre-requisite for one to adequately prepare for life in modern society. It gives us facts and shows us what may be expected to be the outcome of certain lines of conduct; it charges its recipient to make wise choice that will satisfy their needs in the presence of unlimited wants. For any society to be equipped with the basic

knowledge and skills that will enable it to better appreciate the nature of economic problems, and how to make rational economic decisions, such a society must depend on the accumulated knowledge of economics, which the citizens possess.

The importance of teaching economics subject to secondary school students cannot be overemphasized. According to Adu (2004) the study of economics serves a useful purpose in modern life. It gives us facts and shows us what may be expected to be the outcome of certain lines of conduct; it helps us to decide which of several alternatives to choose. It charged its recipient to make wise choice that will satisfy their needs in the presence of unlimited wants and resources Milton Friedman (intellectual father of the Monetarist school of thought) recommended economics strongly as did Keynes who said that the study of economics lets one understand many things about life. In another perspective, Keynes (1936) recorded that there are so many things a person really cannot understand without some "scientific knowledge" of economics, and that economics usually does not seek to predict the behavior of a specific individual, instead it focuses on the general behavior of a large number of individuals. Teachers in secondary schools are in the position to help students see the connections between discrete Economics concepts and their relevance in everyday lives. Despite the lofty objectives and significance of the subject, it appears students achieve poorly in internal and external examination. For instance, the available records of WAEC result analysis from 2009- 2012 show a continuous decline in students' overall performance in school certificate examination (Onuoha 2015). Specifically, there are reports of high level of below-average performance in Economics with respect to the percentage of students that score Credit (C) and above in WACE and GCE examinations.

Observing the trends of Economics students' achievement in WAEC Onuoha (2015) postulates that the percentage of the students that made D, E and F grades between 2001 and 2012 were above 60% whereas less than 40 % of the students made grade C and above in Economics. For instance, recent study by

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Oguguo and Uboh (2020) Evaluating the participation the level of Candidates' WASSCE participation and achievement of five credit passes including Mathematics and English Language were examined for a period of five years for each State in Nigeria from 2014 to 201, placed Bauchi 32nd position with mean percentage of 19.59%. analyzing the level of candidates' achievement of five credit passes and above (Economics included) in May/June WASSCE from 2014 to 2018 in Nigerian States and FCT? Bauchi recorded 5.35%, 15.38%, 33.613%, 23.37% and 20.24% for years 2014, 2015, 2016, 2017 and 2018 respectively with mean percentage of 19.59%

The negative attitude and poor performance produced has continued to subject teachers to criticisms of poor attitude and lack of necessary professional qualification. Poor academic performance of students in Nigeria has been reported in literature and linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits (Ofoegbu 2004). Yusuf (2009) noted that many factors which are both teachers-, students- and government-related, may be working against effective teaching and learning of Economics in Secondary schools in Nigeria. Teachers are essential in the entire educational system of any nation and are pivots on which education wheels revolve. Therefore, the quality of teachers is considered to be a crucial factor for the students' classroom performance.

A teacher is a professional who consciously and deliberately uses his/her wealth of experience, training, skills, competencies, attitudes, interests, knowledge of content, with the help of instructional materials, methods/techniques to impart to a less experienced person. Teaching, according to Mkpa (2009), is defined as a process of giving instruction to impart knowledge, facts, skills, attitudes, interests and aptitude by a knowledgeable and more experienced person to a less knowledgeable and inexperienced individual. Ashimole (2011) emphasized that effective teaching and learning depends largely on teachers' qualification, experience and attitude, and that growth and development of educational settings depends largely on effective teaching. This study investigates how teachers' attitude influence student's attitude toward the study of economics in senior secondary Schools of Bauchi Zone.

Attitude is a developmental state of organism valence created by psycho-biological processes, exerting a motivational influence upon the individual's responsive behavior in situations directly and indirectly related to it (John, 2011). According to Adu (2012), attitude as internal beliefs that influences personal actions which is learned through one's experience. A person's attitude to an idea or object determines what the person thinks, feels and how the person would like to behave towards that idea or object (Audu, Galloway& Oloye, 2014), thus, the student's perception of the teacher's characteristics could influence their attitude towards economics or any other school subject. Students more often than not judge their teachers in such areas as the teacher's fluency, teacher's knowledge of the subject matter, communication ability, and general class room management skill. A teacher who is rated high on these indices in the perception of the students is likely to enjoy their confidence, respect, and admirations.

Yara (2009) opined that attitude of students can be influenced by the attitude of the teacher and his method of teaching. Adu, et al, (2014) conducted a study to investigate Students' Perspectives on Teachers' Characteristics and Students' Attitude towards Economics in Secondary Schools. While investigating the factors affecting low academic achievement of students, Adane (2013) found out that certain teacher variables related to teacher attitude such as incidence of lateness to school and absenteeism, inability to complete the syllabi and inadequate homework assigned to students contributed to the low academic performance of students. Filade et. al (2020) conducted a study on the influence of students' attitude towards economics as a course of study on academic performance in University of Lagos. Descriptive survey research design was adopted for the study using 120 undergraduate students as their sample. The study result revealed a significant influence of students' attitude towards economics on academic

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performance. Their findings also revealed that both female and male students have almost the same attitude towards economics as a course of study.

Studies reveal that teacher's attitude contributed significantly to student attention in classrooms also students' attitude was related to attitude to work (Wirth & Perkins, 2013; Adesoji & Olatunbosun, 2008). Students attitudes to learning are formed as a result of some kind of learning experiences they go through in the teaching and learning situation (Yara 2009) and Economics teacher attitude towards teaching significantly predict student attitude towards the learning of Economics (Adu & Emunemu 2008). This study generally investigates the relationship between Economics teachers' attitudes and students' attitudes toward learning Economics, and the effect of student attitudes impact on students' academic performance.

High-quality teachers are thought and expected not only to improve students' performance but also to provide emotionally supportive environments that contribute to students' social and emotional development, to manage classroom behaviors, to deliver accurate content, and to support critical thinking (Cohen, 2011; Lampert, 2001; Pianta & Hamre, 2009). If the teachers are exhibiting positive attitude personality traits, which support the students' learning, share knowledge in multiple ways, create an environment of learning and cooperation, and encourage the students to come forward and show participation in the class activities, then the students will learn more, their skills and competencies will increase and their level of confidence on the teacher will increase and vice versa (Garcia, Kupczynski, & Holland, 2011).

The persistent poor performance in Economics in the West African Examination Council (WAEC) examinations, the National Examination Council (NECO) examinations and the General Certificate in Education (GCE) examinations in recent years in Nigeria, have been attributed to students' negative attitude towards Economics (Adu, 2005). researchers have expended time and energy with the aim of investigating the possible causes of students' poor attitudes and performance in Economics. Yet available reports indicate that performance of students in Economics have continued to remain poor. However, evidence of the various literatures indicates a relationship between teacher attributes, students' attitude towards learning Economics and their performance. Therefore, considering the fact that there is dearth of available literature on the influence of teachers' attitude on students' attitude towards economics, this study intends to extensively explore that angle with the intention of providing practical evidence and thus, add to the available literature.

Purpose of the Study
The main purpose of this study is to determine Influence of teachers' attitude on academic performance of students in Economics in Senior Secondary School in Bauchi Zone. Specifically, the study seeks to:
1. To examine the influence of Economics teachers' attitude on students' attitude towards learning Economics.
2. To examine the influence of Economics teachers' attitude on students' academic performance in Economics.
3. To examine the influence of students' attitude on students' academic performance in Economics.

Research Questions
The following research questions have been raised for the study:
1. What is the influence of Economics teachers' attitude to work on students' attitude towards Economics?
2. What is the influence of teachers' attitude on students' Performances in Economics?
3. What is the influence of students' attitude towards learning Economics on their academic Performances in Economics?

Hypotheses
The following hypotheses are to be tested at 0.05 significant levels:
1. Economics teachers' attitude has no significant influence on students' attitude towards learning Economics.

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2. Economics teachers' attitude has no significant influence on students' Academic Performances in Economics.
3. There is no correlation between student attitude and student performance in Economics

Methodology

Expos-facto correlational design was adopted for the study. According to Awotunde and Ugodulunwa (2004) Expos-factor also known as causal comparative design attempts to determine the consequences of differences that already exist between or among groups of individuals, the research cannot manipulate the independent variables because they have already existed and have influence on the sample. An expos-facto is chosen because there was no manipulation of variables but a study of independent factors as they influenced or impact on the attitude and performance of economic students.

The population of the study consist of all the 29,199 senior secondary school two (SSII) students of Government owned Senior Secondary Schools in Bauchi Education zone and their Two hundred and Forty-Five, (245) Economics teachers. From the population of the study, the sample sizes of 420 students and 21 economics teachers were drawn. The drawing of the sample size was guided by Kreycie and Morgan (1970) table of sampling. According to Kreycie and Morgan (1970) any population figure that reaches 30,000 the sample size of 379 is adequate (Appendix III). Multi stage sampling procedure was used in this study. The first stage involves random selection of three out of the seven local governments in the education zone, the second stage involves random selection of four Senior Secondary Schools from the three selected Local Government areas. In each randomly selected school two economics teachers are to be selected. According to Bichi (1997), if a population is scattered, it would be more convenient to study subjects in naturally occurring groups or cluster. He also added that a modified form of cluster used in educational research is multistage; an approach in which the target population is divided into clusters then further sampling takes place within the clusters until individuals are sampled.

The two research instruments used for this study were Questionnaire on Teacher Characteristics and Students' Attitude Questionnaire (TESAQ). The TESAQ consisted of contained 18 items on students' attitudes. was used to obtain teachers' information. Students performance was obtained from the average of their yearly examination results of first, second, and third semesters. The instruments were validated by experts from department of economics education, Faculty of Education university of Jos, and two lecturers from Department of Educational foundation, Faculty of Education, Federal University Kashere. The instruments were subjected to face, content and construct validities.

The instrument was administered to the respondents in schools. This was done through the help of two research assistants to cover the schools. The total number of questionnaires distributed were 441 to both Economic teachers and students. These questionnaires were distributed with the aid of research assistants and 423 of these questionnaires were returned and also were found to be valid for analysis. The research questions were analyzed using the descriptive statistics of mean and standard deviation, and simple regression while Pearson Product Moment Correlation were used in testing the hypotheses at 0.05 level of significance

Results

The results are presented below

Research Question One**:** What is the Influence of Economics teachers' attitude to work on students' attitude towards Economics?

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Table 1: Simple regression analysis showing the direct Influence between Economic Teachers' Attitude (IV) and Student's Attitude (DV)

Variables	R Square (R^2)	Unstd. B	Std. β	P Value	Decision
Economics Teachers' Attitude & Students' Attitude	.043	.235	.206	.000	Significant

Source: *Extracted from IBM SPSS V. 26 Output, 2020.*

The result of the simple regression test shown on table 1 indicates that there is a weak positive impact among economic teacher's attitudes and student attitude in Economics. The R^2 value of .043, the β value is .206 and the P value =0.000 (<.05). This implies that economic teachers' attitudes predict student attitude toward learning economic in Secondary Schools in Bauchi Zone by 4.3%.

Research Question Two: What is the influence of Economics Teachers' Attitude on students' Performance in Economics?

Table 2: **Influence of Economics Teachers' Attitude on students' Performance in Economics?**

Variables	R Square (R^2)	Unstd. B	Std. β	P Value	Decision
Economics Teachers' Attitude & Students' Academic Performance	.012	4.379	.111	.026	Significant

Source: Field Work 2020

The result of the simple regression test shown on table 2 indicates that there is a weak positive relationship between economic teachers' attitudes and student academic performance in economic in Secondary school, Bauchi South. The R^2 value of 0.012, the β value is 0.111 and the P value =0.026 (<.05). This implies that economic teachers' attitude toward teaching economic predicted student's academic performance in economic by 1.2%.

Research Question Three: What is the influence of students' attitude to learning and their performance in economics?

Table 3: Influence of students' attitude to learning and their performance in economics?

Student Attitudes	N	Mean Attitude Score	Decision
Bad	2	19.9	5.670
Fair	5	61.32	6.72
Good	8	63.91	18.895
V. Good	17	53.17	22.753

Source: Field Work 2020

The result in table 11 shows that the students with bad attitude had a mean performance score of 19.9 and a standard deviation of 5.670 in Economics. Again, the students with Fair attitude had a mean performance score of 61.32 and a standard deviation of 6.72 in Economics. Furthermore, students with Good attitude had a mean performance score of 63.91 and a standard deviation of 18.895 in Economics, while students with very good attitude had a mean performance score of 53.17 and a standard deviation of 22.753 in Economics. This implies that student's attitude influences their performance in Economics.

Testing of Hypotheses
Hypothesis One: There is no significant relationship between Economics teachers' attitude and students' attitude towards learning Economics.

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Table 4: Pearson Correlation Table: Pearson Correlation Table: Economics teachers' attitude and students' attitude towards learning Economics.

Variables		Teachers' Attitude	Students' Attitude
Teachers' Attitude	Pearson Correlation	1	.206**
	Sig. (2-tailed)		.000
	N	402	402
Students' Attitude	Pearson Correlation	.206**	1
	Sig. (2-tailed)	.000	
	N	402	402

Sig. at (2-tailed) & 0.05 level

Table 4 shows the relationship between economics teachers' attitude and students' attitude towards learning Economics was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a positive correlation between the two variables, $r = .206*$, $N = 402$, $p = .000$, the economic teacher's positive attitude toward teaching economic associated with students' attitude towards learning Economics in secondary schools in Bauchi Zone.

Therefore, at 95% confidence level and 5% significant level, the data signifies that economic teacher's attitude has a significant relationship with students' attitude towards learning Economics in secondary schools in Bauchi Zone. The p-value of the model been $0.000 < 0.05$ signifying that the null hypothesis is rejected and alternative hypothesis accepted.

Hypothesis Two: There is no significant relationship between Economics teachers' attitude and students' Academic Performances in Economics.

Table 5: Pearson Correlation Table: Pearson Correlation Table: Economics teachers' attitude and students' Academic Performances in Economics

Variables		Teachers' Attitude	Academic Performances
Teachers Attitudes	Pearson Correlation	1	.111*
	Sig. (2-tailed)		.026
	N	402	402
Academic Performances	Pearson Correlation	.111*	1
	Sig. (2-tailed)	.026	
	N	402	402

Sig. at (2-tailed) & 0.05 level

Table 5 shows the relationship between economics teachers' attitude and students' academic performances in economics was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a low, positive correlation between the two variables, $r = .111*$, $N = 402$, $p = .026$, the economic teacher's positive attitude toward teaching

economic associated with student high academic performance in secondary schools in Bauchi South.

The economic teacher's positive attitude toward teaching economic associated with student high academic performance in secondary schools Therefore, at 95% confidence level and 5% significant level, the data signifies that economic teacher's attitude has a significant relationship with student high academic performance in secondary schools in

Bauchi South education Zone. The p-value of the model been 0.026 < 0.05 signifying that the null hypothesis is rejected and alternative hypothesis accepted.

Hypothesis Two: There is no correlation between student attitude and student performance in Economics

Table 9: Pearson Correlation Table: student's attitude toward learning economic and students' performance in Economics.

Variables		Teachers' Attitude	Academic Performances
Teachers Attitudes	Pearson Correlation	1	.111[*]
	Sig. (2-tailed)		.026
	N	402	402
Academic Performances	Pearson Correlation	.111[*]	1
	Sig. (2-tailed)	.026	
	N	402	402

Sig. at (2-tailed) & 0.05 level

Table 3 shows the relationship between student's attitude toward learning economic and students' academic performances in economics was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a low, positive correlation between the two variables, $r = .111*$, $N = 402$, $p = .026$, the student's positive attitude toward learning economic associated with student their academic performance in secondary schools in Bauchi South. Therefore, at 95% confidence level and 5% significant level, the data signifies that student's attitude toward economics has a significant relationship with student academic performance in secondary schools of Bauchi South education Zone. The p-value of the model been 0.026< 0.05 signifying that the null hypothesis is rejected and alternative hypothesis accepted.

Discussion
The result of the simple regression test comparing student attitude with teacher's attitude indicates that there is a weak positive impact among economic teacher's attitudes and student attitude in Economics. The R^2 value of .043, the β value is .206 and the P value =0.000 (<.05). This implies that economic teachers' attitudes predict student attitude toward learning economic in Secondary Schools in Bauchi Zone by 4.3%. hypothesis testing using Pearson product-moment correlation coefficient also revealed that there was a positive correlation between the two variables, $r = .206*$, $N = 402$, $p = .000$, the economic teacher's positive attitude toward teaching economic associated with students' attitude towards learning Economics in secondary schools in Bauchi Zone. Therefore, at 95% confidence level and 5% significant level, the data signifies that economic teacher's attitude has a significant relationship with students' attitude towards learning Economics in secondary schools in Bauchi Zone. This implies that teachers' attitude to work influences students' attitude in learning Economics. Yara (2009) contends that attitude of students can be influenced by the attitude of the teacher and his method of teaching. This is in line with the findings of Adu, Galloway, and Olaoye (2014) which states that "Teachers' characteristics are positively correlated with students' attitude towards Economics". Wirth & Perkins (2013) indicate that teacher's attitude contributed significantly to student attention in classrooms where as Adesoji & Olatunbosun (2008) also illustrates that student attitude was related to teacher characteristics.

The result on relationship between economics teachers' attitude and students' academic performances in economics was investigated using Pearson product-moment correlation coefficient. There was a low, positive

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correlation between the two variables, $r = .111*$, $N = 402$, $p = .026$, the economic teacher's positive attitude toward teaching economic associated with student high academic performance in secondary schools in Bauchi South. The economic teacher's positive attitude toward teaching economic associated with student high academic performance in secondary schools Therefore, at 95% confidence level and 5% significant level, the data signifies that economic teacher's attitude has a significant relationship with student high academic performance in secondary schools in Bauchi South education Zone. The p-value of the model been $0.026 < 0.05$ signifying that the null hypothesis is rejected and alternative hypothesis accepted. The outcome could be due to the fact that students' achievements depend on combination of factors rather than just teacher attitude alone, this support the study of Hooley and Jones (2006) and that of Kurgat and Gordon (2014) in their respective studies found a positive but insignificant relationship between students' achievement and teachers' attitudes.

The findings of research hypothesis three indicates that the student's positive attitude toward learning economic is associated with students' academic performance in senior secondary schools of Bauchi South. Therefore, at 95% confidence level and 5% significant level, the data signifies that student's attitude toward economics has a significant relationship with student academic performance in secondary schools of Bauchi South education Zone. The p-value of the model been $0.026 < 0.05$ signifying that the null hypothesis is rejected and alternative hypothesis accepted. Wirth and Perkins (2013) observed that students' attitude contributes significantly to students' attention in classrooms, which translate into their academic performance.

Recommendations

1. There is the need for teachers to build excellent rapport with students and create an attractive and enjoyable environment to ensure students are dynamically involved in the classroom activities so that to arouse their attitudes towards economics.

2. Students' attitude is believed to be central to teaching and learning process, Stakeholders should organize periodic seminars and workshops for students, parents and teachers designed to promote positive attitudes towards their lessons in schools.

3. Parent should motivate and encourage their children towards economics because they are the first teachers

4. The school guidance and counselling unit has a role to play in promoting the students interest and guiding them to have positive attitude towards their studies

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