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PERFORMANCE IN ECONOMICS: EVIDENCE FROM,  
SELECTED SECONDARY SCHOOLS WITHIN KOKONA LGA OF  
NASARAWA STATE, NIGERIA**

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**IMPACT OF EDUCATIONAL SUPPLY ON STUDENT PERFORMANCE IN ECONOMICS: EVIDENCE FROM, SELECTED SECONDARY SCHOOLS WITHIN KOKONA LGA OF NASARAWA STATE, NIGERIA**

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**Abstract**

*This study examined the impact of educational supply on students' academic performance in Economics in Kokona LGA of Nasarawa State. Using a descriptive survey design, data were collected from 400 senior secondary students selected from a population of 18,762 through multistage sampling. A structured, expert-validated questionnaire (validity index = 0.78;  $\alpha = 0.70$ ) served as the instrument. Data analysis employed descriptive statistics and regression analysis. Findings revealed that teachers' availability and adequate classrooms significantly influenced students' academic performance in Economics. The study recommends improved supply of qualified teachers and conducive learning facilities to enhance achievement.*

**Keywords:** Educational Supply, Academic Performance, Teachers Availability, Adequate Classroom

## 1.1 INTRODUCTION

Education is widely recognized as the foundation of socio-economic and human capital development. However, its effectiveness is heavily reliant on the adequacy of resources provided to schools, including teachers, instructional materials, and classroom infrastructure. These resources form the backbone of effective learning environments and significantly influence how knowledge is imparted and absorbed. In Nigeria, ongoing shortages in these critical resources have been linked to poor academic performance among students, especially in challenging subjects like Economics that demand strong analytical and quantitative skills (Aminu & Awaisu, 2025; Salihu, Ibrahim & Tigga, 2020). The Kokona Local Government Area (LGA) in Nasarawa State faces similar challenges, highlighting the need to examine how resource availability impacts academic outcomes.

Teachers are the most vital component of the educational resource chain. Their availability, qualifications, and subject expertise directly influence the quality of instruction students receive. A school with adequate staffing allows teachers to provide personalized attention, effectively manage classroom activities, and deliver content with depth and clarity. In contrast, shortages of teachers result in overcrowded classrooms, overburdened instructors, and reliance on non-specialists to teach critical subjects like Economics, which ultimately detracts from student achievement. Research by Adedeji et al. (2022) indicates that insufficient teacher supply in North-West Nigeria significantly hinders students' academic performance, as overwhelmed teachers struggle to cover the curriculum adequately. Further, a study by Hassan, Groot, & Volante (2025) suggests that disparities in teacher distribution across Nigerian schools exacerbate unequal educational outcomes, particularly affecting students in rural areas. Where qualified Economics teachers are scarce, students tend to perform worse in standardized assessments compared to their peers in better-resourced schools.

In Nasarawa State, schools continue to grapple with a shortage of qualified Economics teachers, often leading to a scenario where one teacher is responsible for multiple classes across various levels. This mismatch between the supply of teachers and student demand restricts the implementation of interactive pedagogical strategies—such as group

discussions, case studies, and problem-solving approaches—that are crucial for effective Economics instruction. Consequently, the scarcity of Economics teachers in Kokona LGA likely contributes to diminished student outcomes, as learners receive fewer contact hours, less individualized feedback, and limited exposure to innovative teaching methods (Bingham University, 2023). This situation calls for urgent attention to improve resource allocation in education, particularly in underserved areas, to enhance student performance and equity in learning opportunities.

Ideally, schools require adequate qualified teachers, classrooms, to create a conducive learning environment and enhance students' performance in subjects like Economics. However, secondary schools in Kokona LGA of Nasarawa State face shortages of Economics teachers, overcrowded and poorly equipped classrooms. Despite government interventions through policies such as UBE, teacher recruitment, classroom construction, and training programmes, these challenges persist. Consequently, students' academic performance in Economics remains unsatisfactory. This study therefore seeks to examine the extent to which the supply of teachers, classrooms, and instructional materials influences the academic performance of secondary school students in Economics in Kokona LGA.

### 1.3 Research Questions

Based on the objectives of the study, the following research questions are raised:

1. What is the impact of teachers' availability on students' academic performance in Economics in Kokona LGA of Nasarawa State?
2. How does the availability of classrooms affect students' achievement in secondary schools in Kokona LGA of Nasarawa State?

### 1.4 Research Hypotheses

The following null hypotheses are formulated to guide the study:

H01: There is no significant impact of teachers' availability on students' academic performance in Economics in Kokona LGA of Nasarawa State.



H02: There is no significant impact of classroom availability on students' achievement in secondary schools in Kokona LGA of Nasarawa State.

## 1.6 Significance of the Study

This study is valuable to multiple stakeholders in the education sector. For students, it highlights how teachers, classrooms, and instructional materials affect their performance in Economics. For teachers, it underscores the role of adequate staffing and resources in enhancing effectiveness. School administrators will identify resource gaps for better allocation, while policymakers and government will gain evidence to guide recruitment, classroom provision, and instructional support. Finally, the study serves as a useful reference for future researchers interested in related topics.

## 1.7 Scope of the Study

This study focuses on the Impact of Educational Supply on Student' Performance in Economics in Kokona Local Government Area of Nasarawa State. The study will cover selected secondary schools within the LGA, with emphasis on three major aspects of educational supply: availability of teachers, availability of classrooms, and availability of instructional materials. Other factors that may affect student performance, such as parental background, student attitudes, and peer influence, will not form the central focus of this study.

## 1.8 Operational Definition of Terms

### Supply of Education:

Refers to the provision of essential educational resources such as qualified teachers, adequate classrooms, and instructional materials required for effective teaching and learning in schools.

### Teachers' Availability:

The presence of qualified and sufficient number of teachers who are responsible for teaching and guiding students in the subject of Economics.

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### **Classroom Availability:**

The adequacy of physical learning spaces in schools, including their size, number, and suitability to accommodate students for effective learning.

### **Academic Performance:**

The measurable learning outcomes of students, often assessed through test scores, examinations, and overall achievement in the subject of Economics.

## **LITERATURE REVIEW**

The supply of education refers to the provision of essential inputs—qualified teachers, adequate classrooms, instructional materials, and infrastructure—that enable effective teaching and learning (Okemakinde, 2021; Hassan, Groot & Volante, 2025). Adequate supply motivates teachers, improves classroom conditions, and enhances students' access to resources, while inadequate supply often results in overcrowding, poor learning environments, and low academic achievement. In Nigeria, particularly in rural areas such as Kokona LGA, shortages of teachers, poor classroom facilities, and insufficient instructional materials remain persistent challenges affecting students' performance in Economics (Bingham University, 2023).

Academic performance is measured through school-based assessments and external examinations like WAEC and NECO, is a key indicator of students' achievement. Research indicates that performance is not determined solely by intelligence or effort but also by the quality of educational resources available. Studies show that students in resource-rich schools consistently achieve better outcomes than those in poorly supplied schools (Aminu & Awaisu, 2025; IIARD, 2024). For Economics, which requires abstract reasoning and application of principles, adequate supply of teachers and facilities is particularly vital.

Teachers are widely regarded as the most critical human resource in education. Their availability, qualifications, and subject specialization strongly influence student achievement. Where teachers are adequate, class sizes are manageable, and students benefit from individual attention and timely feedback. Conversely, teacher shortages lead to overcrowded classrooms, overburdened staff, and reliance on non-specialists, all of which lower achievement. Adedeji et al. (2022) found that inadequate teacher supply in North-

West Nigeria significantly reduced student performance, while Hassan, Groot, and Volante (2025) noted that uneven teacher distribution created achievement gaps, especially disadvantaging rural schools. In Economics, lack of specialist teachers limits students' exposure to applied knowledge, reducing performance in both internal and external examinations.

Classroom adequacy is another vital factor influencing academic outcomes. Sufficient, well-equipped classrooms provide a conducive learning environment by ensuring proper seating, ventilation, and reduced overcrowding. IIARD (2024) reported that classroom conditions were significant predictors of performance, with students in spacious and well-ventilated classrooms achieving higher scores. Similarly, Okemakinde (2021) observed that inadequate classroom space contributed to absenteeism and low achievement levels. In Kokona LGA, rapid enrolment growth has not been matched with sufficient classroom supply, leading many students to learn in congested or makeshift facilities, which diminishes teaching quality and learning effectiveness.

This study is anchored on **Human Capital Theory** (Schultz, 1950s), which regards education as an investment that raises productivity just as investment in physical capital improves output. Within this framework, teacher availability, classroom adequacy, and instructional resources are educational investments that contribute to students' human capacity. Where these inputs are insufficient, students' performance declines, undermining the returns on educational investment.

Empirical evidence supports these assertions. Adedeji, Hassan, and Suleiman (2022) found that inadequate teacher supply lowered mean achievement scores in Nigerian schools. Okemakinde (2021) established a significant relationship between classroom availability and student performance, with overcrowding linked to poor outcomes. Other studies (Aminu & Awaisu, 2025; IIARD, 2024) confirm that well-supplied schools outperform poorly supplied ones. Collectively, these studies demonstrate that teacher supply, classroom adequacy, and instructional materials are central determinants of students' academic achievement in Economics.

## RESEARCH METHODOLOGY

The study adopted a descriptive survey design to investigate the impact of educational supply on students' performance in Economics in Kokona LGA. The population comprised 18,762 senior secondary students offering Economics, from which a sample of 400 was drawn using multistage sampling (stratification of schools into public and private, followed by random selection). Data were collected using a structured questionnaire validated by experts (validity index = 0.78) and tested for reliability ( $\alpha = 0.70$ ). Descriptive statistics (mean, frequency, percentage) and regression analysis were employed for data analysis.

## DATA PRESENTATION, ANALYSIS, INTERPRETATION, AND DISCUSSION OF FINDINGS

Data were analyzed based on the research questions. Out of 400 questionnaires distributed to secondary school students in Kokona LGA, all were retrieved, giving a 100% response rate.

### Research question one:

What is the impact of teachers' availability on students' academic performance in Economics in Kokona LGA of Nasarawa State?

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**Table 4.1: Responses on Teachers' Availability and Students' Academic Performance (N = 400)**

| Item                                                                  | Strongly Agree (SA) | Agree (A)   | Disagree (D) | Strongly Disagree (SD) | Total | Mean | Decision |
|-----------------------------------------------------------------------|---------------------|-------------|--------------|------------------------|-------|------|----------|
| Qualified Economics teachers are available in my school.              | 80 (20%)            | 100 (25%)   | 120 (30%)    | 100 (25%)              | 400   | 2.40 | Disagree |
| Shortage of teachers negatively affects my performance in Economics.  | 200 (50%)           | 120 (30%)   | 50 (12.5%)   | 30 (7.5%)              | 400   | 3.23 | Agree    |
| Teachers' workload reduces the time available for effective teaching. | 150 (37.5%)         | 140 (35%)   | 70 (17.5%)   | 40 (10%)               | 400   | 3.00 | Agree    |
| Availability of more Economics teachers would improve my performance. | 210 (52.5%)         | 110 (27.5%) | 50 (12.5%)   | 30 (7.5%)              | 400   | 3.25 | Agree    |

Only 45% affirmed the presence of qualified Economics teachers, indicating shortages. Most respondents agreed that inadequate teachers and heavy workload hinder learning, while 80% believed more teachers would enhance performance. Thus, teacher availability strongly impacts students' achievement in Economics.

#### Research question two:

How does the availability of classrooms affect students' achievement in secondary schools in Kokona LGA of Nasarawa State?

**Table 4.2: Responses on Classroom Availability and Students' Achievement (N = 400)**

| Item                                                                              | SA             | A              | D              | SD             | Total | Mean | Decision |
|-----------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|-------|------|----------|
| My school has adequate classrooms for Economics lessons.                          | 70<br>(17.5%)  | 90<br>(22.5%)  | 130<br>(32.5%) | 110<br>(27.5%) | 400   | 2.30 | Disagree |
| Overcrowded classrooms make learning Economics difficult.                         | 180<br>(45%)   | 140<br>(35%)   | 50<br>(12.5%)  | 30<br>(7.5%)   | 400   | 3.17 | Agree    |
| Proper classroom facilities (seating, lighting, ventilation) improve performance. | 190<br>(47.5%) | 150<br>(37.5%) | 40<br>(10%)    | 20<br>(5%)     | 400   | 3.28 | Agree    |
| Lack of classrooms reduces my concentration in Economics lessons.                 | 200<br>(50%)   | 130<br>(32.5%) | 50<br>(12.5%)  | 20<br>(5%)     | 400   | 3.28 | Agree    |

Only 40% confirmed adequate classrooms, while 60% disagreed. Most respondents agreed that overcrowding, poor facilities, and lack of classrooms hinder concentration and performance, showing classroom availability significantly affects students' achievement in Economics.

#### 4.2 Test of Hypotheses

##### Hypothesis One (H01):

There is no significant impact of teachers' availability on students' academic performance in Economics in Kokona LGA of Nasarawa State.

**Table 4.4: Regression Analysis of Teachers' Availability and Students' Academic Performance**

| Variable               | B     | t-value | Sig. (p) |
|------------------------|-------|---------|----------|
| Teachers' Availability | 0.462 | 8.210   | 0.000    |
| $R^2 = 0.214$          |       |         |          |
| $F(1,398) = 67.42$     |       |         |          |

Regression shows teacher availability significantly affects performance ( $\beta = 0.462$ ,  $p < 0.05$ ), explaining 21.4% of the variance; hence, the null hypothesis is rejected.

#### Hypothesis Two (H02):

There is no significant impact of classroom availability on students' achievement in secondary schools in Kokona LGA of Nasarawa State.

**Table 4.5: Regression Analysis of Classroom Availability and Students' Academic Performance**

| Variable               | $\beta$ | t-value | Sig. (p) |
|------------------------|---------|---------|----------|
| Classroom Availability | 0.378   | 6.930   | 0.000    |
| $R^2 = 0.180$          |         |         |          |
| $F(1,398) = 48.01$     |         |         |          |

Classroom availability significantly affects performance ( $\beta = 0.378$ ,  $p < 0.05$ ), explaining 18% of the variance; thus, the null hypothesis is rejected.

#### 4.3 Discussion of Findings

The study revealed that supply-side resources significantly influence students' performance in Economics in Kokona LGA. Teacher availability was found to strongly impact achievement, aligning with Adedeji et al. (2022) and Hassan et al. (2025), who noted that inadequate or uneven teacher distribution reduces learning outcomes.

Likewise, classroom availability was shown to affect performance, consistent with Okemakinde (2021), who observed that poor classroom conditions hinder motivation and achievement. These findings confirm that adequate teachers and conducive classrooms are critical for improving students' success in Economics.

## **SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS**

This study examined the impact of supply-side resources on students' performance in Economics in Kokona LGA, with emphasis on teacher and classroom availability. Using a descriptive survey of 400 respondents, data were analyzed through descriptive statistics and regression, and the findings showed that both factors significantly influenced students' academic performance. It was concluded that the availability of teachers and classrooms are critical determinants of students' performance, and their inadequacy contributes to persistent low outcomes in Economics. The study recommends that government should recruit and equitably distribute qualified Economics teachers while providing regular training, and also ensure the construction and maintenance of classrooms with conducive facilities to reduce overcrowding. For future research, it is suggested that similar studies be extended to other LGAs, cover additional subjects, and adopt longitudinal approaches for broader and deeper insights.

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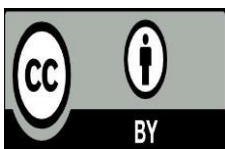
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