

CLASSROOM MANAGEMENT AND STRATEGIES FOR EFFECTIVE EVALUATION OF STUDENTS' LEARNING PERFORMANCE IN ECONOMICS IN CROSS RIVER STATE PUBLIC SCHOOLS

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Abstract

The study examines classroom management and strategies for effective evaluation of students' learning achievement in upper basic education in South-South Nigeria. The study adopted descriptive survey design. Three research questions and three null hypotheses were formulated to guide the student. A structured questionnaire with 30 items on a four point rating scale was used to collect data for the study. The instrument was face validated by three experts and the reliability co-efficient of 0.86 was obtained using Cronbach Alpha coefficient. The population of the study consist of 1000 less experienced (newly employed) universal board education teachers and 80 highly experienced universal basic education teachers in South-South Nigeria. No sample was used due to the fact that the population size was considered manageable. Data collected were analysed using mean and standard deviation to answer the research questions, while t-test statistics was used to test the hypotheses at 0.05 level of significance. The study revealed the following strategies among others were identified for effective evaluation, conducive learning environment, teachers to ensure that no event influence evaluation process. Based on the findings, it was recommended among others that universal basic education teachers should be made to always submit their evaluation records to the principal/school board, teachers should ensure that they adopt the use of all the correct methods of evaluation to evaluate their students, in-service training programmes should always be organised for teachers in order to up-date their knowledge on current issues concerning teaching and learning methodologies/processes in universal basic education.

Keywords: Classroom Management, Planning, Strategies, Evaluation, Learning Performance and Economics

Introduction

Education is a process of being initiated into knowledge and understanding which in turn regulates the recipients' attitude, emotions, wants and action, and sees it as "the brining of the learner into very close awareness and association with his/her environment (Iwuchukwu, 2003).

The teacher is a facilitator of learning and his/her ability to manage the classroom effectively determines the quality of education the student receives. Teacher's ability to control, organise and coordinate naturally the affairs in the classroom without disruption, results as ++effective classroom management. According to Ekpoh, (2016) the extent to which the teacher is effective shows the difference between a well-managed class and the one that is not. How well a teacher manages the classroom is the primary determinant of how well the students will learn. Ogunu (2001) maintained that classroom management involves all actions of the teacher to create, implement and maintain a learning environment within classroom. In the same vein, classroom management involves all the activities put in place by the teacher to ensure effective teaching and learning in the classroom. Classroom management is the process of bringing together in a careful manner those elements which help to create good teaching, learning conditions in class Orukon and Oladipo in Offem and Anashie, 2021).

That classroom is an institutionalized setting for teaching its most common form it is a place where a teacher and twenty or more students meet regularly for a designated period of time over an interval of four to nine months. Akubu in Offem et al. (2021) opined that classroom is one important pace in the operation of the school which holds students together and offers them the opportunity of achieving the purpose of a school. Therefore, classroom is characterized by board, students' seats, chalk or other writing materials, timetable, teachers' table with seat, other instructional materials, the teacher to achieve

the overall aims and objectives of education. Effective teaching and learning process cannot be accomplished without good classroom management.

According to Adeleke (2011), management can be defined as the process of making use of human and material resources to achieve organisational goals. Conceptualised classroom as the “power house in which the success or failure of the learning process is generated and also sustained”. The classroom is where students are assembled for teaching and learning and additionally given ample change for group socialisation through exposition to learning experience. Furthermore, it suggests that classroom is the ground on which educational plan and policies findings are tried out. According to Ezeocha (1990) a classroom operates under a form of rationality which specifies that activities involving all students must have an educative justification.

Based on the objectives and types of programmes encompassed, it becomes evident that the evaluation of learning outcomes under in economics programmes should cover such areas as learners' interest, achievement, computational skills, manipulative skills, ability to collect information and organise them, ability to explain concepts either orally or in writing, ability to solve both real-life problems, learners' productive works, ability to work co-operatively with others, as well as people's desire to be accurate in their solution of problems etc. Therefore, Economics programme requires different types of evaluation techniques.

In the Nigerian context, as the problem of humanity grows, economics as a subject continues to be central to concerns around the globe. And become economics is above all a living and evolving organism, the need to keep economics at the frontier in the rapidly evolving world economy affords the students an exciting opportunity to learn the latest thinking of modern economists and to learn that the subject can contribute to a more prosperous world. As students begin their studies in economics, they are probably wondering, why study economics? In fact, people do it for a number of reasons. Many study economics because they hope to make money. Some people worry that they will be considered illiterate if they cannot understand the laws of demand and supply. Others are interested in learning about how computers and the information revolution are shaping our society or why inequality in the distribution of income in Nigeria has risen so sharply in recent years due to corruption.

All these reasons and many more, make good sense. Still, as we have come to realize, there is one overriding reason for learning the basic lessons of economics. All your life-from cradle to grave and beyond-you will run up against the brutal truths of economics. As a voter, you will make decisions on issues that cannot be fully informed about international trade, the economic impact of the internet, or the trade-off between inflation and unemployment. Choosing your life's occupation is the most important economic decision you will make. Your future depends not only on your own abilities but also on how economic forces beyond your control affect your wages. Also, your knowledge of economics may help you invest the egg you save from your earnings. Of course, studying economics cannot make you a genius. But without economics the dice of life are loaded against you (Samuelson & Nordhaus, 2004). There is no need to belabor the point. You will find that, in addition to being useful, economics is a fascinating field in its own right. Generations of students, often to their surprise, have discovered how stimulating economics can be (Samuelson & Nordhaus, 2004). Students study economics to understand the rapidly changing world around them. For this reason, economics is at its core an empirical science. It first aims to explain the world around us and then helps us devise economic policies, based on sound economic principles that can enhance the living standards of people at home and abroad.

Many definitions of economics abound in literature. But if we boil down all these definitions, we find one common theme: Economics is the study of how societies use scarce resources to produce valuable commodities and distribute them among different people (Samuelson & Nordhaus, 2004). Behind this definition are two key ideas in economics: that goods are scarce and that society must use its resources efficiently. Indeed, economics is an important subject because of the fact of scarcity and the desire for efficiency.

The utilization of economic terms in the classroom to motivate students stems from the quest for optimizing students' learning outcomes in economics and for the fact that most students lack genuine interest in the subject and could not continue further studies in economic sciences, especially, mathematical economics and econometrics. While these problems persist among students, motivation of students in economics is of paramount importance to economics teachers, educators and researchers. The issue of motivating learners is seen as an important aspect of effective learning. Psychologists believed that motivation is a necessary ingredient for learning (Bichler & Snowman in Adedeji, 2007). They believed that unsatisfactory school learning is linked to the absence of sufficient motivation to learning. Motivation is the art of stimulating and sustaining interest in the students where there is no such interest (Iroegbu, Chukwudire, Nkwocha & Onyemerekeya, 2003). According to Nwachukwu (2004), motivation is a factor required in the realization of the objectives of education in Nigerian secondary schools. He further stated that inadequate use of motivation therefore may go a long way in decreasing students' interest in economics. This suggests that where students are not motivated by teachers, there will be a possibility of poor performance of students in economics. More so, the issue of motivation as relating to economics education would be, is it possible to motivate students to study economics? And how could it be done? It is based on these questions that utilization of history of economic thought is proposed.

History of economic thought (HET) as the title implies deals with the origin and development of economic ideas and their interrelations. It is a historical account of economic doctrines. Professor Haney has defined it as a critical account of the development of economic ideas, searching into their origin, interrelations and manifestations (Obioma, 2022). According to Professor Bell, it is the study of the heritage left by the writers on economic subjects (Jhingan, Girija & Sasikala, 2003). Professor Schumpeter holds that economic thought is the sum total of all the opinions and desires concerning economic subjects, especially concerning with public policies of different times and places. He further stated that the history of economic thought traces the historical change of attitudes. It also concerned about the economic problems and the approaches to those problems (Jhingan et al, 2003). The significance of history of economic thought can hardly be over-emphasized. This is because one cannot possess knowledge of any economic doctrine until one knows something of its history. According to Jhingan et al. (2003), a study of economic thought is important for the following reasons:

- i. The study of history of economic thought clearly shows that there is a certain unity in economic thought and this unity connects us with ancient times.
- ii. The study of economic thought will help us to understand the origin of economics.
- iii. Economic ideas have been instrumental in shaping the economic and political policies of different countries.
- iv. Economic ideas are conditioned by time, place and circumstances.
- v. A study of economic thought provides a broad basis for comparison of different ideas. It will enable a person to have a well-balanced and reasonable judgment.
- vi. Through the study of economic thought the study will realize that economics is different from economists.
- vii. The study of the subject helps us to avoid the mistakes committed by earlier economic thinkers.
- viii. The study of history of economic thought will enable us to know the person responsible for the formulation of certain important principles.

The concept of utilizing history of economic thought in teaching economics has not received much attention, especially in Nigeria, where experience has shown that most students lack genuine interest in the subject and could not continue further studies in economic sciences. Obasi, Ezekwe, Mba & Ugo (2016) proposed motivation-oriented teaching approach (MOTA) to be the approach of teaching and learning that will increase students' motivation in mathematics. The teachers' use of MOTA is generally believed to increase students' motivation, yet the literature has little empirical evidence to support this claim (Obasi et al, 2006). It is believed that under a condition where history of economic thought is incorporated into economics teaching, the students are likely to acquire needed knowledge concerning the development of economic science, role and growth of each significant theory, the set of theories and

policy prescriptions provided by each school of thought and even the significant contributions made by great economists and non-economists alike.

Economics is the organization study of the processes by which scarce resources are allocated among alternative and competing wants with the objective of obtaining a maximum satisfaction of these wants (Okonkwo, 2001). The formal definition of economics may be called traditional because the scarcity theme is nearly always present when the subject matter of economics is defined.

Economics is the subject that tells us how to make a nation wealthy. Adam Smith's definition is a wealth centred definition of Economics. His follower J.B. Say in France defined economics as "the study of the laws which governs wealth". Other followers of classical view like Nassau Senior, F. A. Walker, J. S. Mill, and J. E. Cairnes also defined economics as a matter of wealth.

Main Characteristics of Wealth Definitions

1. Exaggerated emphasis on wealth: These wealth centered definitions gave too much importance to the creation of wealth in an economy. The classical economists like Adam Smith, J. S. Mill, JB. Say, and other believed that economic prosperity of any nation depends only on the accumulation of wealth.
2. Inquiry into the creation of wealth: These definitions show that Economics also deals with an inquiry into the causes behind the creation of wealth. For example, wealth of a nation may be increased through raising the level of production and export.
3. A study on the nature of wealth: These definitions have indicated that wealth of a nation includes only material goods (e.g., different manufactured items). Non-material goods were not included. Hence, non-material goods like services of teachers, doctors, engineers, etc., are not considered as 'wealth'.

Material welfare definitions

Alfred Marshall laid emphasized on man and his welfare. Wealth was regarded as the source of human welfare, not an end in itself but a means to an end. He wrote: "Economics is a study of man in the ordinary business of life. It enquires how he gets his income and how he uses it. Thus, it is on the one side, the study of wealth and on the other and more important side, a part of the study of man". Marshall, therefore, stressed the supreme importance of man in the economic system. Marshall's definition is considered to be material-welfare centered definition of Economics.

There are other aspects of man namely: religious, social, cultural, etc. But economics deals with business aspect of man.

Features of Material Welfare Definitions

The main features of material welfare-centered definitions are as follows:

1. Study of material requisites of well-being: This definition indicate that Economics studies only the material aspects of well-being. Thus, this definition emphasis the materialistic aspects of economic welfare.
2. Concentrates on the ordinary business of life: This definitions show that Economics deals with the study of man in the ordinary business of life. Thus, Economics deals with the study of man in the ordinary business of life. Thus, Economics enquires how an individual gets his income and how he uses it.
3. A stress on the role of man: This definition stressed on the role of man in the creation of wealth or income.

Scarcity – The next important definition of Economics was by Prof. Lionel Robbins. In his book *Essays on the Nature and significance of the Economic Science*, published in 1932, Robbins gave a definition which has become one of the most popular definitions of Economics. According to Robbins,

“Economics is a science which studies human behaviour as a relationship between ends and scarce means which have alternative uses”.

Main Features of Scarcity

The principal features of scarcity definitions are as follows:

1. Human wants are unlimited: The scarcity definition of Economics states that human wants are unlimited. If one want is satisfied, another want crops up. Thus, different wants appear one after another.
2. Limited means to satisfy human wants: Though wants are unlimited, yet the means for satisfying these wants are limited. The resources needed to satisfy these wants are limited. For example, the money income (per month required for the satisfaction of wants of an individual is limited. Any resource is considered as scarce if its supply is less than its demand.
3. Alternative uses of scarce resources: Same resource can be devoted to alternative lines of production. Thus, same resource can be used for the satisfaction of different types of human wants. For example, a piece of land can be used for either cultivation, or building a dwelling place or building a factory shed, etc.
4. Efficient use of scarce resources: Since wants are unlimited, so these wants are to be ranked in order of priorities. On the basis of such priorities, the scarce resources are to be used in an efficient manner for the satisfaction of these wants.
5. Need for choice and optimization: Since human wants are unlimited, so one has to choose between the most urgent and less urgent wants. Hence, Economics is also called a science of choice. So, scarce resources are to be used for the maximum satisfaction (optimization) of the most urgent human wants.

Modern Growth-oriented definition of Samuelson

Modern age is age of economic growth. Its main object is to increase social welfare and improve the standard of living of the people by removing poverty, unemployment, inequality of income and wealth etc. of nations. Prof. Samuelson has given a definition of economics based on growth aspects. According to him: “Economic is the study of how people and society end up choosing, with or without the use of money, to employ scarce productive resources that could have alternative uses to produce various commodities, over time and distribute them for consumption, now or in the future, among various persons or group of society. Economics analyses the costs and the benefits of improving patterns of resource use”

Features of the Modern Growth-oriented Definition

1. Growth-oriented: Economic growth is measured by the change in national output over time. The definition says that, Economics is concerned with determining the pattern of employment of scarce resources to produce commodities ‘over time’. Thus, the dynamic problems of production have been brought within the purview of Economics.
2. Dynamic allocation of consumption: Similarly, under this definition, Economics is concerned with the pattern of consumption, not only now but also in the future. Thus, the problem of dividing the use of income between present consumption and future consumption has been brought within the orbit of Economics.
3. Distribution: The modern definition also concerns itself with the distribution of consumption among various persons and groups in a society. Thus, while the problem of distribution is implicit in the earlier definitions, the modern definition makes it explicit.
4. Improvement of resource allocation: The definition also says that Economics analyses the cost and benefits of improving the pattern of resource allocation. Improvement of resource allocation and better distributive justice are synonymous with economic development. Thus, issues of development of a less developed economy have also been subjects of the study of Economics.

Classroom management is increasing being emphasized in the educational system. Izuk (2012) opined that class is the principal venue for teaching and learning and therefore becomes the platform for

realising the objectives and expectations, of formal education. It holds the teachers, students and learning resources together for productive interaction and group socialization. Akubue in Offem and Anashie (2021) maintained that the importance of proper classroom management is order to realise the aims and objectives of education. The teacher therefore, needs to know or possess the classroom control behaviour. In the light of the above discussion, the classroom teachers need to adopt some strategies in order to effectively handle students' learning evaluation in upper universal basic education. Hence, it becomes imperative for teachers to be well equipped with appropriate strategies for evaluating students learning in the context of e.

Strategies as a well-planned series of action for achieving an aim (Longman, 1995). The Economic programme will always usher in so many students into the economic terms which enable parents who were not able to understand economic term to train in school previously because of the present national economic system. Therefore, economics teachers need good and detailed evaluation strategies to evaluate the performance of these students such strategies are; constant testing; there is need for teachers to give testing to these students regularly to ensure that they are following what is being taught. Continuous association; the use of continuous assessment should be intensified. Projects; projects that can test the children's brain should be given enough time to ensure that they carry out the projects well. According to Ikediugwu (2008), Anambra State examination development centre is already developing strategies for introducing project work in primary schools.

Evaluation is a procedure for determining the extent or level of achievement made in attaining the objectives of a programme, and providing feedback on the unachieved outcome. It is a process by which we find out how far the learning experiences as developed and organised, are actually producing the desired results (Adagwu, 2016, Gbamenja, 2015). It enables the teacher and the school personnel to make decision regarding the children they serve (Idowu and Esere in Agwi, Orikoha and Ibe, 2018).

According to Okwelle and Agwi (2018), evaluation can be either formative or summative. They added that formative evaluation takes place as instruction progresses while summative evaluation is done at the end of a programme. There are many reasons why teachers should evaluate students' learning achievement in Universal Basic Education programme, for it is through this that the teacher can find where the student belongs, how the student progresses, his/her learning problems and overall growth. Ozobokeme and Oghorodi (2013) stated that the effort and time spent in teaching and learning can only be justified when there is a commensurable positive learning outcome on the part of the students which can only be determined by evaluating students' learning achievement.

Evaluation is a very importance part of education. Education has always been the greatest hope for both individuals and society and for education to the functional, evaluation is highly needed. Therefore, educational evaluation refers to the collection of data and the use of such data to assess the quality of student's performance and the effectiveness of a programme (Okpala, 2000). Evaluation needs to be an integral part of the course development process providing feedback on the products at each and every stage, at a time when it can be acted upon and used to help improve the products before further developing them.

Educational assessment and evaluation shall be liberalised by being based in whole or in part on continuous assessment of the progress of the individual. (FRN, 2013). Evaluation of students' academic performance or achievement forms an essential link in the chain of control enabling the modification of teaching programmes so as to attain objectives and to improve curriculum design and presentation in educational programmes. Uzougwu (2015) maintained that the instruments intended to be used by the teacher for evaluation must be valid, reliable, objective, usable and continuous.

Academic achievement is the degree or level of success attained at the end of an academic endeavour. It is defined by examination marks, teachers' given grades and percentiles in academic subjects. In other hand, academic achievement with in any context as performance relative to some standard and further states that academic achievement and other dimensions of learning can be measured by a variety of yardsticks or measuring instrument, the result of which are type of scores, ranks or grades.

This academic achievement could be affected by teachers' use of different teaching/instructional methods (Chowdhury and Pati, Richard in Offem et al, 2023).

Effective evaluation of students' learning achievement is a process that needs to be given urgent attention in all levels of educational programmes. Wordi (2014) posited that to achieve the objectives of effective evaluation in educational programmes, adequate provision of instructional facilities should be given urgent attention in all institution of learning. Mohammed (2017) submitted that for effective evaluation process, teachers should always ensure that they adopt the use of all the correct methods/techniques in evaluating students' learning achievement. Mohammed further stated that it is through these strategies that students' learning achievement can be known which will in turn lead to modification where necessary. This suggests that the only way in which students' learning achievement in any educational programmes can be achieved is through effective evaluation which must be done through the use of adequate evaluation methods.

The Economics programme evaluation is an integral part of instruction as instructional decisions are products of information obtained from such an assessment. For an evaluation technique to be effective therefore, it must be able to help the learners develop concepts, clarify specific competence learners have achieved, identify what is yet to be achieved, and contribute in motivating the learners to remedy their deficiencies. It implies that the evaluation of the Economics programmes requires evaluation technique that is continuous, formative and diagnostic (Aziz, Ahmed, Baker and Rodwell, in Offem, Okonkwo and Oshia, 2022).

Roles of Evaluation in Economics

1. It will help teachers to improve the performance
2. Teachers can evaluate their own practices
3. It will create an opportunity for teachers to gain feedback about their classroom practices
4. The students will be encouraged to work hard because they know they will be evaluated
5. It will keep parents informed
6. Evaluation will help in advancement of educational progress
7. It will help to inform the relevant educational authorities of achievement attained in the school system
8. It will provide the education authorities and government a picture of whether the UBE is succeeding or not.
9. It will provide a feedback to the educational policy makers on the impact of the UBE policies.
10. It will provide an objective record by which an assessment of the system can be made from time to time.
11. It will help to advise teachers on the maximum utilisation of available scarce resources (Ikediugwu, 2005).

Statement of the problem

The achievement of the goal of Economics as introduced by Federal Government of Nigeria depends largely on the pattern of its functionality based on the mode of its classroom management and strategies for evaluating learning outcome accurate result.

Purpose of the study

The main purpose of this study was to examine classroom management and effective strategies for evaluation of students learning achievement in Cross River State, Nigeria. Specifically, the study seeks to:

1. Determine whether the instructional resources available in Southern Nigeria are adequate to student's ratio for effective classroom evaluation.
2. Determine whether Economics teachers used the correct methodology of classroom evaluation in evaluating students' learning achievement in Cross River State, Nigeria.
3. Ascertain strategies to be adopted by Economics teachers for classroom effective evaluation of students' learning achievement in Cross River State, Nigeria.

Research Questions

The following research questions directed the study;

1. What are the instructional resources available for effective evaluation of students' learning achievement in economics in Cross River State, Nigeria?
2. What are the methodology used by economics teachers to evaluate their students' learning achievement in Cross River State, Nigeria?
3. What strategies are to be adopted by Economics teachers for effective evaluation of students' learning achievement in Cross River State, Nigeria.

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

- Ho₁: There is no significant difference between newly employed Economics teachers (less experienced) and in-service teachers (highly experience) economics teachers regarding the availability of instructional resources for effective evaluation of students' learning achievement.
- Ho₂: There is no significant difference between the newly employed Economics teachers (less experienced) and in-service economics teachers (highly experienced) regarding methodologies of evaluation that teacher utilize to evaluate students' learning achievement.
- Ho₃: There is no significant difference between the newly employed teachers (less experienced) universal basic education teachers regarding strategies to be adopted for effective evaluation of students' learning achievement.

Methodology

A descriptive survey research design was used in this study. The design was considered suitable for the study. Nworgu (2015) recommend that for those studies which aim at collecting data on, and describing in a systematic manner the characteristics, features or facts about a given population or its representative sample on existing phenomena.

Area of study

The area of this study is Cross River State, Nigeria.

Population of the study

The population of the study comprised all the 15,000 teachers in Universal Basic Education in the study area.

Sample and sampling technique

The sample of the study comprised 10,000 teachers, two hundred (200) newly employed Economics teachers (less experienced) one thousand (1000) in-service Economics teachers (highly experienced) and stratified- random sampling techniques was adopted in the study to gather the respondents.

Instrument for Data Collection

The instrument to be used for data collection in this research is a 30 item structured questionnaire titled "Classroom Management and Strategies for Effective Evaluation Questionnaire of the respondent. Section "B" contained the items of the questionnaire. The instrument is a 4 point scale structured: Strongly Agree (SA = 4 point); Agree (A = 3 point); Disagree (D = 2 point) and Strongly Disagree (SD = 1 point)

Validation of the Instrument

The instrument was duly validated by three experts one of whom was from the Department of Educational Management and two from Department of Measurement and Evaluation, all in University of Calabar.

Reliability of the Instrument

The reliability co-efficient of 0.80 was obtained using Cronach Alpha method to analyse data collected on 30 teachers who were not part of the study population. This reliability index was considered accurate and highly adequate for the study.

Administration of the Instrument

The researchers administered the instrument to the teachers with the aid of three research assistants who were familiar with the scope of the study. All items that got 3.50 above were interpreted as an agreement while those with rated below 3.50 were interpreted as disagreement with the opinion of the researchers.

Method of Data Analysis

Mean and standard deviation were used to answer the research questions while t-test was used to test the three null hypotheses at 0.05 level of significance.

Presentation and Data Analysis

In this section, the data collected from the field for tables to highly the findings.

Research question 1: What are the instructional resources available for effective evaluation of students' learning achievement in Universal Basic Education in Cross River State?

Table 1: Mean and standard deviation on instructional resources available for effective evaluation of students' learning achievement in Economics in Cross River State

S/N	Items	$\bar{X}_1$	SD ₁	Remarks	$\bar{X}_2$	SD ₂	Remarks
1.	Laboratories are enough for the number of students' during practical period.	2.43	0.75	Disagree	2.38	0.73	Disagree
2.	Number of mixing tools in the laboratory is enough for the number of students' during practical period.	2.49	0.78	Disagree	2.20	0.72	Disagree
3.	There are enough measuring tools in your laboratory	2.40	0.74	Disagree	2.32	0.74	Disagree
4.	Marking tools in your workshops are enough for the number of students' during practical period.	2.31	0.73	Disagree	2.23	0.71	Disagree
5.	There are enough gripping tools in your laboratory	2.23	0.71	Disagree	2.20	0.70	Disagree
6.	Striking tools in your laboratory are enough for the number of students' during practical period.	2.34	0.74	Disagree	2.25	0.74	Disagree
7.	There are enough driving tools in your school laboratory	2.46	0.79	Disagree	2.39	0.73	Disagree
8.	Struck tools in your laboratory are enough for the number of students' during instruction period.	2.35	0.75	Disagree	2.32	0.72	Disagree
9.	Brazing tools in your laboratory are enough for the number of students' during instruction period.	2.21	0.71	Disagree	2.30	0.73	Disagree
10.	There are enough flaring tool sin your school laboratory for the number of students' during practical period	2.20	0.70	Disagree	2.26	0.74	Disagree
Grand mean/SD		2.35	0.74	2.29	0.73		

The result in Table 1 shows that all the respondents disagreed with all the items on the availability of instructional facilities in Economics for effective evaluation of students' learning achievements. Furthermore, the standard deviation which ranged from 0.70 to 0.79 indicates closeness in the opinions of both categories of respondents.

Research question 2

What are the methodologies utilised by teachers to evaluate their students' learning achievement in Economics in Cross River State?

Table 2: Mean and standard deviation on methods of evaluation that Economics teachers' uses to evaluate their students' learning achievement

S/N	Items	$\bar{X}_1$	SD ₁	Remarks	$\bar{X}_2$	SD ₂	Remarks
11.	Teacher – made test is normally used to evaluate students' learning achievement	3.45	0.89	Agree	2.54	0.86	Agree
12.	Assessment is regularly used to evaluate students' learning achievements	2.67	0.84	Agree	2.50	0.80	Agree
13.	Interview and questionnaire method	2.35	0.75	disagree	2.32	0.71	disagree
14.	Observation of behaviour in life-like situation.	2.37	0.78	disagree	2.45	0.78	disagree
15.	Performance test method is used by teachers to evaluate students' learning achievements.	2.45	0.79	disagree	2.39	0.77	disagree
16.	Continuous evaluation method is used by teachers to evaluate students' learning achievements.	2.59	0.81	Agree	2.50	0.81	Agree
17.	Essay method of evaluation is used by teachers to evaluate students' learning achievements	2.68	0.83	Agree	2.53	0.82	Agree
18.	Out of class behaviour pattern is used by teachers' to evaluate students' learning achievements	2.32	0.75	Disagree	2.40	0.75	Disagree
19.	Speed and accuracy method is used by teachers to evaluate students' learning achievements	2.31	0.74	Disagree	2.29	0.72	Disagree
Grand mean / SD		2.57	0.80		2.15	0.78	

The result in Table 2 indicates that the respondents agreed with items 11, 12, 16 and 17, while they disagreed with items 13,14,15,18 and 19 as methods used by Cross River State. The standard deviation which ranged from 0.71 to 0.84 indicates closeness in the opinion of both less experienced Economics teachers' and highly experienced Economics teachers.

Research question 3: What strategies are to be adopted by classroom teachers for effective evaluation of students' learning achievement in Economics in Cross River State?

Table 3: Mean and standard deviation on strategies to be adopted for effective evaluation process of students' learning achievements

S/N	Items	$\bar{X}_1$	SD_1	Remarks	$\bar{X}_2$	SD_2	Remarks
20.	Teachers' to ensure that no event influences evaluation process.	3.00	0.88	Agree	2.53	0.08	Agree
21	Teachers' to ensure that evaluation materials are collect promptly	2.58	0.82	Agree	2.51	0.82	Agree
22	Students being motivated to do best during evaluation.	3.02	0.89	Agree	2.58	0.84	Agree
23.	Teachers' ensuring that evaluation process directive is followed closely	2.63	0.85	Agree	2.63	0.85	Agree
24.	Time of evaluation process to be accurately kept.	2.57	0.82	Agree	2.51	0.81	Agree
25.	Teachers' should not allow students' to cheat during evaluation.	3.43	0.90	Agree	2.50	0.80	Agree
26.	Sufficient time to be given during evaluation of students' learning achievement.	3.02	0.87	Agree	2.63	0.85	Agree
27	Ensuring conducive learning environment.	3.31	0.89	Agree	0.03	0.86	Agree
28.	Proper planning process before evaluation	2.60	0.84	Agree	2.57	0.83	Agree
29.	Teachers' to ensure that learning objectives are properly covered during evaluation.	2.71	0.86	Agree	2.59	0.85	Agree
Grand mean / SD		2.89	0.86		2.61	0.83	

Data in Table 3 indicates that the respondents agreed with all the items as appropriate strategies to be adopted for effective evaluation of students' learning achievements in Economics in Cross River State. The standard deviation which ranged from 0.80 to 0.90 indicates closeness in the opinion of both less experienced teachers' and highly experienced Economics teachers.

Hypothesis 1

There is no significant difference between the mean responses of less experienced Economics teachers' and highly experienced Economics teachers' regarding the availability of instructional facilities for effective evaluation of students' learning achievements.

Table 4: T-test of difference between the mean responses of two groups of Economics teachers' regarding the availability of instructional facilities for effective evaluation of students' learning achievement

Respondents	N	X	SD	Df	P	t-cal	t-crit.	Decision
Less experienced Economics teachers'	98	2.36	0.74	170	0.05	0.02	1.96	H_{01}
Highly experienced Economics teachers'	77	2.29	0.73					Accepted

The result in Table 4 shows that the calculated t-value of (0.02) is less than the critical t-value of (1.96) at $df=170$ and 0.05 level of significance an indication that there is no significant difference between the mean responses of less experienced Economics teachers' and highly experienced teachers' regarding the availability of instructional facilities for effective evolution of students' learning achievement.

Hypothesis 2

There is no significant difference between the mean responses of less experienced Economics teachers' and highly experienced Economics teachers' regarding methods of evaluation that teachers' uses to evaluate students' learning achievements.

Table 5: T-test of difference between the mean responses of two groups of Economics teachers' regarding methods of evaluation that teachers use to evaluation students'

Respondents	N	X	SD	Df	P	t-cal	t-crit.	Decision
Less experienced Economics teachers'	98	2.57	800.74	170	0.05	0.02	1.96	Ho ₂
Highly experienced Economics teachers'	77	2.15	0.79					Accepted

The result in Table 5 shows that the calculated t-value of (0.10) is less than the critical t-value of (1.96) at $df=170$ and 0.05 level of significance, an indication that there is no significant difference between the mean responses of less experienced Economics teachers and highly experienced Economics teachers regarding method of evaluation that teachers' uses to evaluate students' learning achievements in Economics in South-South. The second null hypothesis was therefore accepted.

Hypothesis 3

There is no significant difference between the mean responses of Economics teachers and highly experienced Economics teachers' regarding strategies to be adopted for effective evaluation of students' learning achievement.

Table 6: T-test of difference between the mean responses of two groups of Economics teachers' regarding strategies to be adopted for effective evaluation of students' learning achievements

Respondents	N	X	SD	Df	P	t-cal	t-crit.	Decision
Less experienced Economics teachers'	98	2.86	0.86	170	0.05	0.06	1.96	Ho ₃
Highly experienced Economics teachers'	77	2.61	0.83					Accepted

Table 6 revealed that the calculated t-value of (0.06) is less than the critical t-value of (1.96) at $df=170$ and 0.05 level of significance, implying that there is no significant difference between the mean responses of Economics teachers and highly experienced teachers regarding strategies to be adopted for effective evaluation of students' learning achievement in South-South. The third null hypothesis was therefore accepted.

Conclusion

The conclusion of the study maintains that, evaluation of students' learning achievements should include observation methods, rating methods, socio-metric methods, interview and even the use of questionnaires because these methods especially when used together complement each other and provide ample opportunity for the teacher to evaluate the three domain of learning which are cognitive, affective and psychomotor domains. The evaluation of these domains of learning which help the teacher to gather vital information on the performance and learning achievement of their students. The researchers strongly

believe that the application of strategies determined by the study is a potential force for effective evaluation of students' learning achievement in universal basic education.

Recommendations

The following recommendations were made based on the findings of the study;

1. Government at all levels should as a matter of urgency ensure that modern instructional facilities are supplied to universal basic education to enhance effective learning.
2. Economics teachers should ensure that they adopt the utilisation of all the correct methods of evaluation in assessing the three domains of learning.
3. Effective planning and supervision of teacher education should be ensured so that teachers will frequently utilised the correct methods of evaluation in assessing student learning achievement.

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