



Teacher Pedagogical Variables and Senior Secondary Student Marketing Performance in Obio/Akpor Local Government Area of Rivers State

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Abstract

This study investigated teacher pedagogical variables and academic performance of senior secondary school students in marketing within Obio/Akpor Local Government Area of Rivers State. Specifically, it examined the learning experiences in marketing, how teachers can instill discipline on the students and the professional competencies of teachers that enhance students' academic performance. Three research questions and three null hypotheses guided the study. A correlational research design was adopted. The study population consisted of 893,279 senior secondary students, from which a sample of 600 students was selected using Yamane's formula and random sampling technique. Data were collected using two instruments: The Pedagogical Variables Rating Scale (PVRS) and the Marketing Performance Test (MPT). The PVRS included 15 items measured on a 4-point Likert scale, while the MPT comprised a 15-item objective test. Both instruments were validated through expert review and achieved reliability coefficients of 0.79 and 0.81, respectively, via a test-retest method. A total of 540 completed instruments were retrieved and analysed. Descriptive statistics (mean and standard deviation) were used to answer the research questions, while Pearson Product Moment Correlation Coefficient and Z-statistics were used to test the hypotheses at the 0.05 level of significance. Findings revealed that students' learning experiences, teacher discipline strategies, and professional competencies each had a significant relationship with student academic performance in marketing. It was concluded that teacher-related factors play an important role in shaping learning outcomes. Recommendations include employing qualified marketing educators, enhancing teacher competencies through workshops, and enforcing school discipline to support effective learning environments.

Keywords: Teacher Pedagogical Variables, Marketing Performance, Senior Secondary Students, Teaching Strategies, Instructional Methods.

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INTRODUCTION

Senior secondary education in Nigeria forms an essential part of the country's 6-3-3-4 educational system, following the nine years of compulsory Universal Basic Education, which includes six years of primary education and three years of junior secondary education (Adebayo, 2020; Opoh et al., 2015). This system, designed to provide a structured pathway for academic and skill development, divides secondary education into two distinct levels: junior secondary and senior secondary, each lasting three years (Ogunode, 2021). Senior secondary education typically caters to students aged 13 to 18 years, preparing them for higher education or vocational pursuits (FRN, 2014).

The senior secondary level serves as a bridge to tertiary institutions, such as universities, polytechnics, and colleges of education. It focuses on equipping students with the knowledge and skills necessary for academic advancement or entry into the workforce (Uche, 2020). The curriculum at this level includes core subjects like English Language, Mathematics, and Civic Education, alongside elective subjects tailored to students' interests and career goals, such as sciences, arts, or technical subjects (Afolabi, 2021). The Federal Ministry of Education oversees the curriculum, ensuring it aligns with national educational objectives and prepares students for standardized assessments (Ogunode, 2021).

A key requirement for transitioning to tertiary education is success in the West African Senior Secondary Certificate Examination (WASSCE), administered by the West African Examinations Council (WAEC). Students must obtain credits in at least five subjects, including core subjects like English and Mathematics, to meet the minimum requirements for university admission (Ibrahim, 2022). Other examinations, such as the National Examination Council (NECO) Senior Secondary Certificate Examination, also serve as pathways to higher education (Okafor, 2023). These examinations assess students' mastery of the curriculum and their readiness for advanced studies.

Senior secondary education also emphasizes the development of critical thinking, problem-solving, and practical skills to prepare students for both academic and societal demands (Uche, 2020). Schools often provide guidance and counseling services to support students in making informed decisions about their academic and career paths (Afolabi, 2021). Despite its importance, challenges such as inadequate infrastructure, teacher shortages, and unequal access to quality education persist in many Nigerian senior secondary schools, particularly in rural areas (Ibrahim, 2022). Addressing these issues remains a priority for educational stakeholders to ensure effective preparation for tertiary education and beyond. Marketing education within the senior secondary school curriculum in Nigeria is a significant component of the 6-3-3-4 educational system, designed to equip students with practical and theoretical knowledge for business and societal contributions (Adewale, 2020).

Marketing, as a subject, encompasses activities that facilitate the transfer of goods and services from producers to consumers, including advertising, product distribution, storage, and sales (Ojo, 2021). It is recognized as both a business discipline and a social science that examines the exchange process, where goods or services are traded for value, forming the foundation for its inclusion in the senior secondary curriculum (Eze, 2022). The marketing curriculum at the senior secondary level introduces students to key concepts such as market research, consumer behaviour, branding, and sales techniques, preparing them for further studies in business-related fields or entrepreneurial ventures (Ogbonna, 2023). Students engage with practical activities, such as developing marketing plans or analysing consumer needs, to build skills applicable to real-world business environments (Adewale, 2020). The subject is structured

to align with the objectives of the West African Senior Secondary Certificate Examination (WASSCE), where marketing is offered as an elective, requiring students to demonstrate proficiency to earn credits toward tertiary education admission (Onuoha, 2021).

Student motivation is a vital factor in achieving academic success in marketing. Effective motivation strategies include positive reinforcement, structured classroom management, consistent discipline, and fair evaluation methods (Chima, 2022). Teachers play a significant role in fostering a conducive learning environment by employing these strategies to encourage student engagement and performance (Udeh, 2023). Motivation varies among students, with some responding well to interactive methods like group discussions or case studies, while others benefit from individualized tasks or extracurricular activities related to marketing, such as business clubs (Okafor, 2020). Understanding student behaviour and individual differences is essential for applying motivation effectively in the classroom. Teachers who recognize these differences can tailor their approaches to meet diverse learning needs, thereby enhancing student outcomes in marketing (Eze, 2022). For instance, proactive classroom management and leadership from teachers help create an environment where students feel supported and motivated to excel (Ogbonna, 2023). However, challenges such as limited resources, large class sizes, and inadequate teacher training in motivational techniques can hinder effective learning in marketing education (Udeh, 2023). Addressing these issues is necessary to ensure students are adequately prepared for examinations and future career opportunities in marketing.

Academic performance in marketing at the senior secondary level in Nigeria relies on a combination of students' abilities and their motivation to learn. Marketing, as a subject within the senior secondary curriculum, requires students to grasp concepts such as market research, consumer behaviour, advertising, and sales techniques, which are assessed through examinations like the West African Senior Secondary Certificate Examination (WASSCE). Success in these examinations, particularly achieving credits in marketing and other subjects, is necessary for students to advance to tertiary education or pursue career opportunities in business-related fields. Teachers' professional competencies play a significant role in shaping students' academic outcomes in marketing. These competencies include subject knowledge, effective teaching methods, and the ability to motivate students. Motivation, in particular, is a key factor in encouraging students to engage with the subject and perform well in assessments. Teachers use various strategies, such as positive reinforcement, interactive teaching, and individualized feedback, to foster a supportive learning environment that enhances student effort and understanding.

Effective motivation helps students overcome challenges in learning marketing, such as understanding complex concepts or preparing for high-stakes examinations like the WASSCE. For example, teachers who create engaging classroom activities, such as group projects or real-world marketing simulations, can boost students' interest and commitment to the subject. Additionally, teachers' ability to understand students' individual needs and learning styles allows them to tailor motivational strategies, ensuring better academic performance. Despite the importance of motivation, challenges such as limited teaching resources, overcrowded classrooms, and insufficient teacher training can hinder its effective application in marketing education. Addressing these challenges is essential to improving learning outcomes and ensuring students are well-prepared for their examinations and future careers. The study of teacher motivation strategies in marketing education provides valuable insights into how to support student success and strengthen the teaching-learning process in Nigerian senior secondary schools. This study focuses on understanding how teacher pedagogical variables, including

learning experiences, discipline, and professional competencies, relate to student performance in marketing at senior secondary schools in Obio/Akpor Local Government Area. The findings aim to provide useful knowledge to enhance teaching and learning in this subject, contributing to the development of education and society.

Statement of the Problem

Academic performance remains a major concern at the senior secondary level, particularly in core subjects like marketing. In Obio/Akpor Local Government Area of Rivers State, there has been a consistent decline in students' academic performance in marketing despite its importance in the Senior School Certificate Examination (SSCE). Available records indicate that only about 40% of students who sat for marketing in the SSCE were able to attain at least a credit grade. This underachievement poses a serious challenge and raises questions about the effectiveness of teaching practices and pedagogical strategies in the area. Several studies have shown that academic performance is influenced by a range of factors, including the nature of students' learning experiences, the level of discipline instilled by teachers, and the professional competencies of teachers. When students do not experience engaging and supportive learning environments, they may lack the motivation or ability to achieve success.

Furthermore, if teachers are not adequately trained or lack the necessary pedagogical skills, it becomes difficult to deliver marketing content in a way that improves learning outcomes. Another important factor is classroom discipline. Teachers play a significant role in setting expectations, managing behaviour, and promoting a learning environment that supports academic achievement. Inconsistent or ineffective classroom discipline can negatively impact students' focus and engagement, which in turn affects their performance. Despite educational reforms at the national level, the problem of low performance in marketing persists in senior secondary schools within Obio/Akpor. This calls for a closer look at teacher-related variables such as instructional strategies, professional qualifications, classroom management skills, and the general learning atmosphere created by teachers. Therefore, this study seeks to investigate how teacher pedagogical variables, specifically learning experiences, discipline strategies, and professional competencies, influence students' academic performance in marketing in senior secondary schools in Obio/Akpor Local Government Area.

Aim and Objectives of the Study

The aim of the study was to investigate the teacher pedagogical variables and senior secondary student marketing performance in Obio/Akpor Local Government Area of Rivers State. The specific objectives of the study were to:

- Examine the learning experiences in marketing in the senior secondary schools in Obio/Akpor Local Government Area.
- Investigate how teachers instill discipline to promote excellent academic performance in marketing in the senior secondary schools in Obio/Akpor Local Government Area.
- Identify the professional competencies of teachers that enhance the academic performance of senior secondary students in marketing in Obio/Akpor Local Government Area.

Research Questions

The following research questions were formulated for this study:

- What are the learning experiences in marketing in the senior secondary schools in Obio/Akpor Local Government Area?
- How might we describe teachers' instill discipline for excellent academic performance in marketing in the senior secondary schools in Obio/Akpor Local Government Area?
- What are the teachers' professional competencies that enhance the senior secondary students' academic performance in marketing in Obio/Akpor Local Government Area?

Hypotheses

The following hypotheses were formulated to guide this study:

- There is no significant relationship between the learning experiences of the senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area.
- There is no significant relationship between the discipline of senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area.
- There is no significant relationship between teacher's professional competencies and the academic performance of the senior secondary students in marketing in Obio/Akpor Local Government Area.

METHODOLOGY

In this research, the researcher adopted the correlational research design. The main purpose of the study is the prediction of the academic performance of the students in marketing through perceived teacher pedagogical variables in Obio/Akpor Local Government Area (OBALGA) in Rivers State. The independent variable of the study was teacher pedagogical variables, whereas the dependent variable was student performance in marketing. The population of the study was 893,279 senior secondary students in Obio/Akpor Local Government Area (OBALGA) of Rivers State. According to baseline research data obtained from the Rivers State Post Primary Schools Board, Port Harcourt. (Rivers State Schools Board, Port Harcourt, 2019). A sample size of 600 students was selected from the entire population of students. The random sampling techniques were applied to select five (5) senior secondary schools in the area.

Otokiti (2017) opined that the random sampling technique creates the chance that every member or item of a given population of study has an equal probability of being selected for the research. Therefore, the researcher applied the random sampling technique to ensure the fair representation of the population of the study. To decide the sample size to select from the 893,279 senior secondary students, the researcher subjected the figure to Yamane's (1967) formula to determine the minimum sample size to select from the population, and an estimate of 400 students was obtained. In order not to fall below the minimum sample size after administration of the instrument due to instrument mortality, the researcher decided to select 600 students.

The sources of data in respect of this study comprise the primary and secondary sources of data. In this vein, the primary source of data consists of the responses of the respondents who

received copies of the questionnaire. To ensure the successful conduct of this research, the researcher constructed two sets of questionnaires for the study. The first one bore the title Pedagogical Variables Rating Scale (PVRS) with 15 items. It used the 4-point Likert scale. This was divided into sections "A and B". Section A of the questionnaire embodied personal information such as sex, name of school, and location of school. The second part of the questionnaire contained such variables as learning experience, teachers' professional competencies, school discipline, and teachers' leadership style. The second questionnaire was titled Marketing Performance Test (MPT) which comprised two sections: part 'A' eliciting personal information such as sex, class, age, location, etc. while section 'B' contained 20-item objective test on marketing among the senior secondary students in secondary schools located in Obio/Akpor Local Government Area (OBALGA).

To ensure adequate validation of instruments, the researcher adopted both the face and content validity of the two instruments, in which the project supervisor and other experts of the department vetted the items of the instruments to ensure they are appropriate to yield the requisite information for the study. Each of the research questions was cross-matched with a group of items of the questionnaire to ensure that every research question was adequately or properly analysed. Sequel to the above, the absolute validation of the instruments was guaranteed. To establish the reliability of the instruments, the test-retest technique was employed; the same questionnaire was distributed twice to the same sample of 40 respondents to compare the consistency (if any) between the two. This was done within two weeks.

The result was positive as obtained from the pilot administration, to obtain 0.79 and 0.81 for Pedagogical Variables Rating Scale (PVRS) and Marketing Performance test (MPT), respectively. The two sets of instruments were administered to the students of the selected five (5) secondary schools in the area. The researcher first of all sensitized the respondents on the importance of the test, coupled with the reason why they should be unbiased in their responses, before administering the instrument on the spot.

The researcher also made efforts to explain areas of the instrument that they might have found difficult to understand. The researcher did not, in the course of their response to the items of the questionnaire. The completed instruments were retrieved on the spot. In all, 540 copies of the instruments were retrieved, which were considered enough or adequate for the study. The researcher used the data obtained through the instruments for data analysis. The research questions were answered using mean and standard deviation, whereas Pearson Product Moment Correlation Coefficient and Z-statistic were applied to test the hypotheses at .05 level of significance.

RESULTS

Research Question 1: What are the learning experiences in marketing in the senior secondary schools in Obio/Akpor Local Government Area?

Table 1: Summary of mean and standard deviation of the learning experiences in marketing in the senior secondary schools in Obio/Akpor Local Government Area

S/N	Learning experiences	SA	A	D	SD	Mean	SD
1	Availability of instructional materials	126	114	151	149	2.40	1.12
2	Teachers devotion to duty	108	81	216	135	2.30	1.05
3	Effective evaluation	108	54	135	243	2.05	1.16
4	Knowledge of results	162	108	189	81	2.65	1.06
5	Challenging the students	54	324	81	81	2.65	0.85
Grand mean						2.41	0.64

The result on Table 1 shows the summary of mean and standard deviation of the learning experiences in marketing in the senior secondary schools in Obio/Akpor Local Government Area. It shows that the grand mean rating of the respondents was 2.41, SD=0.64. Specifically, the respondents indicated that two of the major learning experiences were knowledge of results (M=2.65, SD=1.06) and Challenging the students (M=2.65, SD=0.85).

Research Question 2: How might we describe teachers' instill discipline for excellent academic performance in marketing in the senior secondary schools in Obio/Akpor Local Government Area?

Table 2: Summary of mean and standard deviation of how teacher instill discipline among students in marketing in the senior secondary schools in Obio/Akpor Local Government Area

S/N	Discipline	SA	A	D	SD	Mean	SD
6	Punishment for wrong deeds	162	189	135	54	2.85	0.96
7	Regular class attendance	297	189	54		3.45	0.67
8	Teachers exemplary posture	126	114	151	149	2.40	1.12
9	Students loyalty	108	81	216	135	2.30	1.05
10	Principle of negative reinforcement	108	54	135	243	2.05	1.16
Grand mean						2.61	0.60

The result in Table 2 shows the summary of mean and standard deviation of how teachers instill discipline among students in marketing in the senior secondary schools in Obio/Akpor Local Government Area. It shows that the grand mean rating of the respondents was 2.61, SD=0.60. Specifically, the respondents indicated that one of the major ways of discipline was regular class attendance (M=3.45, SD=0.67). This was followed by punishment for wrong deeds (M=2.85, SD=0.96).

Research Question 3: What are the teachers' professional competencies that enhance the senior secondary students' academic performance in marketing in Obio/Akpor Local Government Area?

Table 3: Summary of mean and standard deviation of teacher professional competencies in marketing in the senior secondary schools in Obio/Akpor Local Government Area

S/N	Professional competencies	SA	A	D	SD	Mean	SD
11	Teacher's effective evaluation skills	162	108	189	81	2.65	1.06
12	The teachers mastery of content	189	324	27		3.30	0.56
13	Teachers professional aptitudes	297	189	54		3.45	0.67
14	Teachers expertise in lesson development	189	351			3.35	0.48
15	The teachers approachable attitude	126	114	151	149	2.40	1.12
Grand mean						3.03	0.40

The result in Table 3 shows the summary of mean and standard deviation of teacher professional competencies in marketing in the senior secondary schools in Obio/Akpor Local Government Area. It shows that the grand mean rating of the respondents was 3.03, SD=0.40. Specifically, the respondents indicated that one of the major teacher professional competencies was Teachers professional aptitudes (M=3.45, SD=0.67), this was followed by teacher expertise in lesson development (M=3.35, SD=0.48), teachers mastery of content (M=3.30, SD=0.56) and then Teacher's effective evaluation skills (M=2.65, SD=1.06).

Test of Hypotheses

H0₁: There is no significant relationship between the learning experiences of the senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area.

Table 4: Summary of Pearson correlation and Z-statistic on the relationship between the learning experiences of the senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area

Variable	N	$\sum X$	$\sum Y$	$N\sum X^2$	$N\sum Y^2$	$N\sum X.Y$	r-value	p-value
Learning experiences	540	1302		1812629		36404640	0.766	0.000
Performance	540		25635		789898500			

Z-cal=17.787, Z-crit=1.960

Table 4 shows the summary of Pearson correlation and z-statistic on the relationship between the learning experiences of the senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area. The relationship between the learning experiences of the senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area was positive and strong (r=0.766). Since the Z-calculated value (17.787) was greater than the Z-critical value(1.960), the result implies that there is significant relationship between the learning experiences of the senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area(r=0.766, p<.05). The null hypothesis one was rejected at .05 alpha level.

H0₂: There is no significant relationship between the discipline of senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area.

Table 5: Summary of Pearson correlation and z-statistic on the relationship between the discipline of senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area

Variable	N	ΣX	ΣY	$N\Sigma X^2$	$N\Sigma Y^2$	$N\Sigma X.Y$	r-value	p-value
Discipline	540	1411		2094919		38747700	0.693	0.000
Performance	540		25635		789898500			

Z-cal=16.078, Z-crit=1.960

The result in Table 5 shows the summary of Pearson correlation and z-statistic on the relationship between the discipline of senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area. It shows that the relationship between the discipline of senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area was positive and strong ($r=0.693$). Since the Z-calculated value (16.078) was greater than the Z-critical value (1.960), the result implies that there is significant relationship between the discipline of senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area ($r=0.693$, $p<.05$). The null hypothesis two was rejected at .05 level of significance.

H0₃: There is no significant relationship between teacher's professional competencies and the academic performance of the senior secondary students in marketing in Obio/Akpor Local Government Area.

Table 6: Summary of Pearson correlation and Z-statistic on the relationship between teacher's professional competencies and the academic performance of the senior secondary students in marketing in Obio/Akpor Local Government Area

Variable	N	ΣX	ΣY	$N\Sigma X^2$	$N\Sigma Y^2$	$N\Sigma X.Y$	r-value	p-value
Professional competencies	540	1636		2724538		4349460	0.621	0.000
Performance	540		25635		789898500			

Z-cal=14.423, Z-crit=1.960

Table 6 shows a summary of Pearson correlation and Z-statistic on the relationship between teachers' professional competencies and the academic performance of the senior secondary students in marketing in Obio/Akpor Local Government Area. It shows that the relationship between teachers' professional competencies and the academic performance of the senior secondary students in marketing in Obio/Akpor Local Government Area was strong and positive ($r=0.621$). Since the Z-calculated value (14.423) was greater than the Z-critical value (1.960), the result implies that there is significant relationship between teacher's professional competencies and the academic performance of the senior secondary students in marketing in Obio/Akpor Local Government Area ($r=0.621$, $p<.05$). The null hypothesis three was rejected at .05 level of significance.

DISCUSSION

The result in Table 1 shows that the efficacy of the instructional strategies, as rated by the students, was below average. The teachers, however, were rated above average in their

knowledge of results and in challenging the students in the classroom. When put to a statistical test, the result in Table 4 shows that the learning experiences of the senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area were positive and strong ($r=0.766$). Since the Z-calculated value (17.787) was greater than the Z-critical value (1.960), the result implies that there is significant relationship between the learning experiences of the senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area ($r=0.766$, $p<.05$).

The null hypothesis one was rejected at .05 alpha level. The result in Table 2 shows that the level of discipline instilled by the teachers was rated above average by the students. The teachers were rated high for instilling punishment for wrong deeds and regular class attendance. When put to a statistical test, the result on Table 5 shows that the relationship between the discipline of senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area was positive and strong ($r=0.693$). Since the Z-calculated value (16.078) was greater than the Z-critical value (1.960), the result implies that there is significant relationship between the discipline of senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area ($r=0.693$, $p<.05$). The null hypothesis two was rejected at .05 level of significance. Aaron (2015) observed that students who are intrinsically motivated to study usually excel in their academic performance. Such students also avoid deviant attitudes due to self-discipline and determination to succeed.

The result in Table 3 shows that students rated the teachers highly for their professional competencies in marketing instructional delivery. They specifically rated highly their teachers' expertise in lesson development, teachers' professional aptitudes, teachers' mastery of content, and teachers' effective evaluation skills. When put to a statistical test, the result in Table 6 shows that the relationship between teachers' professional competencies and the academic performance of the senior secondary students in marketing in Obio/Akpor Local Government Area was strong and positive ($r=0.621$). Since the Z-calculated value (14.423) was greater than the Z-critical value (1.960), the result implies that there is significant relationship between teacher's professional competencies and the academic performance of the senior secondary students in marketing in Obio/Akpor Local Government Area ($r=0.621$, $p<.05$). The null hypothesis three was rejected at .05 level of significance. This agrees with the observation of Vikoo (2016) that the instructional variable, also known as "teacher factor," determines the core task of the teacher to provide an environment and opportunities, which are sufficiently challenging for the students but not so difficult within their reach. Therefore, it becomes axiomatic that poor students' academic achievement is symptomatic of poor teacher competencies.

CONCLUSION

The efficacy of the instructional strategies, as rated by the students, was below average. The teachers, however, were rated above average in knowledge of results and in challenging the students in the classroom. There is a significant relationship between the learning experiences of the senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area. The level of discipline instilled by the teachers was rated above average by the students. The teachers were rated high for instilling punishment for wrong deeds and regular class attendance. There is a significant relationship between the discipline of senior secondary students and their academic performance in marketing in Obio/Akpor Local Government Area. The students rated the teachers highly for their professional competencies in marketing

instructional delivery. They specifically rated highly their teachers' expertise in lesson development, teachers' professional aptitudes, teachers' mastery of content, and teachers' effective evaluation skills. There is a significant relationship between teachers' professional competencies and the academic performance of the senior secondary students in marketing in Obio/Akpor Local Government Area

Recommendations

Based on the findings, the following recommendations were made:

- Only competent personnel should be allowed to teach the subject of marketing. Schools should avoid using staff that is not professional in marketing to teach the subject. This will improve students' experience since they will be taught by the best.
- To improve teachers' professional competencies, the government should organize seminars and training workshops for teachers of marketing at the senior secondary level of education.
- The senior secondary school authorities should clamp down on examination malpractices and cultism.

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