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TEACHING PARAMETERS AND SENIOR SECONDARY SCHOOL MARKETING EFFICIENCY IN OBIO/AKPOR LOCAL GOVERNMENT AREA OF RIVERS STATE

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ABSTRACT

This study explored the relationship between parameters of teaching and senior secondary school Efficiency in marketing in Obio/Akpor Local Government Area of Rivers State. Specifically, it examined the nature of students' learning experiences in marketing, how teachers instill discipline to support academic achievement, and the professional competencies of teachers that contribute to improved student performance. The study was guided by two research questions and two null hypotheses tested at a 0.05 level of significance. A correlational research design was employed. The target population comprised 893,279 senior secondary students, with a sample of 600 selected using Yamane's formula and random sampling techniques across five schools in the area. Two researcher-developed instruments, Teaching Parameters Rating Scale (TPRS) and Marketing Performance Test (MPT), were used for data collection. The instruments were validated by experts in the field, and their reliability was confirmed through a test-retest method, yielding coefficients of 0.79 and 0.81, respectively. Data were analyzed using mean and standard deviation for the research questions, while Pearson Product Moment Correlation Coefficient and Z-statistics were used to test the hypotheses. The results indicated that learning experiences, school discipline practices, and teacher professional competencies were each positively associated with students' academic efficiency in marketing. Notably, effective leadership and a secure school environment were also perceived as important by students. The study concluded that teacher-related teaching practices meaningfully contribute to student success in marketing. Based on the findings, it was recommended that schools strengthen student discipline measures, promote supportive leadership styles among teachers, and invest in the continuous professional development of educators to foster improved academic outcomes.

Keywords: Teaching Parameters, Marketing Efficiency, Senior Secondary Students, Teaching Methods, Instructional Strategies.

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INTRODUCTION

Education is expected to be functional, equipping learners with the requisite knowledge, skills, and abilities to address challenges in their immediate and wider environment. This form of education should integrate learning experiences that balance lower- and higher-order thinking, thereby promoting both short-term comprehension and long-term retention (Bloom et al., 1956; Okebukola, 2015). Within Nigeria's context, senior secondary education forms a critical component of the 6-3-3-4 educational structure, which comprises six years of primary education, three years of junior secondary education, three years of senior secondary education, and four years of tertiary education (Federal Republic of Nigeria [FRN], 2014).

The first nine years of schooling, covering primary and junior secondary education, fall under the Universal Basic Education (UBE) program, which mandates free and compulsory education for all children. This stage ensures foundational literacy, numeracy, and life skills necessary for future learning (Adebayo, 2020; Rivers State Schools Board, 2019). Senior secondary education, spanning three years, typically caters to learners aged 13–18 and is designed to prepare them either for higher education or for vocational careers (Umo & Enyokit, 2021). The curriculum emphasizes a balance between core subjects including English Language, Mathematics, and Civic Education and elective subjects, such as sciences, arts, and business studies, enabling students to pursue individualized academic and career trajectories (FRN, 2014; Umeh, 2018).

Achievement at this stage is crucial, as success in examinations like the West African Senior School Certificate Examination (WASSCE) is a prerequisite for entry into universities, polytechnics, or colleges of education. Students are required to obtain credits in at least five subjects, including English and Mathematics, to meet admission requirements (West African Examinations Council [WAEC], 2022). The National Examination Council (NECO) Senior School Certificate Examination serves as an alternative pathway for students to demonstrate their academic proficiency (NECO, 2021).

Within the business education curriculum, Marketing plays a pivotal role in preparing students for careers in commerce and entrepreneurship. Marketing education encompasses the processes of distributing goods and services from producers to consumers, including advertising, storage, distribution, and sales (Kotler & Armstrong, 2018). As both a business discipline and a social science, marketing centers on exchange relationships, emphasizing consumer behavior, pricing, branding, and promotion. The Nigerian senior secondary marketing curriculum incorporates theoretical knowledge with practical activities, such as designing marketing plans and analyzing market trends, to foster entrepreneurial skills (Umo & Enyokit, 2021).

The effectiveness of marketing education at this level depends on multiple factors, particularly student motivation, teaching quality, and the learning environment. Motivation refers to the teacher-driven processes that stimulate learners' interest through classroom management, positive reinforcement, and fair assessment practices (Deci & Ryan, 2000; Ofoegbu, 2004). For instance, interactive strategies such as group discussions, case studies, and simulations of real-world marketing scenarios enhance comprehension and promote active engagement. However, disparities in teaching materials, overcrowded classrooms, and inadequate teacher training often constrain motivational effectiveness in Nigerian secondary schools (Okeke, 2017).

The learning environment is equally critical. A conducive environment characterized by adequate infrastructure, instructional materials, and minimal distractions supports student engagement and improves academic outcomes (UNESCO, 2021). In Obio/Akpor Local

Government Area of Rivers State, the quality of facilities, availability of teaching resources, and teacher-student relationships significantly affect students' mastery of marketing concepts such as consumer behavior and promotional strategies (Nwankwo, 2014). Schools that provide adequate guidance and counseling services, as well as interactive classrooms, tend to better prepare students for external examinations like the WASSCE. Conversely, poorly equipped and overcrowded schools hinder effective teaching and learning (Onyeizugbe & Uzochukwu, 2016).

Furthermore, school leadership styles influence the teaching-learning process. Transformational leadership is where administrators empower teachers to adopt innovative pedagogies creates a positive climate that supports student success (Leithwood & Jantzi, 2006). Teachers employing democratic leadership styles in classrooms foster inclusivity and student ownership, which improve motivation and engagement (Bush, 2020). In Obio/Akpor, where resource disparities pose unique challenges, effective leadership practices such as ensuring teacher training, equitable distribution of learning resources and supportive supervision are vital for enhancing academic performance in marketing.

Thus, teaching and learning parameters, including leadership and learning environments, are strongly correlated with students' performance in senior secondary marketing. Addressing challenges such as inadequate facilities, poor teacher preparation, and inequitable access to resources is crucial for achieving the objectives of marketing education.

Statement of the Problem

Inefficiency in marketing at the senior secondary level has become a growing concern in many schools, particularly in Obio/Akpor Local Government Area of Rivers State. While some schools across the state show a good record of student achievement in marketing, available reports indicate that only about 40% of students in Obio/Akpor who sat for the Senior School Certificate Examination (SSCE) attained at least a credit in the subject. This poor performance raises concerns among stakeholders, including teachers, parents, and education authorities. Several factors can influence students' academic performance, and the school environment and teacher practices are among the most important. A learning environment that is not comfortable, well-equipped, or organized may make it difficult for students to stay focused and motivated to learn.

Similarly, the leadership styles used by teachers in managing classrooms, guiding students, and maintaining discipline can impact how well students understand and perform in their subjects, including marketing. Teachers are not only responsible for delivering content but also for creating an atmosphere that supports effective learning. When the classroom environment is supportive and leadership is positive, students are more likely to stay engaged and perform better. However, when these conditions are lacking, it can lead to low interest, reduced participation, and poor academic outcomes. Despite various reforms in secondary education, the issue of declining performance in marketing remains a challenge in Obio/Akpor. There is a need to examine specific school-based factors that may be contributing to this problem. This study, therefore, aims to investigate the role of the learning environment and teachers' leadership styles as they relate to marketing efficiency in schools. The goal is to make suggestions that can help improve learners performance and ensure that educational objectives are being met in senior secondary schools within the area.

Aim and Objectives of the Study

The aim of the study was to examine the parameters of teaching and senior secondary school marketing efficiency in Obio/Akpor Local Government Area of Rivers State. The specific objectives of the study were to:

- Assess the conduciveness of the learning environment for senior secondary students in Obio/Akpor Local Government Area.
- Examine the leadership styles adopted by teachers to enhance senior secondary students' learning outcomes in marketing in Obio/Akpor Local Government Area.

Research Questions

The following research questions were formulated for this study:

- How conducive is the learning environment in senior secondary students in Obio/Akpor Local Government Area?
- What leadership styles are adopted by the teachers to enhance senior secondary student learning outcomes in marketing in Obio/Akpor Local Government Area?

Hypotheses

The following hypotheses were formulated to guide this study:

- **H0₁**: There is no significant relationship between conducive learning environment and the senior secondary students' academic performance in marketing in Obio/Akpor Local Government Area.
- **H0₂**: There is no significant relationship between school leadership and the senior secondary students' academic performance 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 teaching parameters in Obio/Akpor Local Government Area (OBALGA) in Rivers State. The independent variable of the study was teaching parameters, whereas the dependent variable was student performance in marketing. The population of the study was 893,279 in 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 as advised by Nwankwo (2024). 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 Teaching Parameters Rating Scale (TPRS) 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 15-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 0.83 and 0.86 for Teaching Parameters Rating Scale (TPRS) 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: How conducive is the learning environment in senior secondary students in Obio/Akpor Local Government Area?

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

S/N	Conducive Learning Environment	SA	A	D	SD	Mean	SD
1.	Conducive learning atmosphere	108	81	216	135	2.30	1.05
2.	Harmonious relationship between the school authorities and the students	108	54	135	243	2.05	1.16
3.	Adequate security in the school setting	162	108	189	81	2.65	1.06
4.	Adequate school facilities	108	162	81	189	2.35	1.15
5.	Cordial relationship between the school authorities and the teachers	126	114	151	149	2.40	1.12
Grand mean						2.35	0.65

The result in Table 1 shows the summary of the mean and standard deviation of the teaching and learning environment for marketing in the senior secondary schools in Obio/Akpor Local Government Area. It shows that the grand mean rating of the respondents was 2.35, SD=0.65. Specifically, the respondents indicated that one of the major items on a conducive learning environment was adequate security in the school setting (M=2.65, SD=1.06).

Research Question 2: What leadership styles are adopted by the teachers to enhance senior secondary student learning outcomes in marketing in Obio/Akpor Local Government Area?

Table 2: Summary of mean and standard deviation of leadership styles adopted by the teachers in the senior secondary schools in Obio/Akpor Local Government Area.

S/N	Leadership Style	SA	A	D	SD	Mean	SD
6.	Effective school leadership	108	81	216	135	2.30	1.05
7.	Effective keeping of school records	108	54	135	243	2.05	1.16
8.	The ability of the school authorities to tackle examination malpractices	162	108	189	81	2.65	1.06
9.	The ability of the school authorities to tackle cultism and other indecent behaviours students	243	243	27	27	3.30	0.78
10.	The school leadership ability to motivate the teachers	135	324	54	27	3.05	0.74
Grand mean						2.67	0.50

The result in Table 2 shows the summary of mean and standard deviation of leadership styles adopted by the teachers in the senior secondary schools in Obio/Akpor Local Government Area. It shows that the grand mean rating of the respondents was 2.67, SD=0.50. Specifically, the respondents indicated that one of the major item on leadership styles adopted by the teachers was the ability of the school authorities to tackle cultism and other indecent behaviours students (M=3.30, SD=0.78), this was followed by the school leadership ability to motivate the teachers (M=3.05, SD=0.74) and the ability of the school authorities to tackle examination malpractices (M=2.65, SD=1.06).

Testing of Hypotheses

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

Table 3: Summary of Pearson correlation and z-statistic on the relationship between conducive learning environment and the senior secondary students' 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 enviroment	540	1269		1733530		35243100	0.671	0.000
Performance	540		25635		789898500			

Z-cal=15.576, Z-crit=1.960

Table 3 shows the summary of Pearson correlation and z-statistic on the relationship between conducive learning environment and the senior secondary students' academic performance in marketing in Obio/Akpor Local Government Area. It shows that the relationship between conducive learning environment and the senior secondary students' academic performance in marketing in Obio/Akpor Local Government Area was positive and strong($r=0.671$). Since the z-calculated value (15.576) was greater than the z-critical value(1.960), the result implies that there is significant relationship between conducive learning environment and the senior secondary students' academic performance in marketing in Obio/Akpor Local Government Area($r=0.671$, $p<.05$). The null hypothesis four was rejected at .05 alpha level.

H₀₂: There is no significant relationship between school leadership and the senior secondary students' academic performance in marketing in Obio/Akpor Local Government Area

Table 4: Summary of Pearson correlation and z-statistic on the relationship between school leadership and the senior secondary students' 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 enviroment	540	1442		2151425		39154320	0.706	0.000
Performance	540		25635		789898500			

Z-cal=16.402, Z-crit=1.960

Table 4 shows the summary of Pearson correlation and z-statistic on the relationship between school leadership and the senior secondary students' academic performance in marketing in Obio/Akpor Local Government Area. It shows that the relationship between school leadership and the senior secondary students' academic performance in marketing in Obio/Akpor Local Government Area was positive and strong ($r=0.706$). Since the z-calculated value (16.402) was greater than the z-critical value (1.960), the result implies that that there is significant relationship between school leadership and the senior secondary students' academic performance in marketing in Obio/Akpor Local Government Area ($r=0.706$, $p<.05$). The null hypotheses five was rejected at .05 alpha level.

DISCUSSION

The result in Table 1 shows that the students rated the study environment below average. They, however, agreed that adequate security in the school setting is required. When put to a statistical test, the result inTable 3 shows that the relationship between a conducive learning environment

and the senior secondary students' academic performance in marketing in Obio/Akpor Local Government Area was positive and strong ($r=0.671$). Since the z-calculated value (15.576) was greater than the z-critical value (1.960), the result implies that there is significant relationship between conducive learning environment and the senior secondary students' academic performance in marketing in Obio/Akpor Local Government Area ($r=0.671$, $p<.05$). The null hypothesis four was rejected at .05 alpha level. Several researchers have affirmed that effective students' motivation at the secondary level of education is linked with enabling a conducive learning environment. According to Vikoo (2015), classroom management usually refers to the management of the physical environment and instructional materials. The management of the behaviour of students is commonly referred to as behavioural management. Thus, classroom management and behavioural management are often regarded as separate entities, but they are closely related.

The result in Table 2 shows that the leadership style of the teachers, as adjudged by the students, was above average. The students favoured the ability of the school authorities to tackle cultism and other indecent behaviours of students, the school leadership's ability to motivate the teachers, and the ability of the school authorities to tackle examination malpractices. When put to a statistical test, the result in Table 4 shows that the relationship between school leadership and the senior secondary students' academic performance in marketing in Obio/Akpor Local Government Area was positive and strong ($r=0.706$). Since the z-calculated value (16.402) was greater than the z-critical value (1.960), the result implies that there is significant relationship between school leadership and the senior secondary students' academic performance in marketing in Obio/Akpor Local Government Area ($r=0.706$, $p<.05$). The null hypotheses five was rejected at .05 alpha level. That is, they know themselves and their intentions enough so that they are not distracted from their goal of sharing knowledge for academic excellence.

CONCLUSION

The students described their study environment as being below average, indicating a need for improvements in their physical and emotional learning spaces. Despite this, they strongly agreed on the importance of having proper security within the school premises, recognizing it as a key factor that supports focus and safety. Findings from the study revealed a significant relationship between a supportive and well-maintained learning environment and the academic performance of senior secondary students in marketing within Obio/Akpor Local Government Area. Students rated the leadership style of their teachers as above average. They appreciated the efforts of school authorities in addressing issues such as cultism, indiscipline, and examination malpractice. The students also recognized the ability of school leaders to inspire teachers, suggesting that strong leadership plays a meaningful role in maintaining order and promoting academic excellence. The study confirmed that there is a significant relationship between effective school leadership and the academic performance of students in marketing in the same area.

Recommendations

In light of these findings, some recommendations were made:

- Schools should properly discipline students that exhibit deviant attitude that is inimical to their studies. The goal of such discipline should be to encourage students to focus their

attention on their studies. Teachers and parents should effectively discipline the secondary school students.

- Teachers should adopt a more democratic and friendly leadership style so that they can become approachable whenever their attention is needed for proper teaching and learning.

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