Instructional Quality Assurance Practices and Students' Academic Performance in Economics in Calabar Education Zone of Cross River State, Nigeria.
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Abstract
The purpose of the study was to find out the relationship between instructional quality assurance practices and students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria. Two hypotheses were posed to guide the study. Ex-post-facto design was adopted for this study. The population of this study was all 2,955 SS3 Economics students in the eighty public secondary schools in Calabar Education Zone of Cross River State In order to obtain a representative sample sampling was done the stratified random sampling technique. The sample for the study was 510 teachers determined with the use of Yamane (1969) sample determination formula. To carry out this study, two research instruments were used: Instructional Quality Assurance Practices Questionnaire (IQAPQ) and Economics Academic Performance Test (EAPT). Test (EAPT) were the instruments used for data collection. The instruments were validated by experts in Educational Test and Measurement of University of Calabar in order to ensure its face and content validity. The Cronbach Alpha Reliability Estimate and Richard Kuderson formula 21 were used to determine the internal consistency reliability for Instructional Quality Assurance Practices Questionnaire (IQAPQ) and Economics Academic Performance Test (EAPT) sub-scales respectively. The reliability coefficients obtained ranged from .81 to .89, this has proven that

the internal stability of instruments are high and can be used for this study. Out of the 510-questionnaire administered, 500 (98.0%) were retrieved, coded on spread sheet and used for data analysis while 10 (2.0%) were discarded because of wrong filling. The data generated was analyzed with the use of simple linear regression analyses at .05 level of significance. The results showed that: there is significant relationship between planning, evaluation and students' academic performance in Economics. Based on the findings, it was recommended among others that: Schools and educational institutions should prioritize instructional quality assurance practices in Economics education; Teachers should receive training and support to effectively implement planning and evaluation.

Key Word : Instructional quality assurance practices and students' academic performance

Introduction

Secondary schools have no worth without students. Students are the most essential asset for any educational institute. The social and economic development of the country is directly linked with students' performance. The students' academic performance plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development. Students' performance at the level of secondary school has the strong impact on other levels of higher and tertiary education. (Ali, Haider, Munir, Khan & Ahmed, 2013).

In today's climate of school accountability, it is important to investigate the level of academic performance of students as a result of their massive failure in SSCE-Economics subject. The Senior Secondary School Certificate Examination (SSCE) is the final examination that secondary students undertake for the final award of certificate. It is an examination annually conducted uniformly in all the English-speaking West African countries for all the Secondary Schools. All the students of these secondary schools undertake this examination at the same time between May and June each year. This invariably means that all the students are being taught under the same curriculum. Economics is usually one the core subjects that participating students are expected to enroll into. However, Woods (2015) described performance as the accomplishment of a specific task in relation to pre-set standards that dictate the accuracy, cost, speed, and completeness in a manner that absolves the individual concerned from the fulfillment of all contractual liabilities. Haygroup as cited in Kitonyi (2018) adopted a more systemic approach to performance and posited that it is a technique of management designed to ensure a harmonious working of the organization and all the components within it for achievement of goals in the most optimal manner. An organization essentially comprises of departments, labour force, processes, and teams among other aspects. The systemic view, therefore, suggests that all processes and their respective components must be addressed to achieve the organizational performance design.

Muzalifah and Izah (2011) submitted that performance must include measurement techniques aimed at introducing positive change in institutional culture, systems, and processes by setting mutual performance goals, soliciting management confirmation or modification of the goals, and disseminating those goals to all relevant parties to ensure a common pursuit. According to Marry (2020), students' academic performance is contingent upon intrinsic and extrinsic motivation: if there is management of good personnel, good infrastructure and culture climate, teaching materials and good supervision.

Students' academic performance, therefore refers to the statutory curricula function that is performed by the students to enable them to achieve the set educational goals in the schools. This ultimately depends on the commitment of the managers and Lecturers to make judicious and adequate use of both human and materials resources, to harness them together and bring their academic performance in conformity with the standards expected. The effectiveness of the students' academic performance in Economics is manifested in their knowledge of the subject matter, skills, and competencies in the teaching and learning processes, which leads to the accomplishment of the stated educational goals. The real student must possess these attributes for effective teaching and pleasant learning in secondary school.

Kpolovie, Joe and Okoto (2014) revealed that academic performance of student is the ability of the student to study and remember facts and being able to communicate knowledge orally or in written form even in an examination condition. Secondary education plays a crucial role in laying the foundation for the further education of students. If a good foundation is laid at the secondary school level, students can better cope with the challenges of life and profession with great ease. Instructional quality assurance practices are functional activities and tactical plans that enable improved services for students and increased profitability for the learner. Academic performance comprises the actual outcomes or results of students as measured against its intended output. The operational performance is a function of people, process and technology.

The Instructional quality assurance practices contribute significantly to students' competitive advantage because they produce specific competencies (Esra, 2020). The quality of people and how they are managed are topics that are gaining prominence as organizations shift their focus from other resources. Green and Ronza (2012), noted that instructional quality assurance practices must lead to the institution to attain its objectives. Performance of students' academics depends largely on effective operational performance. The operational performance is a function of people, process and technology; therefore, they need to be competent with the required knowledge, skills and abilities. Every educational organization wants to attract, retain and motivates students to enhance their academic performance. There

are many instructional quality assurance practices which management of secondary schools may adopt in order to realize organizational goals. They include: planning, evaluation, supervision, feedback and mentoring.

A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of students' performance, and shows how and when these changes will be made. It is also a mechanism through which the public can hold schools accountable for students' success and through which it can measure improvement. Therefore, Amie-Ogan and Tamunomiebi (2020) stated that School plant planning such as school site planning, instructional space planning, administrative space planning, space of convenience planning and welfare facilities planning are essential in the teaching and learning process of the school system. The extent to which these spaces may enhance better teaching and learning depends on their location, structure and facilities within the school premises. It is likely that well planned school plant in terms of location, structure and facilities will facilitate effective teaching and learning process and enhance better learning outcomes of students.

Purpose of the study

The purpose of the study was to find out the relationship between instructional quality assurance practices and students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria. Specifically, the study aimed at: Finding the influence of

1. Finding the relationship between planning and students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria;

2. Assessing the relationship between evaluation and students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria:

Research questions

The following research question were posed to guide the study:

1. To what extent does Planning relate with students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria?

2. To what extent does evaluation relate with students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria?

Statement of hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant relationship between planning and students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria;

2. There is no significant relationship between evaluation and students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria;

Literature Review
Planning and students' academic performance

Michael (2021) carried out a study to examine how management practices affected academic performance of public secondary schools in Yumbe District in Northern Uganda. The study was premised on the prevailing poor and declining academic performance of public secondary schools despite increased funding and capitation by the government. The primary objective of the study was to examine the effect of different management practices on academic performance of these schools. The specific objectives were to determine the effect of planning and organisation on academic performance as well as establishing the relationship between control and performance in public secondary schools based. A mixed cross sectional survey design was used where questionnaires and interviews were conducted on selected respondents. Findings indicated that planning was a critical managerial requirement for improved academic performance, most of the school organisational structures were dysfunctional and there was absence of internal policies to manage, monitor and supervise academic performances, finances, welfare, health and safety. The study concluded that there existed a strong positive relationship between planning, organizing, controlling, and academic performance in public secondary schools. The study recommends more stakeholder involvement, resources, and financial support to step up academic performance in public secondary schools.

Kwaslema and Onyango (2021) sought to find out effectiveness of the strategic planning and academic performance among the public secondary schools in Babati District, Tanzania. The study sought to establish teachers' perception on the schools' effectiveness in the development of the strategic plan, the perception of teachers on how the implementation of the strategic plan affects the academic performance and what should be done to ensure an effective strategic planning. The study used a mixed research approach while employing the convergent parallel design. The study population consisted of 2,844 stakeholders from 5 sampled schools whereby 185 respondents were drawn. The study established that there was effectiveness in the development of the Strategic Plan; the implementation of the strategic plan contributed to improved academic performance and various strategies were used by heads of schools to ensure that strategic plans were implemented. The study recommends that to be more effective in developing strategic plans, heads of schools should involve all stakeholders and hire experts to facilitate strategy formulations. Secondly, school heads should educate the school communities about benefits derived from effective implementation of strategic plans so that they can fully be committed to its implementation. Finally, school heads should come up with new strategies that will minimize resistance by school community members so as to speed up adoption as opposed to being pushed all the time by heads of schools in order for them to comply.

Ullah and Almani (2021) explored school and students related factors that are affecting the student secondary school performance in Makran division, Balochistan. To obtain data questionnaires were administrated to the 650 secondary school students and 200 teachers. Furthermore, 24 head-teachers were selected for the data collection as a purposive sampling technique. In this regard, different factors were highlighted. Data were analyzed with the help of the statistical package for Social Sciences (SPSS) 23. The Pearson Correlation Coefficient was used to check the relation of independent variables (school-related factors and students-related factors) on the dependent variable (students' performance). The result revealed that there is a positive correlation among the school, students related factors, and the students' academic performance at the range of .474**, .223**, and .186 respectively with the significant level at 0.01. Similarly, a regression test was applied to check the impact of independent variables and on the dependent variable of the students' performance. The regression test of the school factors shows that (β=.186, p=. 001). That shows that the beta value is less than (p-value 0.05) and similarly, students' intrinsic factors showed that (β=.223, p=. 001). Beta value is less than (p-value 0.05). Thus the result revealed that there is a significant impact of school-related factors and students' intrinsic factors on students 'academic performance in secondary schools of Makran division in Balochistan. This study determines the most important factors that have a massive influence on students' academic performance were: ineffective planning, insufficient teachers, lack of reading and teaching materials in school, for the students, untrained teachers, and learning environment in school, inadequate classrooms, weak school management. The based-on study it is recommended the following suggestions, the government should ensure effective school planning, provide school facilities timely, need to ensure availability of qualified teachers, adequate teaching and learning materials, enough classrooms for the students, and laboratory devices in secondary schools, with conducive learning and friendly environment at schools, are the factors that affect the students' performance at the secondary school level.

Ileuma and Adegbeye (2022) examined the influence of instructional space planning and administrative space planning on pupils' academic achievement in mathematics among primary school pupils in Lagos state. The targeted population of this study was all the teachers and primary school pupils in 66 pubic primary schools from which a sample of 103 mathematics teachers and 850 primary school pupils was selected using stratified and proportionate random sampling methods. The research design for this study was a descriptive research design. A self-structured questionnaire titled "Instructional and Administrative Space Planning Questionnaire" (IASPQ) was used, validated and reliability coefficient was 0.97 and 0.72 respectively and 0.84 for academic achievement. Two research questions and two hypotheses guided the study at 0.05 level of significance. Data collected were analyzed using standard deviation and inferential statistics such as multiple regressions. Results

indicated a significant combined influence of instructional and administrative space planning on academic achievement in mathematics among public primary school pupils (F(1,102)= 321.412. p< 0.05). Results also indicated a significant relative influence of instructional space planning and administrative space planning indices on academic achievement in mathematics in public primary school ($\square$=0.34, t(103)= 4124, P< 0.05) and $\square$ = 0.23, t(103) = 6.213, p< 0.05) respectively. In conclusion, it was observed that instructional space planning and administrative space planning influence academic achievement in mathematics among primary school pupils in Lagos. Based on the findings, it was recommended that modern classroom learning environment as well as the mathematics laboratory is conducive and adequate means of ventilation should be provided in order to keep the pupil hygienically sound and healthy in the school.

Adeshina,Johnson and Oluwakemi (2019) investigated school development planning as predictor of students' academic performance in public secondary schools in Ilorin Metropolis, Nigeria. It adopted descriptive survey of correlational type. Two hundred respondents were used for the study. School Development Planning Questionnaire and Students' Academic Performance Proforma (SAPP) were used for data collection. A research question was raised and answered to guide the conduct of the study. Four research hypotheses were formulated and tested using inferential statistics of Pearson product moment correlation statistic at 0.05 level of significance. Findings showed that financial resources planning, physical facilities planning and human resources planning had significant relationship with students' academic performance in public secondary schools Ilorin Metropolis, Nigeria. Based on the findings, it was recommended among others that government should endeavor to improve on funds allocation for the procurement of teaching resources. This will go a long way to improve the quality of education and ensure that enough teaching resources are provided in schools. Professional development programmes should be organized for teachers through human resources planning in order to increase their knowledge and provide adequately for teachers motivational factors

Ajayi and Yusuf (2019) examined the relationship between instructional space planning and students' academic performance in south west Nigeria secondary schools. A descriptive research of the survey design was used in the study. The sample consisted of 1650 respondents comprising 150 school principals and 1500 students. Multistage, stratified and simple random sampling techniques were used to select the sample. Data collected were analyzed using frequency counts, percentages, means and pearson product moment correlation. The five null hypotheses formulated were tested at 0.05 level of significance. The study revealed that the levels of instructional space planning and students' academic performance were relatively high during the period under study. The study also revealed that students' academic

performance was significantly related to instructional space planning, classroom planning, library planning and technical workshops planning. It was revealed that there was no significant relationship between laboratory planning and students' academic performance. Based on the findings, it was recommended that stakeholders should not relent in their effort in sustaining good instructional space planning in order to enhance good students' academic performance.

Evaluation and students' academic performance

Victor and Omotola (2020) examined the effect of monitoring and evaluation on student's academic performance as relates to the education trend in Ondo state. The study adopted a non-experimental type of research. It was descriptive research. Three research questions guided the study. Purposive sampling technique used to select 300 SSS II students, 20 teachers and school administrators. Three validated research instruments were used to collect data. Results show that students' performance in the core subjects was slightly above the average, though they performed better in English Language (X = 27.5; SD = 3.24) than Mathematics (X = 26.5; SD = 2.91). The Agency was reported to be highly effective in systematic monitoring and evaluation of school curricular and co-curricular activities. Its positive impact was evidenced by improved WASSCE ranking where the State moved up from 33rd position (in 2009) to 7th position (in 2016). The Agency's activities have a significant and positive effect on students' academic performance, $F (2, 299) = 16.27$, $p < 0.05$. Based on the findings, it was concluded that the effect of monitoring and evaluation on student's academic performance is positive, vital and noteworthy. It is recommended that other governments in Nigeria are strongly encouraged to replicate this quality education assurance agency in their States.

Moyosore (2015) investigated the effect of formative Assessment on students' achievement in secondary school Mathematics. Three hypotheses guided the study. The experimental research design was employed. One hundred and twenty (120) Mathematics students in secondary II Art classes in two public schools in Iseyin Local Government of Oyo State, Nigeria selected through purposive technique made up the study sample. Formative Test I, II and III and Mathematics Achievement Test (MAT) were used for data collection. Data were analysed using paired sample t-test and independent sample t-test statistical tools. Findings from analysis revealed that formative assessment has a strong significant difference in the mean achievement score of Mathematics students that are exposed to it ($t = 36.54$, $p = 000$) while there is no significant difference in the mean achievement scores of student who are not expose to formative assessment ($t=2.053$, $p = 0.045$). Also, there is no gender difference in the achievement scores of Mathematics students that are exposed to formative assessment ($t=0.112$, $p = 0.053$). The study recommended that all School Administrators should emphasis

the use of formative assessment by all teachers and they should allow, encourage and provide incentives for them to attend seminars, workshops, conference and in-services training to enhance their performance and to acquire necessary skills to constructing formative tests.

Williams and Ikpa (2020) carried out an evaluation of continuous assessment and accounting students' academic achievement in senior secondary schools in Rivers State. The study evaluated continuous assessment and accounting students' academic achievement in senior secondary schools in Rivers State. A survey, causal-comparative research design was adopted. A population of 120 Accounting students was selected from three senior secondary schools in Rivers State. The entire population was used as sample because of its small size and no sampling technique was required from the population. Instruments titled 'Continuous Assessment Questionnaire' (CAQ) and 'Accounting Students' Academic Achievement Questionnaire' (ASAAQ) was developed. The instrument was validated by experts in the field of Measurement and Evaluation, while the reliability of the instruments were established by the calculation of Pearson's Product Moment Correlation to obtain an index of 0.72. Means and standard deviations were used in answering the research questions, while the Pearson's Product Moment Correlation analysis was used to test the null hypotheses at 0.05 alpha level. It was found that there is a significant relationship between assignment, teacher made tests, field projects and accounting students' academic achievement in senior secondary schools in Rivers State. The study thus concluded that continuous assessment or schools based assessment should test the total growth of students in the non-scholastic areas and therefore should be built into the teaching-learning process. Therefore it was recommended that higher institutions of learning should train teachers on how to effectively supervise their students during field project writing, develop and construct teacher made tests, and that seminars, conferences and workshops should be organized by the government to really sensitize the importance of classroom assessment to the students using assignment.

Petra and Ab-Aziz (2020) investigated the performance of student assessment implemented by institutions using the result of student learning outcomes in terms of attributes' reliability and validity. The student assessment result was divided into six attributes (knowledge, problem solving, communication, group work, lab work, and design skill) as the weighting factors for evaluating students' performance. The test showed that the assessment implemented was valid and reliable, thus appropriate and effective in measuring students' achievement and programme performance.

Fareo (2020) examined the influence of continuous assessment on academic performance of secondary school students in Hong Local Government Area of Adamawa State. The population of the study was all teachers in public secondary schools in Hong Local

Government Area of Adamawa State, out of which a sample size of two hundred was drawn through stratified sampling technique. The research instrument for data collection was adopted from Falaye and Adefioye (2016). The validity of the instrument titled Perception of Teachers on Influence of Continuous Assessment on Academic Performance of Senior Secondary School Students Questionnaire was carried out by an expert in Counselling Department, while t-test reliability method was used to carry out the reliability of the instrument, and the reliability co-efficient was 0.76. Data were analyzed using mean, Pearson moment correlation coefficient and t-test statistics. The findings revealed that continuous assessments were frequently administered in senior secondary schools in Hong Local Government Area of Adamawa State. There was a significant relationship between continuous assessment scores and academic performance of students in Biology. There was no significant difference between the perception of male and female teachers on attitude of students towards continuous assessment. There was no significant difference between continuous assessment scores of male and female students. It was concluded that the continuous assessment had critical impact on academic performance of secondary school students in Biology. It was recommended that teachers who are well versed in evaluation and assessment techniques should be encouraged and their expertise should be utilized for the said purpose.

Oludare and Bolanta (2020) examined the influence of continuous assessment (CA) on students' academic performance. In order to do this, various educational publications were consulted and cited in the work. A little digression was also made in attempting to examine the importance and problems of continuous assessments. Continuous assessment techniques are very effective in the summative performance of students, it plays critical role in academic performance of students. Therefore, from the literature reviewed, it is concluded that continuous assessment highly influences students' academic performance. Teachers are hereby encouraged to be using variety of continuous assessment techniques in their teaching. Based on the findings, it was recommended among others that continuous assessment technique should be enhanced at all levels of education for teaching all subjects/courses.

Arbabisarjou1, Zare, Shahrakipour, Ghoreishinia, Shoaei1, Ansari, Rigi, Jahadpanah, Danesh, & Jafari (2016) evaluated academic achievement among students of Medical Sciences. This was a cross-sectional analytical study examining academic achievement among a total of 200 students randomly during 2015. Data were collected through a demographic questionnaire covering: age, sex, faculty and parental education. Finally, the data were analyzed through SPSS 19, descriptive statistics, independent t-test and ANOVA. Findings showed that the average age of participants in this study was 22.74±2.22 and the GPA was 15.82 ±1.5. There was a significant correlation between gender and academic

achievement (P=0.002). Moreover, women had achievement attainment higher than average. The relationship between academic achievement was significant with parental education (P<0.001) and maternal education (P<0.001). The relationship between age and faculty was not significant with academic achievement (P>0.05). It was concluded that the results can somewhat anticipate achieving educational goals. The results of this study showed that medical students' achievement was not desirable. Hence, it is crucial that authorities take appropriate actions.

Summers (2023) examined teachers' use of assessment data to improve student achievement. This review aims to evaluate and recommend interventions for continuous improvement of a PK–12 public school district's data-driven decision-making (DDDM) program for linking instructional adjustments to individual student assessment data. In this context, public school district's data-driven decision-making is the cyclical process of collecting, analyzing, and interpreting various types of assessment data to implement and evaluate research-based instructional strategies believed to improve student outcomes. The review summarizes research on public school district's data-driven decision-making specific to teachers' use of assessment data to inform instruction and increase student achievement. Specifically, it focuses on public school district's data-driven decision-making components, expectations for implementation of public school district's data-driven decision-making, analysis of assessments, and instructional actions implemented by teachers in response to the outcomes. In addition, factors promoting teachers' engagement in public school district's data-driven decision-making and intervention strategies for increasing teachers' capacity for public school district's data-driven decision-making are synthesized. Results indicate that leadership and context, teachers' attitudes and beliefs, teachers' capacity, and collaboration are critical factors to consider when implementing and supporting public school district's data-driven decision-making. In addition, intervention strategies for improving teachers' engagement with public school district's data-driven decision-making focused on teacher capacity, attitudes, and beliefs. Interventions that include job-embedded professional learning, ongoing coaching support and feedback, and team collaboration are the most promising for improving student outcomes. A driver diagram outlining primary and secondary drivers to improve teachers' use of assessment data to improve student achievement is provided.

Research Methodology
The research design that is used for this study is Survey design. Survey research is considered most appropriate for this study because it allows the researcher to make inference and generalization of the population by selecting and studying the sample for the study. The study area was Calabar Education Zone of Cross River State, Nigeria. According to Cross River State Government (2020), this area lies between latitudes 5^035^1 and 5^041^1 North of the

Equator and between Longitudes 8^030^1 and 8^047^1 East of the Greenwich Meridian. The area shares boundaries with Abi, Yakurr, Obubra, Ikom and Etung Local Government Areas of Cross River State in the North, Atlantic occean to the South, to the East by Akwa Ibom and Abia States and to the East by the Republic of Cameroun (Cross River State Tourism Bureau, 2015). The population of this study was all the two thousand nine hundred and fifty-five (2,955) students offering Economics in SS3, out of which 1705(57.7%) are males while 1,250(42.3%) are females. The stratified random sampling technique was used for the study. The stratification was based on the seven Local Education Authorities in the Education Zone. The sample consists of 488 secondary school adolescents which comprised of 10% of the estimated population from the seven local Government Areas in Calabar Education Zone of Cross River State. To carry out this study, two research instruments were used: Instructional Quality Assurance Practices Questionnaire (IQAPQ) and Economics Academic Performance Test (EAPT). Instructional Quality Assurance Practices Questionnaire was also be divided into sections A and B. Section A with 2 items provided information on students' bio data (sex and age) while section B with 12 items (6 per sub-scale) provided information on planning and evaluation **.** Section B of the instrument was prepared based on Likert 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with weight 4,3,2 and 1 for all positively worded items and weight 1,2,3 and 4 for all negatively worded items respectively. Economics Academic Performance Test (EAPT) was made up of 50 items with four options each. The correct option was scored one point while wrong one was score zero point.

The instruments after being developed by the researcher, was presented to three experts in Educational Test and Measurement of University of Calabar for editing in order to ensure its face and content validity. The content validity of the Economics Academic Performance Test (EAPT) was set to cover all the 6 levels of Blooms' cognitive taxonomy. The instruments were administered on 50 respondents that formed an equivalent population to the study population in Ikom Education Zone of Cross River State, Nigeria. The responses were coded and prepared on a spread sheet as Cronbach Alpha Reliability Estimate and Richard Kuderson formula 21 were used to determine the internal consistency reliability for Instructional Quality Assurance Practices Questionnaire (IQAPQ) and Economics Academic Performance Test (EAPT) sub-scales respectively. The reliability coefficients rages from .81 to.85. The researcher then proceeded to administer the instruments to the respondents in the sampled schools in their classes. To ensure confidentiality and anonymity, codes were assigned to each respondent, sealed envelopes were used to collect and store the completed instruments, and all records and data were kept confidential and secure.

Presentation of results

Ho₁

There is no significant relationship between planning on students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria. To test this hypothesis, simple linear regression analysis was used with planning as independent variable and students' academic performance in Economics as dependent variable. The f-ratio was used to test the overall influence. The results are presented in Table 8. The results in Table 1 showed a regression coefficient (R) of .573 and a coefficient of determination (R^2) of .329. This means that about 32.9% of the total variation in students' academic performance in Economics was attributed to the variation in planning while 67.1% was attributed to other variables considered in this study. The result of analysis of variance in the regression output produced the computed F-value of 249.849 (p< .05) which is statistically significant at .05 probability level with 1:498 degrees of freedom. As a result, the null hypothesis was rejected. This means that there is a significant relationship between planning on students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria.

The result of the regression weights of the predictor variable (Planning) in Table 8 showed positive coefficients (B = .914 and Beta = .573). This indicated that planning has a high positive influence on students' academic performance in Economics and a unit increase in the adoption of planning as an instructional quality assurance practice will lead to more than a unit improvement in students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria. Also, the P-values (.000) associated with the computed t-values (14.913 and 15.616) for the regression constant and planning are less than .05. This means that both the regression constant and planning made significant positive contributions to the prediction of students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria.

Table 1: Regression analysis of influence of planning on students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria.

| R – value = .573 | | | Adj R – square = .327 | | |
| R – square = .329 | | | Std. Error   = 3.07802 | | |
Source of variation	Sum of squares	Df	Mean square	F– value	P – value
Regression	2310.277	1	2310.277	243.849*	.000
Residual	4718.161	498	9.474		
Total	7028.488	499			
Predictor variable	Unstandardised coeff		Std coeff	t-value	P – value

	B	Std. Error	Beta		
Constant	15.855	1.063		14.913*	.000
Planning	.914	.059	.573	15.616*	.000

*Significant at .05 level, P < .05

Ho₂

There is no significant relationship between evaluation on students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria. To test this hypothesis, simple linear regression analysis was used with evaluation as independent variable and students' academic performance in Economics as dependent variable. The f-ratio was used to test the overall influence. The results are presented in Table 2. The results in Table 2 showed a regression coefficient (R) of .819 and a coefficient of determination (R^2) of .670. This means that about 67.0% of the total variation in students' academic performance in Economics was attributed to the variation in evaluation while 33.3% was attributed to other variables considered in this study. The result of analysis of variance in the regression output produced the computed F-value of 1011.586 (p< .05) which is statistically significant at .05 probability level with 1:498 degrees of freedom. As a result, the null hypothesis was rejected. This means that there is a significant relationship between evaluation on students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria.

The result of the regression weights of the predictor variable (evaluation) in Table 9 showed positive coefficients (B = 1.282 and Beta = .819). This indicated that evaluation has a high positive influence on students' academic performance in Economics and a unit increase in the adoption of evaluation as an instructional quality assurance practice will lead to more than a unit improvement in students' academic performance in Economics. Also, the P-values (.000) associated with the computed t-values (15.994 and 31.805) for the regression constant and evaluation are less than .05. This means that both the regression constant and evaluation made significant positive contributions to the prediction of students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria.

Table 2: Regression analysis of influence of evaluation on students' academic performance in Economics.

R – value = .819			Adj R – square = .669		
R – square = .670			Std. Error = 2.15775		
Source of variation	Sum of squares	Df	Mean square	F– value	P – value

Regression	4709.815	1	4709.815	1011.586*	.000
Residual	2318.623	498	4.656		
Total	7028.488	499			

Predictor variable	Unstandardised coeff		Std coeff	t-value	P – value
	B	Std. Error	Beta		
Constant	10.887	.681		15.994*	.000
Evaluation	1.282	.040	.819	31.805*	.000

*Significant at .05 level, P < .05

Discussion of findings

The results of hypothesis one revealed that there is a significant relationship between planning on students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria. The outcome of hypothesis one reveals a profound truth: planning is a vital component of effective teaching, significantly impacting students' academic performance in Economics. This implies that effective planning leads to improved academic performance, enhanced understanding and retention of economic concepts, reduce stress and increase motivation. This results aligned with Michael (2021) who found that planning was a critical managerial requirement for improved academic performance, most of the school organisational structures were dysfunctional and there was absence of internal policies to manage, monitor and supervise academic performances, finances, welfare, health and safety. The study concluded that there existed a strong positive relationship between planning, organizing, controlling, and academic performance in public secondary schools. The finding also supported the findings of Kwaslema and Onyango (2021) who established that there was effectiveness in the development of the Strategic Plan; the implementation of the strategic plan contributed to improved academic performance and various strategies were used by heads of schools to ensure that strategic plans were implemented.

The results of hypothesis two revealed that there is significant relationship between\evaluation on students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria. The outcome of hypothesis two reveals a crucial finding: evaluation significantly impacts students' academic performance in Economics. This implies that evaluation provides students with regular feedback on their progress, enabling them to identify strengths and weaknesses. This feedback loop facilitates adjustments to their learning strategies, ensuring they stay on track and address knowledge gaps. Regular evaluation also motivates students to engage more deeply with course material, as they understand the direct connection between their efforts and assessed outcomes. This heightened engagement fosters a deeper understanding of economic concepts. Moreover, evaluation allows teachers to assess

the effectiveness of their instruction, making data-driven decisions to refine their teaching methods and better support student learning.

This results collaborated with Victor and Omotola (2020) who showed that students' performance in the core subjects was slightly above the average, though they performed better in English Language than Mathematics. The Agency was reported to be highly effective in systematic monitoring and evaluation of school curricular and co-curricular activities. Its positive impact was evidenced by improved WASSCE ranking where the State moved up from 33rd position (in 2009) to 7th position (in 2016). The Agency's activities have a significant and positive effect on students' academic performance. Based on the findings, it was concluded that the effect of monitoring and evaluation on student's academic performance is positive, vital and noteworthy. This finding corroborated with Moyosore (2015) who revealed that formative assessment has a strong significant difference in the mean achievement score of Mathematics students that are exposed to it while there is no significant difference in the mean achievement scores of student who are not expose to formative assessment.

Conclusion

The findings of this study clearly demonstrate that instructional quality assurance practices play a vital role in shaping students' academic performance in Economics in Calabar Education Zone of Cross River State, Nigeria. Effective planning and evaluation are essential components of teaching and learning that collectively contribute to academic excellence. The significance of these practices cannot be overstated. Planning enables educators to design engaging and relevant lessons, while evaluation helps assess student progress and understanding.

Recommendations

Based on the findings, the following recommendations were made:

The Economics Teacher(s) in collaboration with the school authority should:

1. Develop and implement comprehensive lesson plans that aligned with Economics curriculum standards, incorporating clear learning objectives, instructional strategies, and assessment methods.

2. Develop and use robust assessment tools to measure student understanding and progress, and use evaluation data for informed instructional decisions.

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