ASSESSMENT OF HUMAN CAPITAL DEVELOPMENT STRATEGIES ON THE ACHIEVEMENT OF SECONDARY SCHOOL ECONOMICS TEACHERS IN PLATEAU STATE NIGERIA

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Abstract

This study sought to assess the influence of human capital development on the productivity of Secondary School Economics Teachers in Jos North Local Government Area of Plateau State. The survey research design was adopted for the study. The population of 125 comprised principals, vice principal and Economics teachers in secondary schools in Jos North Local Government Area of Plateau State. Simple random sampling technique was used to select 15 principals, 12 vice principals (academic and administration) and 42 Economics teachers, giving a total of 69 respondents as the sample size for the study. The Main Instrument used in this study was a Questionnaire. Face validation of the instrument was carried out to ensure that the instrument had the accuracy, appropriateness, completeness and the language of the study under consideration. Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.84 and this was high enough to justify the use of the instrument. The researchers subjected the data generated for this study to appropriate statistical techniques such as descriptive statistics and t test. The test for significance was done at 0.05 alpha levels. The study revealed that there is significant influence to which creation of innovative ideas, new competencies, and skill development influences Economics teacher's productivity in secondary schools in Jos North LGA of Plateau State. Based on these findings, it was recommended amongst others that government and school administrators should make human capital development an important aspect of their corporate strategic plan to help in upgrading teacher's skills, enhancing their conceptual knowledge, and broadening their understanding of education total objectives and values.
Key words: Achievement, Capital, Development, Human and Strategies

Introduction

The growth and development of any economy or society depends on the level of human capital development. The development of human capital forms the basis upon which other capital formations are built upon. This development could take the form of formal and informal education acquisition. Be it formal or informal arrangement of educational acquisition, there is a cost attached to it. Education does not only provide a better quality of life for every citizen of any nation but also have positive effects on the economic growth and development of a country.

Human capital development refers to the strategic enhancement of knowledge, skills, competencies, and experiences of individuals through education, training, and professional development. It is a set of skills and abilities which an employee employs in the organization to get work done. Human capital refers to those set of skills that an employee acquires on the job through training and experience. Similarly, it is a collection of all the new ideas and knowledge which an employee acquires while working which helps to increase on-the-job efficiency and effectiveness (Martins &Olarinde2014). Human capital development in any economy has for long been regarded as the bane of Economic growth and development. This

is because the development of human beings brings about the development of the quality and productivity of labour which can be used to produce goods and services that results to growth and development in any economy. Ajayi, Onibeju & Olutayo (2020) posit that human capital is regarded as the stock of knowledge, habits and social and personal attributes including creativity embodied in the ability to perform tasks so as to produce economic value. It is the collection of resources comprising knowledge, talents, skills, abilities, experience, training and wisdom possessed individually and collectively by individuals in the production processes. Secondary education occupies a central position in the education ladder. While it absorbs graduates from primary education, it prepares students for access into higher educational institutions. This gives secondary education its relevance. Low productivity in secondary education which is reflected in students' output, such as skills acquired, repetition, dropout amongst others have adverse effects on the society and students (Martins & Olarinde2014).

The productivity of an Economics teachers at the secondary school level, plays a crucial role in shaping students' understanding of Economic principles and fostering national development. In an era of global competitiveness and dynamic Economic realities, the development of human capital through structured in-service training strategies has become a critical area of focus in the educational sector. In-service training is a workshop for employed professionals, paraprofessionals, and other practitioners to obtain new knowledge, improved methodologies, and so on to improve their skills in many fields and to distinct groups of people (Ogunbayo & Aigbavboa, &Fatai2022). Such workshop could be a training intended for a specific group of teachers at a certain school. Human capital development through in-service training should increase the quality of programming for the growth of teachers in service by utilizing workshop trainees. To achieve success, no educational institution, no matter how advanced in science and technology, can be represented by its building plants and equipment; rather, by well-trained and competent teaching staff. For a profession like Economics teaching. In-service training is the ultimate foundation for skill and knowledge development because the subjects are complicated and involve a diverse range of skills, competence, and knowledge in transmitting required information to the students (Nwachukwu, Iheanaetu &Elezuo,2017). This implies that human capital development through in-service training of Economics teachers attracts promotion and improves teachers' public image and job performance satisfaction. Good job performance, incentive, job security, flow with scientific and technological changes, self-esteem, and self-actualization are gained through training which are the proper variables needed for Economics teachers' level of productivity in teaching of economics in secondary schools in Plateau state. Ogunbayo & Aigbavboa, (2022) argued that in service training is a means of exposing teachers to recent changes in workplaces to keep abreast with developments in school. Hence, Economics teachers exposed to in services training program are bound to perform better than those not because in-service training helps in skill and knowledge acquisition and is necessary for enhancing workplace productivity.

The purpose of human capital development through in-service training, is to teach knowledge, attitudes, abilities, and behaviour that will enable the Economics teachers to improve their level of productivity in school, this is to show that it generates productivity,

growth, and increased Economics teacher performance and output which will result to improvement of performance in Economics. A systematic method comprises assessing techniques before, during, and after training to ensure that Economics teachers genuinely benefit from the training to make them productive in school. In Nigeria, in-service training is what a teacher receives after they enter the teaching profession and after their education at a university. Every secondary school teacher must be continually renewed, upgraded, and updated in their knowledge to be refreshed and stay up with the quickly changing society through teachers' in-service training programs. Given the decreasing academic achievement of secondary school students in external examinations especially in Economics subject, school management in Jos North Local Government Area of Plateau State has recently been concerned about teacher level of productivity (Han & Brass, (2016).). A large number of people, including the government, parents, students, and even teachers, have expressed displeasure with the quality of teaching and learning.

Despite enhanced teacher academic and professional qualifications and significant government expenditure on education, the secondary school system has failed to create students who can contribute to solving societal problems (Saka, Nnebedum, & Akinfolarin 2020). To achieve better output in secondary school education, the Plateau state government has made significant efforts to promote teacher productivity by granting promotions, wages, benefits, and improved consistent salary, but this makes little or no impact. This shows that human capital development through in-service training is a critical strategy for increasing the abilities and performance of teachers in their contribution to a solution to the low level of teacher productivity in secondary schools. Doko (2017) states that the problem of human capital development in Nigeria is capital intensive and most of the participants are self-sponsored. As a result, many of them cannot cope with exorbitant school fees and other incidental expenses for textbooks and personal upkeeps. Sulaiman & Ismail (2020) argue that the time factor is a major constraint of in-service training as contact hours for Economics teachers and examinations are inadequate. Therefore, the effectiveness and scope of instruction are in doubt. Brundiers & Wiek (2017) stipulates that the problem with in-service training is poor planning and organization whereby available activities for participants are impersonal and unrelated to their job settings in the classroom.

Appraisal strategies are evaluative tools and processes used to assess and improve employee performance in this context, that of Economics teachers. When effectively implemented, such appraisal strategies can significantly enhance teaching quality, promote continuous learning, and improve student outcomes (Nwachukwu, 2023). However, many Economics teachers in Nigeria face challenges such as inadequate access to professional development programs, irregular performance assessments, and limited feedback mechanisms. These factors often contribute to low teacher morale, outdated pedagogical practices, and suboptimal student achievement (Abenu & Yusufu, 2024). Recent findings show that while a reasonable number of Economics teachers attend workshops or in-service training, performance appraisals are often inconsistent or poorly utilized (Iheoma, 2023). Furthermore, the quality of Economics teachers is directly tied to how well they are appraised, trained, and motivated. When Economics teacher appraisal is linked to professional development plans, performance improvement goals, and resource allocation, it fosters a culture of accountability

and growth (Ojike 2023). It is therefore imperative to examine the role of appraisal strategies within the broader context of human capital development and their impact on the productivity of Economics teachers in secondary school. Ogunbayo & Fatai (2022) posit that the poor productivity of Economics teachers in most Nigerian secondary schools is as a result of lack of expert trainers, research, and coverage of courses Comparing the productivity levels of teachers who are exposed to in-service training and those who are not exposed to training hence the need to assessed the impact of human capital development strategies on the performance of Economics teachers in secondary schools in Jos North LGA of Plateau State.

Statement of the Problem

The utilization of human capital in education process is one of the preconditions for improving students' academic achievement. The performance of secondary school students in external examinations is not satisfactory. According to West African Examinations Council (WAEC) Examiners Report for Plateau State in economics (2018-2024, from 2018-2024 failure rates of students cut across all school type (public and private). Statistics showed that out of a percentage of 100 students that sat for the examination within the year under review, an approximate percentage of 34.89% passed with credit, while a total of 65.11% had ordinary pass and failure. The report shows that only 43%, 41%, 43.26% and 46.93% credited Economics in the state. Specifically, in 2022, the report revealed that only 37.68% passed and in 2023 45.64% passed. The overall performance in Economics in plateau state, 60 percent failure was recorded in practical areas of Economics such as graphical illustrations, quantitative expositions, ability to articulate themselves in good tenses. This failure rate calls for attention of critical education stakeholders and researchers to look closely into the causes of the decline in performance. This decline in performance may be attributed to poor teacher's productivity. This unpleasant situation seems to suggest lapses in educational application of human capital development practices especially in the areas of creation of innovative ideas, creation of new competencies and skill development. Hence, this hampers instructional delivery by the teachers and students' performance. It is in the light of the above that this study sought to assess the impact of human capital development on Economics teachers' productivity in Jos North LGA of Plateau State.

Objectives of the Study

The aim of this study was to find out the impact of human capital development on the performance of economics teachers in Jos North LGA of Plateau State. This study was guided by the following specific objectives to:

1. find out the impact of in-service training on the productivity of Economics teachers in secondary schools
2. find out the appraisal strategy of human capital development on Economics Teachers productivity in secondary school.

Research Questions

The following questions were answered in the course of this study:

1. what is the impact of in-service training on the productivity of Economics teachers in secondary schools in Jos North LGA?
2. What is the appraisal strategy of human capital development on Economics Teachers productivity in secondary school in Jos North LGA?

Hypothesis

There is no significant difference between human capital development and Economics teachers' productivity in secondary schools of Jos North LGA of Plateau State.

Literature Review

Human capital development is described as an end or objective of development. It is a way to fulfil the potential of people by enlarging their capabilities, and this necessarily implies empowerment of people, enabling them to participate actively in their own development. Human capital development is also a means since it enhances the skills, knowledge, productivity and inventiveness of people through a process of human capital formation broadly conceived (Aigbokhan, 2017). Nedomlelova, & Kocoure, (2016), being diverse and comprehensive, human capital development can range from on-the-job training to tuition assistance to team-building activities-not only along any given spectrum in terms of quantitative and qualitative commitments, but also along multiple spectrums, such as skill development, project management and morale building. Human capital Development can take many forms. It can be done through coaching, in services training, continuing education, job training, leadership training, mentoring, personality assessments, psychometric training, workshop and other means.

Human capital development is further been described by Garavan (2021) to have four key attributes as follows: flexibility and adaptability, resulting to emanation of innovative ideas, enhancement of individual skill development, the development of individual competencies and individual employability through exhibition of positive behaviour and attitude, therefor it teach knowledge, attitudes, abilities, and behaviour that will enable Economics teachers to improve their level of productivity in school. It also increases the abilities and skills of human resources of a country, it the process of acquiring and increasing the number of persons who have the skills, education and experience that are critical for economic growth and development of a country's economy (God's time & Uchechi (2014)). This shows that human capital Development refers to the human factor in the production process and consists of the combined knowledge, skills or competencies and abilities of the workforce and of all factors of production, only human beings are capable of learning, adapting or changing, innovative and creative.

Human capital has also been categorised as important in itself but also important is the accumulation process through in-service training, therefore in-service training is a workshop for employed professionals, paraprofessionals, and other practitioners to obtain new knowledge, improved methodologies, and so on to improve their skills in many fields and to distinct groups of people. Such workshop could be a training intended for a specific group of teachers at a certain school. Human capital Development asserted that education improves workers' cognitive skills, though in service training resulting in increased productivity and competence. As a result, investing in education improves an individual's cognitive capacities and abilities, consequently awakening his innate abilities through greater reasoning, thinking, attitudes, and performances.

Significant changes in a worker's level of education and skills necessitate that he receives a range of pay (Goncalve,2019). The world is changing quickly, especially in terms of desirable skills and technological capability (Emmanuel & Ernest, 2019). They further

stated that good job performance, incentive, job security, flow with scientific and technological changes, self-esteem, and self-actualization are gained through training which are the proper variables needed for Economics teachers' level of productivity, while (Idoko, 2017) argued that in services training is a means of exposing teachers to recent changes in workplaces to keep abreast with developments in school. Hence, Economics teachers exposed to the training program are bound to perform better than those not because in-service training helps in skill and knowledge acquisition and is necessary for enhancing workplace productivity.

According to Ibrahim, Vangeli and Sulaiman (2020) in-service training generates productivity, growth, and increased teacher wages. It is often through training that teachers get the skills that are needed to do their jobs. Ogunbayo and Fatai (2022) stated that with the training and retraining of teachers, the productivity level of teachers who undergo training is higher than those who do not undergo training. Martins and Fehintola (2015) stipulated that training should be systematic in that it is properly conceived, planned, and conducted to satisfy the stated needs of the teachers. This implies that a systematic approach to training, includes taking the time to analyze what results in school needs from its teachers, whether teachers are achieving those results, and what training and development approach teachers need to accomplish those results better. A systematic method comprises assessing techniques before, during, and after training to ensure that teachers genuinely benefit from the training to make them productive in school.

In Nigeria, in-service training is what a teacher receives after they enter the teaching profession and after their education at a university. Every secondary school teacher must be continually renewed, upgraded, and updated in their knowledge to be refreshed and stay up with the quickly changing society through teachers' in-service training programs (Gbemisola & Ojo, 2016). Given the decreasing academic achievement of secondary school students in external examinations, school management in plateau state, A large number of people, including the government, parents, students, and even teachers, have expressed displeasure with the quality of teaching and learning.

Despite enhanced teacher academic and professional qualifications and significant government expenditure on education, the secondary school system has failed to create students who can contribute to solving societal problems (Onuma, 2016). To achieve better output in secondary school education, the plateau state government has made significant efforts to promote teacher productivity by granting promotions, wages, benefits, and improved consistent salary, but this makes little or no impact, Orodho, Waweru and Getange, (2014) proposed in-service training as a critical strategy for increasing the abilities and performance of teachers in their contribution to a solution to the low level of teacher productivity in the school. He also pointed out effective professional training produces changes in teachers' productivity, which can be related to student academic performance improvements. As a result, teachers' in-service training is an excellent incentive strategy for teachers to acquire new skills and information to improve their productivity.

The need for increased teacher productivity in secondary schools is well acknowledged and depends on efficient and effective in-service training. Investment in training has become even more vital as the modern world has progressed. As a result, the

importance of teacher in-service training cannot be overstated. However, the need for schools to begin teacher training programs has become clear. Teachers' ineptitude, inefficiency, and ineffectiveness are frequently manifested in the absence of this program. Ejeh and Okoro (2016) stated that in-service training aims to build technical, conceptual, and management competencies to advance individual and school achievement. Cletus and Michael (2022) argued in their research article that in-service training is the most significant aspect of today's business world. They concluded that training is the only way to improve teachers' and schools' quality and productivity levels. As Akpelu, Joseph and Samuel (2018) asserted, teachers should have sufficient skills to accomplish their tasks effectively. In-service training programs ensure teachers are familiar with the abilities they need to do their jobs properly.

According to Nzarirwehi and Atuhumuze (2019), human capital development strategy through regular in-service training programs and effective professional training produce productivity changes, which can be related to student academic performance improvements. As a result, Economics teachers' training is an excellent incentive strategy for teachers to acquire new skills and information to improve their productivity. Furthermore, they stated that in-service training programs are the only way for teachers' personalities to be moulded, their attitudes to be correctly shaped, their working habits to be reformed, and their identities to be established. Kenned (2016) examined the following variables, among others, in their study of human capital development through in service training and its implications, this shows that in service training is an investment in human capital, measures This study discovered that in-service training leads to enhanced production, growth, and salary growth, despite a little loss in the starting wage.

On the other hand, schools increase their recruiting efforts to find Economics teachers for positions requiring more in service training to avoid costly blunders. In service training is one key factor in improving Human capital development, the efficiency and productivity of Economics teachers. Regular teacher training programs and effective professional training produce productivity changes, which can be related to student academic performance improvements. As a result, Economics teachers' training is an excellent incentive strategy to acquire new skills and information to improve their productivity. From all the literature review none of the study was carried out in the study area. Hence the need to find out what is the impact of training on economics teachers' productivity in the study area. Also, the study seeks to find out the frequency of teachers in-service training in the study area.

Personnel appraisal is one of the personnel management practices. All organizations, whether big or small have set goals to achieve. To do this, both the human material and financial resources in the organization are used to achieve the set goal. It is also clear that each employee in the organization pursues the set goal at different pave. Therefore, there is always the need to evaluate individuals in terms of their performance. According to Laurent and Pambas (2019) evaluation is the act, process or outcome of assessing or appraising something and expressing an opinion on its quality, quantity or worth. The outcome of such appraisal or judgment is usually expressed in various degrees of such a qualitative term as big or small, satisfactory, unsatisfactory, useful or useless.

Personnel appraisal is therefore defined as the process by which personnel are assessed by employers for efficiency and effectiveness in the performance of the assigned

role in order to achieve the goals of the enterprises. It is a way of ascertaining that workers are properly utilized by managers in achieving the corporate objectives. Oduwaiye (2016) described evaluation as the effective assessment of activities of individual in the organization, most cases subordinate. This implies that evaluation of personnel or personnel auditing is a systematic formal experience designed to measure the cost and benefits of the total personnel programme and to compare its efficiency and effectiveness with the organizational past performance. However, for an employer to promote an employee there must be a means of productivity measurement that will allow for proper assessment of employee's contribution to the attainment of organizational goals. This is done through personnel appraisal.

Methodology

The design of the study was survey research design because it aimed at establishing the relationship between two phenomena. This design was therefore used in this study. The population of the study was 125 comprising 42 Economics teachers' and 12 principals and 15 vice principals of public secondary schools in Jos North LGA of Plateau State. The sample size for the study was 69. The sampling technique that was adopted for this study was the simple random sampling technique. The instrument used for this study was set of structured questionnaires developed by the researchers. The questionnaire was titled "assessment of human capital development strategies on performance of secondary schools Economics teachers (AHCDSPSSET)". AHCDSPSSET will be use to assessed human capital development strategies on performance of secondary schools' economics teachers. The questionnaires were validated for face validity by three experts; two in economics education and one in Educational Measurement & Evaluation, all in the university of Jos. Cronbach alpha was used for testing the reliability which yielded an index of 0.75. The research questions were analysed using the mean and standard deviation, while the hypothesis was analysed using the Chi square for independent samples at 0.05% level of significance.

Results

This study answered the following research questions and tested the following hypothesis

Research Question One

what is the effect of in-service training on the productivity of Economics teachers in secondary schools in Jos North LGA? Effect of in-service training on the productivity of Economics teachers in secondary schools presented in Table 1

Table 1

Result on Effect of in-service training on the productivity of Economics teachers in secondary schools

	Items	M	SD	Decision
1	The ministry of education always organised training for member of staff.	2.33	0.95	Reject
2	I always attain professional workshops and conferences	2.66	0.47	Accept
3	I have been licencing by teaching professional body to teach	3.33	0.47	Accept
4	The school do organised seminars for improving Economics teachers' productivity	3.00	0.82	Accept

5	Facilities for e learning is provided for updating Economics teachers with current knowledge	2.33	0.47	Reject
	Grand mean	2.7		

Data in table 1 indicated that the sampled teachers agreed in all items except item 1 and 5 which said that the ministry of education always organized training for member of staff and that facilities of e learning is provided for updating teachers with current knowledge, they have the mean of 2.33 and 2.33 respectively while the mean of the agreed items are 2.66, 3.33 and 3.00 respectively with the corresponding standard deviation of 0.48, 0.48 and 0.82 respectively. The study has the grand of 2.7. this indicated that teachers in-service training has great impact in improving teacher's productivity in teaching and learning economics in secondary schools in Jos LGA of Plateau State.

Research Question Two

What is the appraisal strategy of human capital development on Economics Teachers productivity in secondary school in Jos North LGA? Appraisal strategy of human capital development on Economics Teachers productivity in secondary schools presented in Table 2.

Table 2

Result on Appraisal strategy of human capital development on Economics Teachers productivity in secondary schools

s/n	Items	M	SD	Decision
6	We have evaluation meeting at the end of every academic week.	3.00	0.00	Accept
7	We are given evaluation forms to fill at the end of the term.	3.00	0.82	Accept
8	The school reward hardworking staff	2.33	0.47	Reject
9	We are up to date with keeping various records in the school	2.33	1.25	Reject
10	We are supervised by the ministry of education for evaluation	3.00	0.47	Accept
	Grand mean	2.7		Accept

Data in Table 2 indicated that the sampled teachers agreed in all items except item 8 and 9 which said that the school reward hardworking staff and that they are up to date with keeping various records in the school with the mean of 2.33 and 2.33 respectively while the mean of the agreed items are 3.00, 3.00 and 3.00 respectively with the corresponding standard deviation of 0.00, 0.82 and 0.47 respectively. The study has the grand of 2.7. this indicated that teachers in-service training has great impact in improving teacher's productivity in teaching and learning economics in secondary schools in Jos LGA of Plateau State.

Hypothesis One

Human capital development does not have impact on teachers' productivity in secondary schools in Jos North LGA of Plateau state. Chi square test of difference is presented in Table 3

Table 3

Chi square result of whether there is significant difference between human capital development and teachers' productivity in economics

S/N	FO	FE	LOS	DF	X_{cal}	X_{tab}	DECISION

	125	69	0.05	187	89.7	6.8	Reject Ho

Data in Table 6 showed that the chi square calculated value is greater than the chi square table value, we therefore reject the null the hypothesis that Human capital development does not have impact on teacher's productivity in secondary schools in Jos North LGA of Plateau state. We therefore accept the alternate hypothesis that human capital development has impact on the teacher's productivity in economics in secondary schools in Jos North LGA of Plateau State.

Discussion

Research question one which sought to find out the impact of in-service training on the productivity of Economics teachers in secondary schools. The result of the study findings reveals that the respondents agreed that in-service training has great impact on the productivity of teachers in teaching and learning economics in secondary schools. The findings of this study were in line with Ogunbayo and Aigbavboa, (2022) who posit that in services training is a means of exposing teachers to recent changes in workplaces to keep abreast with developments in school. Hence, teachers exposed to the training program are bound to perform better than those not because in-service training helps in skill and knowledge acquisition and is necessary for enhancing workplace productivity. The study also agrees with the study of Asiyai (2016) &Ogunbayo (2021) proposed in-service training as a critical strategy for increasing the abilities and performance of teachers in their contribution to a solution to the low level of teacher productivity in the school. As Ayeni and Sadiku (2020) pointed out, effective professional training produces changes in teachers' productivity, which can be related to student academic performance improvements. As a result, teachers' in-service training is an excellent incentive strategy for teachers to acquire new skills and information to improve their productivity.

Research question two which sought to find out the appraisal strategy of human capital development on Economics Teachers productivity in secondary schools in Jos North Local Government Area of Plateau state. The results of the study findings revealed that appraisal strategy is an important tool for enhancing the productivity of Economics teachers. The agreed that various appraisal strategy mentions in table 3 were used to improve the productivity of economics teachers in secondary schools the study findings agree with Oduwaiye (2018) who stated that for an employer to promote an employee there must be a means of productivity measurement that will allow for proper assessment of employee's contribution to the attainment of organizational goals. This is done through personnel appraisal. He further said that this help to boost or improve the productivity of the teacher.

Hypothesis one that sought to find out whether there is no significant difference between human capital development and Economics teachers' productivity in secondary schools of Jos North LGA of Plateau State. The result of the study findings reveals that human capital development has impact on the productivity of economics teachers in the study area. The findings of the study are consistent with Nwachukwu, Iheanaetu and Elezuo (2022) in their study, result implies that there is significant influence to which creation of new competencies influences teacher's productivity in secondary schools in plateau state. The result therefore is in agreement with the research findings of Wright and Geroy (2018) who

posit that employee competencies change through effective in-service training programs. This improves employee's overall performance and also enhances the knowledge, skills and attitude of the workers necessary to contribute to superior organizational performance. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

Conclusion

This study has attempted to identify the human capital development factors that influence teacher's productivity in economics in secondary schools in Jos North Local Government Area of Plateau State. The study insightfully explores human capital development and productivity growth by reviewing some previous studies that have been conducted, It was revealed that there is strong, consistent evidence of human capital development this implies that in-service training has great impact on the productivity of teachers in teaching Economics in secondary schools. Therefore, improvements in the productivity of the teachers and principals already in the school, accounting for the increased performance in schools. Unfortunately, unsatisfactory performance of secondary school students is as a result of lapses in principals' application of human capital development practices especially in the areas of in services training and mentoring of Economics teachers to enhance instructional delivery.

Recommendations

1. Governments and education stakeholders should allocate dedicated funding for continuous in service's training and mentoring, particularly to Economics teachers, these will help up-to-date knowledge of current national and global economic trend.
2. Appraisal outcomes should be systematically tied to tailored professional development plans, such as workshops, seminars, and in-service training. These initiatives must focus on Economics-specific content, curriculum delivery techniques, and digital pedagogical tools.
3. The implementation of a structured and supportive appraisal strategy, integrated with human capital development principles, has a transformative potential for Economics teachers' productivity in secondary schools. This implies that Teachers should receive actionable, constructive feedback after each appraisal session. This fosters accountability, motivation, and a clear understanding of their strengths and areas for improvement.

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