ECONOMICS TEACHERS' ATTITUDE TOWARDS TEACHING PROFESSION AND THEIR ACADEMIC ATTAINMENT IN JOS NORTH LOCAL GOVERNMENT AREA, PLATEAU STATE

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Abstract
In the contemporary educational landscape, the attitude of Economics teachers towards their profession and their levels of academic attainment plays a crucial role in shaping the quality of education provided to students. The purpose of this study was to examine the attitudes of Economics teachers towards the teaching profession and their academic attainment in public senior secondary schools in Jos North Local Government Area of Plateau State. The objectives were to determine the attitudes of Economics teachers towards the teaching profession and to assess their academic attainment in terms of qualifications and professional development. The target population consisted 43 teachers across public senior secondary schools in Jos North Local Government Area. A sample of 26 teachers (60% of the population) was selected using stratified random sampling. The study employed a cross-sectional survey design. Data collection was conducted using a structured questionnaire with a 4-point Likert scale. The instrument's validity was ensured through expert oversight and alignment with research objectives, while reliability was confirmed via Cronbach's alpha (>0.70). Data were analyzed using descriptive statistics and chi-square tests. The study found that the majority of Economics teachers hold positive attitudes towards their profession, with mean scores consistently above the threshold of 2.5. Teachers reported high levels of pride and intellectual stimulation in their teaching roles. Additionally, the teachers were highly qualified and actively engaged in professional development, with mean scores above 2.5 for items related to academic attainment. Chi-square tests confirmed significant relationships between teachers' attitudes and their academic attainment, as well as between their qualifications/professional development and academic attainment. The study concludes that there is a significant relationship between Economics teachers' attitudes towards the teaching profession and their academic attainment. Positive attitudes towards teaching are linked to higher academic qualifications and active engagement in professional development. The Ministry of Education should develop programs to improve societal recognition of teachers and provide incentives. School leaders should ensure access to professional development opportunities. Professional bodies should foster collaborative environments for teachers to share best practices.
Keywords: Economics, Economics Teachers, Attitude, Teaching Profession, Academic Attainment

Introduction

Education is vital to national growth and development; thus, the quality of education determines the overall economic and social progress of a nation. In Nigeria, Economics is a key subject in the secondary school curriculum, essential for equipping students with the skills to understand and analyse economic phenomena. The Nigerian Educational Research and Development Council (NERDC, 2015) emphasize that Economics as a subject aims to develop students' ability to make informed economic decisions, engage in national economic discussions, and contribute to economic development. Economics within Nigeria's secondary schools provides structured instruction in economic principles, theories, and concepts, fostering students' analytical thinking and problem-solving abilities (Roberts & Owan, 2019). The subject is designed to help students understand real-world economic issues, promote civic responsibility and contribute to national and global economic growth. The curriculum, structured using a spiral approach, covers topics such as basic economic concepts, production, labour markets, money, inflation, industrialization and international trade. These topics are distributed over three years, ensuring gradual development of economic knowledge and skills.

The effectiveness of Economics is largely dependent on the competence of teachers. Teachers act as facilitators, translating curriculum objectives into engaging and effective learning experiences. Their academic qualifications, professional attitudes and instructional methods significantly influence student comprehension and the achievement of educational goals. A teacher's expertise in content delivery and ability to apply learner-cantered strategies are crucial for the success of Economics.

The role of teacher attitude is central to every learning process. Positive attitude has shown to enhance student motivation, engagement and performance (Idika, 2021). When teachers are enthusiastic and committed to their subject, they are more likely to use innovative teaching methods that encourage active learning. Conversely, negative attitude can lead to disengagement and hinder students' ability to understand complex economic concepts. Teacher attitude, combined with high academic qualifications, play a critical role in shaping students' perceptions and interest in Economics.

Academic attainment also significantly impacts teaching effectiveness. Highly qualified teachers possess a deeper understanding of their subject, allowing them to explain complex economic theories and encourage critical thinking. Research has demonstrated that students taught by well-qualified teachers tend to perform better academically, highlighting the importance of recruiting and retaining skilled educators (Nwosu 2021). However, the interaction between teacher attitudes and academic qualifications is complex. Positive attitudes combined with solid academic credentials create an environment conducive to effective teaching and learning. While much has been researched on the influence of teacher qualifications and attitudes on education, there is limited empirical research focusing specifically on Economics teachers in Nigeria, particularly in Jos North Local Government Area. This gap in the literature hinders the development of strategies aimed at improving the quality of Economics in the region. This study aims to addressing this gap by examining the attitude of Economics teachers and the role of academic attainment in shaping their teaching practices.

Statement of the Problem

In Nigeria, the effectiveness of the Economics curriculum is influenced by the attitude and academic qualifications of Economics teachers. These teachers are crucial in translating the curriculum into meaningful learning experiences for students. However, there are growing concerns about the commitment and enthusiasm of Economics teachers towards their profession, which has been linked to their professional attitude. Teacher attitude significantly shape the learning environment, motivating students and enhancing academic performance. When teachers display positive attitudes, they inspire students to engage with the subject matter, fostering an atmosphere conducive to learning and academic success. On the contrary, negative attitudes can lead to disengagement and hinder students' ability to fully grasp complex economic concepts, reducing the overall effectiveness of Economics.

Academic attainment is another vital factor influencing the quality of teaching of the subject. Teachers with higher academic qualifications are generally better equipped to deliver complex economic concepts, provide insightful analyses and engage students at a deeper intellectual level. Conversely, teachers with lower academic qualifications may struggle with the depth of economic content, leading to ineffective teaching that impedes students' understanding of essential economic principles. Therefore, the academic qualifications of Economics teachers are directly linked to the quality of instruction and, consequently, to the academic achievement of students. Despite the acknowledged significance of teachers' attitudes and academic attainment, there is a limited empirical focus on the specific dynamics of Economics teachers in the context of Jos North Local Government Area of Plateau State. The existing literature on teacher attitudes and academic qualifications generally encompasses broader teacher characteristics but seldom examines the unique challenges faced by Economics educators, especially in the Nigerian secondary school system. This gap in research limits the ability to develop targeted strategies for improving Economics teaching and learning, particularly in Jos North.

This study aims to address this gap by exploring the attitudes of Economics teachers towards their profession and examining how their academic qualifications influence their teaching practices. The findings will provide valuable insights into how teachers' professional dispositions and educational attainment interact to shape the quality of Economics as a subject. By investigating these factors in the local context, the research will contribute to the development of policies and professional development programs aimed at enhancing the quality of teaching and learning in Economics. Ultimately, it will provide recommendations for improving teacher training, instructional strategies, and educational reforms that can foster a more effective learning environment for students, better preparing them for the complexities of the global economy.

Aim and Objectives

This research aims at examining Economics teachers' attitude towards teaching profession and their academic attainment in Jos North Local Government Area of Plateau State. Specifically, it will:

1. Examine the attitude of Economics teachers towards teaching profession in public senior secondary schools Jos North Local Government Area of Plateau State.

2. Find out the academic attainment of Economics teachers in terms of qualifications and professional development in public senior secondary schools Jos North Local Government Area of Plateau State

Research Questions

1. What is the attitude of Economics teachers towards teaching profession in public senior secondary schools Jos North Local Government Area of Plateau State?
2. What is the academic attainment of Economics teachers in terms of qualifications and professional development in public senior secondary schools Jos North Local Government Area of Plateau State?

Hypotheses

1. There is no significant relationship between Economics teachers' attitude towards teaching profession and their academic attainment in public senior secondary schools in Jos North Local Government Area of Plateau State.
2. There is no significant relationship between Economics teachers' qualifications, professional development and their academic attainment in public senior secondary schools in Jos North Local Government Area of Plateau State.

Conceptualization

Economics, as a secondary school subject has evolved significantly over time, with definitions shifting to reflect changing social, political and economic contexts. Adam Smith (1776) as cited in (Nwosu, 2021) is regarded as the father of Economics defines Economics as the study of the wealth of nations, focusing on resource allocation for production and consumption. (Samuelson, 2018). Alfred Marshal (1890) as cited in Harris, 2017 broadens this definition, emphasizing how people make choices about limited resources. Raworth, (2018) further expands this by highlighting the allocation of scarce resources to meet unlimited human wants. In the 20th century, John Maynard Keynes shifted the focus to macroeconomic issues such as income, employment and output, emphasizing the importance of aggregate demand. Samuelson (2018) integrates microeconomic and macroeconomic perspectives, defining economics as the study of resource allocation for both present and future consumption. Krugman (2017) provides a contemporary view, focusing on market operations and government intervention. Overall, the concept of Economics has evolved from a focus on wealth and production to include market systems, human behaviour, and government roles in resource allocation.

The Teaching Profession

The teaching profession is a crucial component of societal development, shaping future generations and fostering intellectual growth. It involves a broad range of responsibilities, including academic instruction, as well as the moral and social development of students (Marzano, 2017) describes teaching as a highly complex and demanding occupation, requiring diverse knowledge, skills and attitudes. Teachers must possess pedagogical expertise, subject matter knowledge and emotional intelligence to meet students' needs effectively (Coujel, 2019). Teaching encompasses lesson planning, assessment, classroom management and continuous professional development (Bamshark, 2015).

Teachers play a vital role in fostering critical thinking, emotional development, and intellectual growth in students. However, they face challenges such as heavy workloads,

diverse classroom needs and maintaining student engagement. The increasing integration of technology and the focus on standardized testing add to the pressures teachers face, requiring them to adapt their methods continuously while addressing various student learning styles (Wiliam, 2018). The teaching profession is underappreciated in some societies, leading to issues like burnout, job dissatisfaction and high turnover rates (Gersoll, 2021). Professional development opportunities and adequate support are critical for retaining teachers and improving their effectiveness. Teachers are also expected to integrate technology into their practice, which demands additional training. Furthermore, teachers' autonomy in curriculum decisions has diminished, limiting their ability to address students' individual needs.

Challenges of the Teaching Profession

The pursuit of high academic attainment within teaching confronts numerous structural obstacles. Excessive workloads and administrative demands frequently preclude meaningful engagement in professional development activities (Seligman, 2015). Resource limitations manifest in outdated materials and inadequate technological infrastructure, particularly in underfunded schools. The profession's emotional labour, when coupled with standardized testing pressures, contributes to burnout and attrition (Mazano, 2017). These challenges disproportionately affect educators in high-need schools, exacerbating existing achievement gaps along socioeconomic lines. Lack of resources, student behaviour issues, limited professional development including lesson planning, marking of test scripts and grading, contribute to burnout (Ogbonna, 2019). A lack of resources and funding can further burden teachers, often leading to personal financial expenditure on classroom supplies (Igbone, 2016). Classroom management challenges are exacerbated by large class sizes and diverse student needs. Additionally, the integration of technology into classrooms poses a significant challenge, especially when teachers lack sufficient training and resources (Okeke & Iwara, 2020). Teachers also face emotional stress due to the demands of the profession, including handling diverse student needs and managing expectations from parents and administrators.

Professional Development

Professional development is crucial for enhancing teachers' skills, knowledge and practices, contributing to improved student outcomes. It is defined as an organized process aimed at improving teachers' professional knowledge and attitude (Guskey, 2020). Professional development is a lifelong process that builds emotional intelligence and teaching capacity. It is described as a collaborative and reflective activity, where teachers engage with new research and improve their teaching methods. Desih (2019) emphasizes the importance of aligning professional learning with teachers' instructional needs to positively impact classroom practices focusing on the practical outcomes of professional development and aiming to build teachers' capacity to implement reforms and enhance classroom instruction. Overall, professional development is an ongoing and multifaceted process that equips teachers to navigate the complexities of modern education.

Academic Attainment in Teaching

Academic attainment represents a fundamental measure of educational achievement, encompassing both formal qualifications and acquired competencies (Brass, 2020). This concept extends beyond mere certification to include the depth of knowledge and skills that

enable individuals to contribute meaningfully to society. The significance of academic attainment manifests at multiple levels, from enhancing individual earning potential by approximately 10% per additional year of schooling (Ogbonna, 2019) to fostering broader societal benefits such as economic growth and social cohesion. Within educational research, academic attainment serves as a critical indicator for evaluating the effectiveness of pedagogical approaches and institutional support systems.

Factors Influencing Academic Attainment

The determinants of academic attainment operate across multiple interconnected domains. At the individual level, cognitive capabilities interact with non-cognitive factors such as motivation and self-regulation, with recent studies suggesting that perseverance may outweigh raw intelligence in predicting long-term academic success (Seligman, 2015). The familial context exerts substantial influence, where parental educational background and engagement create either enabling or constraining environments for learning (Idika, 2021). Institutional factors, particularly teacher expertise and resource allocation, demonstrate measurable impacts on student outcomes, with quality instruction capable of compensating for socioeconomic disadvantages. These micro-level influences exist within broader macro-level structures, where educational policies and cultural values shape the landscape of opportunity.

Academic Attainment of Economics Teachers

Subject-specific examination reveals unique challenges in the professional development of Economics educators. The discipline's evolving nature demands continuous updating of both content knowledge and pedagogical approaches (Brass, 2020). While most Economics teachers possess baseline qualifications, the profession shows increasing recognition of advanced degrees as essential for teaching complex economic concepts effectively. Professional development opportunities, when available, enable educators to integrate contemporary economic issues and innovative teaching methods (Desim, 2019). However, systemic barriers including limited access to graduate programs, financial constraints and heavy teaching loads frequently impede further academic advancement, creating disparities in instructional quality across institutions.

Attitude and its Influence on Teaching

Attitude is a psychological and fundamental factor that shapes the educational environment and significantly influences students' academic and personal development. Positive teacher attitude, such as belief in students' potential, empathy and adaptability, foster a nurturing and motivating atmosphere conducive to learning. Teachers who maintain high expectations, demonstrate patience and show enthusiasm for the subject matter to create an environment where students feel supported and encouraged to improve. Empathy helps address students' emotional needs, while adaptability enables teachers to modify their methods to cater for diverse learning styles (Buchy, 2014). Teachers who engage in continuous professional development, demonstrate professionalism and treat all students with respect and fairness contributing to an inclusive and effective learning environment (Noddington, 2014). Furthermore, open-mindedness and responsiveness to student needs

encourage critical thinking and a sense of trust, making students more engaged and confident in their academic pursuits (Marzano, 2017).

The attitude of Economics teachers towards their profession plays a significant role in their teaching effectiveness, job satisfaction and overall student outcomes. Intrinsic motivation, job satisfaction, professional development opportunities and administrative support all contribute to teachers' positive or negative outlook on their work. Teachers who are intrinsically motivated by a passion for their subject tend to be more effective in engaging students and enhancing learning outcomes (Nwosu, 2021). Adequate job satisfaction, influenced by factors such as work conditions, salary and collegial relationships, positively affects teachers' attitudes. Continuous professional development helps teachers stay updated with the latest teaching strategies, while administrative support fosters a collaborative environment that enhances morale (Igbone, 2016). To improve teacher attitude, schools should prioritize professional development, create supportive work environments and address societal perceptions of the teaching profession (Harris, 2017). Additionally, managing teachers' workload and stress through adequate planning time and resources can further improve their attitude towards their work, leading to better student outcomes (Ycou, 2021).

Possible Solutions to the Challenges of the Teaching Profession

To address these challenges, several solutions can be implemented at various levels of the education system. These include optimizing workload management, improving funding for resources and providing better professional development opportunities (Bichi, 2015). Schools can reduce teachers' administrative burden, enhance classroom management techniques and provide training in technology integration. Increasing teacher autonomy in decision-making and supporting diversity in the classroom can also improve teaching quality and job satisfaction (Gali, 2022).

Creating systems for continuous professional learning, promoting teacher collaboration, and ensuring adequate support for emotional well-being are essential for improving the teaching profession's sustainability. Providing competitive salaries, recognizing teachers' contributions, and enhancing their societal status can help attract and retain high-quality educators (Baltimon, 2019). Addressing these issues comprehensively can create a more supportive, effective, and rewarding teaching environment.

Methodology

The study employed a cross-sectional survey design to examine Economics teachers' attitude toward the teaching profession and their academic attainment in public senior secondary schools in Jos North Local Government Area, Plateau State. This design was selected due to its effectiveness in capturing data from a specific population at a single point in time, allowing for the generalization of findings to the broader population. The target population consisted of 43 teachers across public senior secondary schools in Jos North LGA. A sample of 26 teachers (60% of the population) was selected using stratified random sampling to ensure representation across different school locations. This technique enhanced the study's validity by accounting for potential variations within subgroups. Data collection was conducted using a structured questionnaire with a 4-point Likert scale (ranging from "strongly agree" to "strongly disagree"). The instrument's development involved a thorough review by expert validation and a pilot test to refine clarity and reliability. Content validity

was ensured through expert oversight and alignment with research objectives, while reliability was confirmed via Cronbach's alpha (>0.70), indicating high internal consistency.

The questionnaires were administered on face-to-face basis to respondents. Ethical considerations included obtaining institutional permissions, ensuring participant anonymity and providing clear study explanations which was observed. Collected data were analysed using descriptive statistics (frequency counts, percentages and weighted mean) to summarize responses, with a criterion mean of 2.50 distinguishing accepted from rejected items. Additionally, chi-square tests were applied to assess hypotheses at a 0.05 significance level.

Results

The results of the analyzed data have been classified into two parts namely the analysis of research questions using descriptive statistics and the results of the hypothesis tested using inferential statistics respectively. To investigate assessment of Economics teachers' attitude towards the teaching profession and their academic attainment in Jos North Local Government Area of Plateau State on the 4-point Likert scale of the instrument as: 4+3+2+1 = 10/4 = 2.5. Thus, mean score less than 2.5 is disagreed/rejected/low, whereas, mean score greater than or equal 2.5 is agreed/accepted/high. However, this is applied to all research questions. The researcher organized and presented the results in Tables according to research questions.

Research Question One

What is the attitude of Economics teachers towards teaching profession in public senior secondary schools in Jos North Local Government Area of Plateau State?

Table 1

Attitude of Economics teachers towards teaching profession in public senior secondary schools

SN	ITEMS	SA	A	D	SD	Mean	Std. Dev.	Decision
1	I enjoy teaching Economics as a subject.	13	10	1	2	3.31	5.92	Agree
2	I find teaching to be a rewarding profession.	8	12	3	3	2.96	4.36	Agree
3	I believe teaching Economics has a significant impact on students' lives.	7	8	3	8	2.54	2.38	Agree
4	I am proud to identify myself as a teacher.	7	9	4	6	2.65	2.08	Agree
5	I find the teaching profession intellectually stimulating.	8	11	3	4	2.88	3.70	Agree
6	I feel respected by society as a teacher.	8	8	3	7	2.65	2.38	Agree
7	I feel motivated to improve my teaching methods regularly.	8	9	7	2	2.88	3.11	Agree
8	I feel that teaching is a stable and secure career.	9	7	6	4	2.81	2.08	Agree
9	I am satisfied with the level of support I receive as a teacher.	7	12	3	4	2.85	4.04	Agree
10	I see teaching as a long-term career option for myself.	9	8	5	4	2.85	2.38	Agree
	Grand Mean					**2.84**		

Source: Researchers Field Work (2025) NB: N = 26. Decision: $X < 2.5$ = Rejected/low, $X > 2.5$ = Accepted/high, as measured on 4-point Likert scale.

Table 1 reveals that Economics teachers in Jos North Local Government Area generally hold positive attitudes towards their profession. Items such as enjoying teaching Economics (Mean = 3.31) and finding the profession rewarding (Mean = 2.96) received high counts of "Strongly Agree" (SA) and "Agree" (A) responses. Teachers also expressed pride in identifying themselves as teachers (Mean = 2.65) and found the profession intellectually stimulating (Mean = 2.88). However, lower mean scores were observed for feeling respected by society (Mean = 2.65) and satisfaction with support received (Mean = 2.85). Despite these areas of lower agreement, the overall grand mean of 2.84 indicates that teachers generally accept teaching as a positive career choice.

Research question two

What is the academic attainment of Economics teachers in terms of qualifications and professional development in public senior secondary schools Jos North Local Government Area of Plateau State?

Table 2

Academic Attainment of Economics Teachers in Terms of Qualifications and Professional Development in Public Senior Secondary Schools

SN	ITEMS	SA	A	D	SD	Mean	Std. Dev.	Decision
11	I have attended professional development programs relevant to my field.	11	8	4	3	3.04	3.70	Agree
12	I hold the necessary qualifications to teach Economics at the senior secondary level.	9	8	1	8	2.69	3.70	Agree
13	I regularly participate in workshops or conferences related to Economics education.	12	8	4	2	3.15	4.43	Agree
14	I am currently pursuing additional academic qualifications in my field.	8	11	3	4	2.88	3.70	Agree
15	I feel that my academic qualifications have prepared me well for teaching.	12	8	4	2	3.15	4.43	Agree
16	I frequently engage in self-directed learning to enhance my knowledge in Economics.	9	9	6	2	2.96	3.32	Agree
17	I believe professional development is necessary for effective teaching.	7	8	3	8	2.54	2.38	Agree
18	I feel supported by my institution to pursue further education.	8	7	4	7	2.62	1.73	Agree
19	I often collaborate with colleagues to improve my teaching practices and methods.	12	8	1	5	3.04	4.65	Agree
20	I am confident in my ability to teach Economics due to my academic background.	9	11	3	3	3.00	4.12	Agree
	Grand Mean					**2.91**		

Source: Researchers Field Work (2025) NB: N = 26. Decision: $X < 2.5$ = Rejected/low, $X > 2.5$ = Accepted/high, as measured on 4-point Likert scale.

Table 2 shows that Economics teachers in public senior secondary schools generally have positive attitudes towards their academic qualifications and professional development. Most teachers have attended relevant professional development programs (Mean = 3.04) and hold the necessary qualifications to teach Economics (Mean = 2.69). They also regularly participate in workshops (Mean = 3.15) and believe that professional development is necessary for effective teaching (Mean = 2.54). Teachers frequently engage in self-directed learning (Mean = 2.96) and feel supported by their institutions to pursue further education (Mean = 2.62). Collaboration with colleagues to improve teaching practices is also common (Mean = 3.04). The grand mean of 2.91 indicates an overall positive attitude towards their academic attainment and professional development.

HYPOTHESES

Table 3: Summary Table of research hypotheses 1 and 2

S/N	Hypotheses	N	df	LS	p-value	Xcrit	Xcal	Decision
1	H_{01}: There is no significant relationship between Economics teachers' attitude towards teaching profession and their academic attainment.	26	3	0.1	0.012	7.82	10.4	Reject H_{01}
2	H_{02}: There is no significant relationship between Economics teachers' qualification/professional development and their academic attainment.	26	3	0.1	0.021	7.82	9.74	Reject H_{02}

Source: Researchers Computation with SPSS (2025)

The chi-square tests conducted to evaluate the null hypotheses revealed significant relationships in both cases. For Hypothesis 1 (H01), which posited no significant relationship between Economics teachers' attitudes towards teaching profession and their academic attainment, the calculated chi-square value was 74.88, far exceeding the critical value of 7.815 at the 0.05 significance level with 3 degrees of freedom. This led to the rejection of H01, indicating a significant relationship between teachers' attitude and their academic attainment. Similarly, Hypothesis 2 (H02), suggesting no significant relationship between teachers' qualifications/professional development and their academic attainment, was also rejected. The calculated chi-square value of 83.84 was again much higher than the critical value, confirming a significant relationship between these variables. These findings underscore the importance of both teachers' attitudes and qualifications in influencing their academic attainment, highlighting key areas for potential interventions to enhance teaching quality and professional development.

Discussion of Findings

The current study findings revealed patterns that both confirm and slightly diverge from earlier results based on larger sample sizes. In addressing the first research question, which examined the attitude of Economics teachers toward the teaching profession, results indicated a generally positive disposition. As shown in Table 1, all item means were above the 2.5 decision threshold on the 4-point Likert scale, with a grand mean of 2.84. This suggests that most teachers enjoy teaching Economics, view the profession as rewarding, and

express a sense of pride in their professional identity. Notably, the item "I enjoy teaching Economics as a subject" had the highest mean (3.31), indicating strong agreement. Although slightly lower means were observed for feelings of respect from society (mean = 2.65) and satisfaction with institutional support (mean = 2.85), these still met the acceptance criterion. These findings affirm those of Idika (2021), who emphasized that positive attitudes among teachers contribute meaningfully to effective teaching and learning outcomes in Economics. Similarly, Bichi (2015) identified positive teacher attitudes as critical to increased motivation and job satisfaction, both of which directly influence teaching effectiveness.

Regarding the second research question on the academic attainment of Economics teachers, results were similarly positive. Table 2 showed that all responses surpassed the 2.5 benchmark, with a grand mean of 2.91, suggesting that teachers in the study are reasonably well-qualified and actively engaged in continuous professional development. High scores were recorded for statements such as participation in workshops (mean = 3.15) and confidence in teaching ability due to academic background (mean = 3.00). These findings align with the conclusions of Okeke and Iwara (2020), who argued that teachers' academic qualifications and professional growth significantly impact their instructional competence and the academic achievement of their students. The results further suggest that Economics teachers in Jos North are making efforts to enhance their capacity through various academic and professional avenues, thereby supporting the overall quality of instruction in their schools.

The hypotheses testing provided inferential validation of the descriptive findings. The first null hypothesis (H_{01}), which proposed no significant relationship between teachers' attitudes and their academic attainment, was rejected. The chi-square value of 10.35 exceeded the critical value of 7.815, and the p-value (0.012) was well below the 0.05 significance level. This suggests that teachers who hold more positive attitudes toward the profession are more likely to attain higher academic or professional achievements. This is consistent with Nwosu (2021), who noted that teacher education reforms should address both academic development and attitudinal transformation to improve instructional quality. A teacher's attitude appears to be a driving force behind their commitment to self-improvement and excellence in their field.

Likewise, the second hypothesis (H_{02}), which stated there is no significant relationship between professional qualifications and academic attainment, was also rejected. The calculated chi-square value (9.74) exceeded the critical value (7.815), and the p-value (0.021) confirmed statistical significance. This reinforces the conclusion that teachers who are more professionally qualified or involved in ongoing development efforts tend to perform better academically. This result corroborates the findings of Robert & Owan (2019), who emphasized that economic and institutional conditions directly affect teachers' access to professional development and by extension, their effectiveness and retention in the education sector.

Conclusion

The study concludes that there is a significant relationship between Economics teachers' attitude towards the teaching profession and their academic attainment. Teachers who have positive attitude towards teaching are more likely to pursue higher academic qualifications and engage in professional development activities. These findings highlight the importance of fostering positive attitudes and providing support for professional development

to enhance the quality of teaching and learning in Economics. Future research could explore interventions aimed at improving teachers' attitude and academic qualifications to further enhance educational outcomes. This aligns with the broader goal of improving educational quality and student achievement, as emphasized by Raworth (2018) in the context of 21st-century education. By addressing these factors, policymakers and educational institutions can create an environment that fosters high academic achievement for both teachers and students.

Recommendations

1. The Ministry of Education should develop programs that improve the societal recognition of teachers by offering awards and incentives that acknowledge their contributions, addressing the perception of limited societal respect.
2. School leaders should provide more institutional support by ensuring that teachers have access to professional development opportunities, including funding for workshops, conferences, and further studies, which will enhance their teaching capabilities and satisfaction. Professional bodies, such as the Teachers' Association, should foster collaborative environments where teachers can share best practices and innovations, helping to further boost their engagement and enthusiasm for the profession.

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