

The Correlation of Teacher Effectiveness Variables and Students' Academic Achievement in Economics**Emmanuel O. Adu***Faculty of Education, University of Fort Hare, P.O. Box 1005,
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E-mail: eadu@ufh.ac.za***KEYWORDS** Co-curricular Activities. Economics. Ex-post Facto. Leadership Credibility. Students. Teacher

ABSTRACT The quality of teachers is very significant to national development, as they have the obligation of impacting lives for better tomorrow. Therefore, this study examines the correlation that exists between the teachers' effectiveness variables and students' academic achievement in economics. An ex-post facto type of survey research was adopted for the study. Structured questionnaires, whose reliability coefficient values are 0.88 and 0.73 respectively, were used. The findings revealed that instructional activities were positively significant in relation to students' academic achievement in Economics ($r = .246$; $p < 0.05$). Also, personality traits and attitudes of the teachers were positively related and significant ($r = .094$; $p < 0.05$). Co-curricular activities were also related positively and significant as well ($r = .073$; $p < 0.05$). This indicates that students' academic achievement can be enhanced if co-curricular activities are improved in schools. The study concludes that the three variables that are independent contribute together to students' academic achievement in Economics and recommended that school heads should encourage their teachers to develop themselves professionally on these variables.