

**ASSESSMENT OF PERFORMANCE IN ECONOMICS AS A SCHOOL
SUBJECT AMONG SENIOR SCHOOL STUDENTS IN IKPOBA OKHA LOCAL
GOVERNMENT AREA**

Favour Chinaza TITUS

**UNIVERSITY OF BENIN
BENIN CITY**

NOVEMBER 2025

**ASSESSMENT OF PERFORMANCE IN ECONOMICS AS A SCHOOL
SUBJECT AMONG SENIOR SCHOOL STUDENTS IN IKPOBA OKHA LOCAL
GOVERNMENT AREA**

**Favour Chinaza TITUS
EDU2203363**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL EVALUATION AND COUNSELLING PSCHOLOGY,
FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, EDO
STATE, IN PARTIAL FULFILLMEN OF THE REQUIREMENTS FOR THE
AWARD OF BACHELOR OF SCIENCE EDUCATION DEGREE IN GUIDANCE
AND COUNSELLING OF THE UNIVERSITY OF BENIN, BENIN CITY.**

NOVEMBER 2025

CERTIFICATION

We, the undersigned, certify that this work was carried out by **Chinaza Favour TITUS** with Matriculation Number **EDU2203363** in the Department of Educational Evaluation And Counselling Psychology, Faculty of Education, University of Benin City, Nigeria.

Dr. (Mrs.) U. ATUMA
Project Supervisor

Date

Dr. C. P. Ojji
Project Coordinator

Date

Rev. Fr. A. A. ADUBALE (PhD)
Head of Department

Date

DEDICATION

This work is dedicated to Almighty God. .

ACKNOWLEDGEMENTS

The researcher is grateful to God Almighty for His mercy and divine help that enabled the successful completion of this work. His faithfulness has been my greatest strength, and I will forever be thankful. The researcher extends her heartfelt appreciation to her project supervisor Dr. (Mrs.) U. Atuma, whose invaluable insights and corrections significantly contributed to the success of this project. She was passionate and committed to Excellency in research. She is knowledgeable on the value of Economics as a school subject associated with career guidance and counselling for students advancement which enabled her to provide specific insights towards the successful completion of this work. She also encouraged the researcher on the area of critical thinking objectively to enhance research quality. Furthermore, she assisted the researcher to set realistic goals, prioritized tasks, and managed time efficiently to meet deadline to avert negative interference with course work.

To the Dean, Faculty of Education, prof. O. K. Omorogiuwa, whose rigorous scholarship and guidance provided direction and learning experiences towards the success of this work, he is highly appreciated. The researcher is also grateful to the Head of Department of Educational Evaluation and Counselling Psychology (EECP), Rev. (Fr) A. A. Adubale (Ph.D), for his visionary leadership and tremendous assistance throughout the course of this work. The researcher expresses her sincere appreciation to other lecturers in the EECP department who have influenced her academic journey in great

measures with valuable insights. They are: Professors: (Mrs.) E. O. Egbochuku, (Mrs.) O. N. Aihie, and (Mrs.) A. N. G. Alutu (Rtd), for their contributions and words of advice. Doctors: Bishop U. C. Ataha, (Mrs.) H. J. Osarumwense, (Mrs.) M. U. Orheruata, (Mrs.) F.T. Adeyemi, M.N. Igbineweka, A.V. Uyigüe, (Mrs.) Y.O. Osunde, (Mrs.) P.E. Ima-Osagie, W.O. Jesuorobo, P.C. Ojiyi, (Mrs.) M.E. Denedo, (Mrs.) G.I. Nwokwule, K.O. Oaikhena, (Mrs.) E.O. Omogbai, (Mrs.) E.N. Ohiozua, (Mrs.) C.M. Anyiam, (Mrs.) E.G. Aliu and N.A Idugboe for their intellectual contributions and encouragement.

Her deepest gratitude goes to her wonderful Family, Her Mother and Father Evelyn Ogbomode, and Samuel Ogbomode for their support, prayers and funding of her education and this work. She appreciates her siblings: Princewill Titus, wisdom Goodnews Titus and Godswill uhegbu Titus, for their unwavering support mentally, materially, financially, academically, and spiritually. She also wishes to express her heartfelt appreciation to Mr. Tunde Sowande for his unwavering assistance and support which were the very essential instrumental in helping her successfully accomplish this completion of this work. To her amazing Uncle and aunty Good Friday Ukiure, and Ruth Ukiure she appreciates them for being a part of the experience their presence made it all the more meaningful on this work. The researcher is truly blessed to have them all in her life. She Prays that God should bless them abundantly through Christ the Lord.

TABLE OF CONTENT

	PAGE
TITLE PAGE	i
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	
LIST OF APPENDICES	
ABSTRACT	viii
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	4
Research Question	6
Hypothesis	6
Purpose of the Study	6
Significance of the Study	7
Scope and Delimitation of the study	8
Definition of Terms	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Theoretical framework	10
Concept of Assessment in Economics	12
Concept of Economics as a school subject	16
Assessment and Economics as a school subject	19
Summary of Reviewed Literature	24

	PAGE
CHAPTER THREE: METHODOLOGY	
Research Design	26
Population of the Study	27
Sample and Sampling Technique	27
Research Instrument	27
Validity Research Instrument	27
Reliability of Research Instrument	27
Method of Data Collection	28
Method of Data Analysis	28
CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS	
Presentation of Results	29
Discussion of Findings	34
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	
Summary	36
Conclusions	37
Recommendations	37
REFERENCES	39
APPENDIX	41

LIST OF TABLES

	PAGE
Table 1: Frequency Count of Assessment Methods Used by Schools	29
Table 2: Frequency Count of Assessment Method used by School	30
Table 3: Analysis of Variance Statistics of the Mean scores of performance in Economics	33

LIST OF APPENDICES

	PAGE
Appendix A: Economics Scores Check List	42
Appendix B: List of Schools in Ikpoba Okha	44
Appendix C: Reliability Output	46

ABSTRACT

This study assessed the performance of senior secondary school students in Economics as a school subject in Ikpoba Okha Local Government Area of Edo State, Nigeria. Two research questions and one hypothesis guided the study. The study specifically examined the assessment techniques utilized in assessing students and the students' academic performance in Economics.

A survey research design was adopted for the study on a population of 1,981 senior secondary school students in Ikpoba Okha Local Government Area of Edo State. The sample size was 283 collected from nine public secondary schools. Data were collected from a representative sample of students with a face-validated structured performance records sheets. The instrument was not subjected to reliability computation because it was a checklist naturalistic in nature which does not require the establishment of reliability index before usage. Data were collected independently from Economics teachers records. Mean and Analysis of variance statistics were utilized to analyzed collected data.

Findings revealed that continuous assessment and end of term examination constitute assessment techniques used in evaluating students' academic performance in Economics. The level of academic performance is average and not significantly different from the each school mean score performance. It was concluded that secondary school students academic performance is average statistically same across schools and is

ascertained by school Economics teachers with continuous assessment and end of term examination. Based on the results, the study recommends the adoption of diversified and student-centered assessment practices. Teacher and students capacity-building should be intensified to teaching quality for improved performance in Economics. Counsellors can guild students in the path of improved study habit for increased mean scores in Economics across schools.

CHAPTER ONE

INTRODUCTION

Background to the Study

Economics is a pivotal school subject in the Nigerian senior secondary school curriculum, designed to equip students with knowledge and skills necessary to understand economic principles, manage resources, and make informed decisions. It is both a theoretical and practical subject that emphasizes analytical thinking, problem-solving, and interpretation of data. In Nigeria, Economics is one of the a social science subject offered at the senior secondary level and it seems essential for students pursuing careers in business, finance, public administration, and the social sciences. Performance of students just like other school subjects is often assessed in schools by teachers and/or school management for reporting, decision-making, promotion among others.

Assessment tends to plays a crucial role in measuring students' comprehension, critical thinking, and application of economic concepts. Assessment seems to be a tool beyond grading to reflect a powerful mechanism for promoting learning and improving academic performance among students. In the context of Economics, assessment techniques range from formative assessments like quizzes, assignments, and group discussions to summative assessments such as standardized tests and examinations. Assessment techniques or practices can be described as systematic approach and strategies employed by teachers or school management to evaluate students'

understanding, progress, and overall academic performance in Economics. Practices that sound critical for informing instruction, identifying learning gaps, and enhancing students' educational prowess. In the teaching of Economics at the senior secondary school level, various assessment methods may be employed, each with its unique purpose, strengths, and limitations. One of the most commonly used techniques is continuous assessment, which involves the regular evaluation of students' performance over time (Omorogiwa, 2019). This method enables teachers to monitor students' academic growth consistently and to identify areas where individual learners may need additional support. Continuous assessment often incorporates a variety of tasks such as tests, assignments, and classroom participation, providing a more holistic view of the learner's capabilities and a common assessment tool is usually test.

Tests and examinations potentially remain traditional but indispensable tools in Economics assessment. These are usually structured at the end of a topic, term, or academic session and are designed to measure students' retention and understanding of economic concepts. While examinations often serve summative purposes, helping to grade and rank students, periodic tests can also serve formative functions when used to diagnose strengths and weaknesses during the learning process. However, continuous assessment ought to incorporate other methods such as assignments and projects work for effective comprehension of economics as a school subject. The aim is allow students to explore economic topics in greater depth, encouraging practical applications in daily life

routine and every day business of life, critical thinking, and independent learning. Through projects, students often engage in real-life applications of economic theories, such as conducting a survey on market structures or analyzing government budgets. The activities help bridge the gap between theoretical knowledge and practical applications among others.

In Economics, this may include written assignments, charts, research papers, reflective journals, and summaries of fieldwork. Portfolios encourage self-reflection, responsibility for learning, and long-term academic development. They also provide teachers with a comprehensive view of each student's learning journey, rather than a snapshot as with traditional exams. (Obasi & Asodike, 2014). Despite the strategic importance of Economics in the national development framework, student performance in the subject at the secondary level remains a concern. The West African Examinations Council (WAEC) Chief Examiners' Reports over the past decade have consistently highlighted poor student performance in Economics, attributing it to a range of factors including ineffective teaching methods, poor assessment practices, and lack of adequate instructional materials (WAEC, 2022). In Ikpoba Okha Local Government Area of Edo State, these challenges could be similarly evident. There are widespread concerns among educators, policymakers, and parents about the effectiveness of current assessment strategies in enhancing students' performance in Economics. This study, therefore, seeks

to evaluate the assessment practices and students' academic performance in Economics within the locality of interest.

Statement of the Problem

Assessment practice is crucial for informing and reporting academic performance in Economics as a school subject. It implies that the assessment practice and observed performance should be investigated to ascertain current trend in senior secondary school education because it potentially equate to the level of mastery of economics concepts and principals inculcated into students. Counsellors are in position to guide their clients to make informed decisions for their quality adjustment and academic wellbeing. Economics as a school subject promotes decision that encourages better combination of studies and financial independence in a world of economy uncertainties. The researcher as a potential counsellor discovered that Economics education is a potential school subject that should be targeted to improve the lives and wellbeing of her termly teenagers and youth especially at the secondary school level.

The performance of senior secondary school students in Economics in both internal and external examinations has shown a downward trend in Ikpoba Okha LGA such as an average of 51 and 47 (Atuma, 2024). It is of concern to the researcher to know the assessment techniques and current performance level in senior secondary school as part of effort to provide evidence needed for effective counselling session to clients. Data provide feedbacks on current trend for guardians and counselling. Hence, it

is vital to make holistic efforts in contemporary times to support research that solve real world problem in the immediate locality that applies to student's needs. However, the role of assessment both in quality and frequency as a direct determinant of academic performance has not been extensively studied in this context. The research was motivated by persistent concerns over students' low achievement in the subject despite its importance in equipping students with analytical, decision-making, and entrepreneurial skills essential for national development.

Many studies tend to focus on the performance of students at the external examination without consideration to the internal school performance and the assessments approach employed to document the performance of students. The current study focuses on assessment methods employ in secondary schools to evaluates student performance in Economic as school subject and also establish the current mean performance. If the current study do not diversified into solving local problem it could result in vague research effort chasing larger population that may not point to resolving local problem related to student's real challenges. Students' huddles often have its root in economic and financial issues therefore it triggers maladjustment leading to undesired academic performance.

Research Questions

This study is guided by the two research questions:

1. What types of assessment techniques are commonly used in assessing Economics in senior secondary schools in Ikpoba Okha LGA?
2. What is the mean score of performance in Economics as a school subject for schools in Ikpoba Okha Local Government Area?

Hypothesis

One hypothesis was formulated into a corresponding hypothesis and was tested at 0 .05 significance level.

1. There will be no significant difference in the mean scores of students in Economic as a school subject among senior secondary schools in Ikpoba Okha Local Government Area.

Purpose of the Study

The primary aim of this study is to examine students' academic performance in Economics among senior secondary school students in Ikpoba Okha Local Government Area. Specifically, the study evaluated:

1. The assessment methods used by Economics teachers in evaluating senior secondary school students in Ikpoba Okha Local Government Area.
2. Evaluate the average academic performance in Economics among senior secondary school students in Ikpoba Okha Local Government Area.

3. Examine if the mean scores of sampled schools are significantly different in senior secondary schools in Ikpoba Okha Local Government Area.

Significance of the Study

This study is of significance to Economics teachers, Counselors, Educational assessors, Educational Administrators, Policymakers and Researchers to enhance instructional effectiveness and learning outcomes when aligned with educational objectives enabling them to adopt more effective strategies that foster learning and performance through its findings. The findings are expected to provide a reliable representation of situation performance within the study area.

Teachers will be provided with empirical evidence on the employ in Ikpoba Okha Local Government Area and its mean performance enabling to rethink to adopt more effective strategies that foster learning and performance. School Counselors, will properly be informed based on research evidence in helping clients towards making decision on improved performance on school subjects that promote self-reliance financially through legal business/economic activities for a generation that craves for quick wealth.

Educational assessors would be informed of the performance level for formative assessment decision and placement purposes. Educational Administrators and Policymakers may find the information useful to reform curriculum planning and policy

formulation aimed at strengthening assessment frameworks and students' economics academic performance in secondary schools.

Researchers could find its contribution to the existing literature on educational assessment approach, its outcomes and provides a foundation for further research in similar contexts. Students can find the information useful to improve their attitude towards assessment practices for enhance understanding, engagement that promotes better academic achievement in Economics.

Scope and Delimitations of the Study

This study focused on assessment of senior secondary school students offering Economics in public secondary schools. It does not cover other school subjects or geographical areas outside the Ikpoba Okha Local Government Area, Edo state Nigeria. It is delimited to only sss2 students in Ikpoba Okha locality.

Definition of Terms

Terms used operational to this study, are defined as follows;

Academic Performance: The outcome of a student's effort as measured by scores in assessments, tests, or examinations

Assessment: A systematic process of evaluating, measuring, and documenting students' learning academic achievement in Economics.

Economics: A social science subject that studies how individuals, governments, and societies make choices in allocating scarce resources to meet needs and wants.

Local Government Area (LGA): A third-tier administrative unit in Nigeria under the jurisdiction of a state government.

Senior Secondary School: The upper segment of secondary education in Nigeria, typically covering SS1 to SS3, catering to students aged approximately 15 to 18 years.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, relevant literature was reviewed under the following sub-headings:

- Theoretical framework
- Concept of assessment in Economics.
- Concept of Economics as a school subject.
- Assessment and Economics as a school subject
- Summary of Reviewed Literature

Theoretical Framework

This study is anchored on the Classical Test Theory (CTT) propounded by Charles Spearman in 1905. It defines the differences among examines observed scores, true score and error score. CTT focus on the relationship among the Observed Score, True Score (T) and Error component (E) variables. The primary idea of the theory is that observed score (x) is made up of, the true score and the error score components, symbolic written as $X = T + E$

Where X = observed score

T = true score

E = error term

Students performances are describe by their observed scores embedded in CTT potentially makes it of real relevant to the current study. Moreover, the Classical Test

Theory emphasizes structured instruction, clear standards, and rigorous evaluation of learners' abilities. It assumes that students' performance can be objectively measured through systematic assessment methods such as tests, examinations, and assignments, with results reflecting the learner's effort and mastery of content (Vincent & Shanmugam, 2020). In relation to assessing performance in Economics among senior secondary school students in Ikpoba Okha Local Government Area, the classical theory supports the use of evaluation tools to measure how well students have understood economic concepts, principles, and problem-solving skills revealed by their total scores.

The CTT views performance assessment as a way to identify academic strengths and weaknesses, ensure accountability for both teachers and learners, and maintain academic standards. Therefore, the CTT is related to the current study because it adopted students' total score from school records to defined performance in economics as a school subject. By applying the classical theory, teachers in Ikpoba Okha can structure their Economics lessons around a defined curriculum, use consistent assessment criteria, and evaluate students' performance in a way that promotes fairness, meritocracy, and preparation for future academic or vocational pursuits. This aligns with the theory's belief that disciplined, measurable learning processes lead to improved academic outcomes.

Concept of assessment in Economics

Assessment is a central component of the teaching and learning process, serving as a systematic means of collecting, interpreting, and using information to evaluate students' knowledge, skills, attitudes, and competencies. In the context of Economics education, assessment refers to the various methods and tools employed by teachers and examiners to measure students' understanding of economic concepts, their ability to apply economic theories to real-world situations, and their problem-solving skills. Assessment in Economics is therefore not merely an end-of-instruction activity but an ongoing process that provides feedback to both teachers and students for the purpose of improving learning outcomes (Black & Wiliam, 2018).

Economics, as a social science, requires students to engage with theoretical frameworks and practical issues such as demand and supply, market structures, fiscal and monetary policies, and international trade. Assessing performance in this subject must therefore capture not only rote memorization of principles but also higher-order cognitive abilities like analysis, interpretation, evaluation, and decision-making (Bloom, 1956). This aligns with the view that assessment should be multidimensional, ensuring that learners develop both knowledge and transferable skills relevant to economic reasoning.

The concept of assessment in Economics encompasses two broad dimensions: formative assessment and summative assessment. Formative assessment is conducted during the teaching and learning process, with the primary goal of providing continuous

feedback that guides learners' improvement. Examples include quizzes, oral questioning, classroom exercises, and teacher observations. According to Nitko and Brookhart (2014), meaningful assessment enhances instructional effectiveness and learning outcomes when aligned with educational objectives. Thus, this study will offer practical and theoretical insights relevant to educational development in Nigeria.

In Economics, formative assessment is particularly useful in identifying students' misconceptions about complex topics such as elasticity of demand, national income accounting, or market equilibrium, thereby enabling teachers to provide timely interventions. Summative assessment, on the other hand, occurs at the end of an instructional period, often in the form of tests, projects, or final examinations. It is designed to evaluate the extent of students' learning against predetermined learning objectives or standards (Ajuluchukwu, 2024).

In recent educational discourse, assessment in Economics has been linked closely to the concept of assessment for learning (AFL), which emphasizes the role of assessment as a tool for promoting deeper learning rather than simply measuring achievement. According to Stiggins (2017), assessment for learning requires that teachers actively involve students in the assessment process, helping them understand assessment criteria and develop self-assessment skills. For Economics, this means that students are encouraged to reflect on their own problem-solving processes, interpret economic data independently, and justify their answers with sound reasoning.

Furthermore, assessment in Economics is not limited to cognitive achievement alone; it also involves evaluating affective and psychomotor domains. For example, group projects and debates on economic issues like inflation or unemployment can assess students' attitudes toward collaboration, ethical reasoning, and real-life application of knowledge (Okoye & Nwafor, 2019). This holistic approach aligns with the goals of secondary school Economics curricula, which aim to develop not only academic competence but also critical thinking and responsible citizenship.

The role of assessment in Economics also extends to accountability and policy-making. Assessment results provide valuable data that inform curriculum planning, instructional strategies, and educational policy. They serve as indicators of how effectively Economics is being taught and whether students are acquiring the intended knowledge and skills (OECD, 2019). For instance, large-scale assessments such as standardized tests or national examinations can reveal performance trends across schools, regions, or demographic groups, highlighting areas that require policy interventions. or national examinations in the researchers views, comparing large-scale assessments scores from national examinations with schools internal assessment scores will reveal more information needed by the counselors to help clients navigate through habits that promote sustainable learning.

Another critical aspect of assessment in Economics is its alignment with constructivist learning theories, which argue that learners construct knowledge actively

based on prior experiences. Constructivist-oriented assessments encourage the use of open-ended questions, case studies, simulations, and real-world problem-solving tasks (Vygotsky, 1978). For instance, students might be asked to analyze the economic impact of government subsidies or to evaluate the effects of exchange rate fluctuations on local businesses. Such tasks go beyond recall and encourage application, synthesis, and evaluation.

The advent of technology makes the concept of assessment in Economics to further evolve to include computer-based assessment (CBA) and digital platforms. These tools not only enhance efficiency and objectivity in grading but also allow for innovative formats such as interactive graphs, simulations of economic scenarios, and real-time feedback (Redecker & Johannessen, 2013). Technology-enabled assessments also cater to diverse learning styles and can make the assessment process more engaging for students. However, scholars have also raised concerns about the misuse and overemphasis on certain forms of assessment, particularly high-stakes testing. While such assessments provide useful benchmarks, they may encourage rote learning, teaching-to-the-test, and anxiety among students. In Economics, this can lead to superficial understanding where students memorize definitions and diagrams without developing deeper insight into economic reasoning. As a result, there is a growing consensus that assessment in Economics should strike a balance between standardized evaluations and more authentic assessments that reflect real-life applications.

Concept of Economics as a School Subject

Economics, as an academic discipline, occupies a central place in the curriculum of senior secondary schools because of its relevance to individual, societal, and national development. The subject is generally defined as the study of how individuals, organizations, and societies make choices regarding the allocation of scarce resources to satisfy unlimited human wants (Samuelson & Nordhaus, 2010). This definition underscores the dual nature of Economics as both a social science and a practical guide to decision-making in everyday life. Within the context of formal education, Economics is both a theoretical subject and a practical tool for understanding social realities, developing problem-solving skills, and preparing students for active participation in economic life. Performance in Economics has been low over the current decade Galle et al., (2023). A low performance in business subject such as Economics may not be unconnected with students ignoring small and medium scale business as a source of income for self-financial support.

At the secondary school level, Economics is introduced to help learners understand the fundamental principles that govern production, distribution, and consumption of goods and services. According to the Nigerian Educational Research and Development Council (NERDC, 2013), the Economics curriculum is designed to expose students to basic concepts such as demand and supply, market structures, money and banking, national income, international trade, and economic development. By engaging

with these topics, students develop the capacity to analyze economic issues critically and make informed decisions both as individuals and as members of society.

Furthermore, Economics as a school subject is uniquely positioned to promote entrepreneurial and vocational skills. Scholars such as Olayemi (2016) emphasize that the teaching of Economics equips learners with the knowledge of how markets operate, how businesses thrive, and how individuals can effectively manage resources. This practical dimension of Economics is especially important in developing countries like Nigeria, where self-reliance and entrepreneurship are increasingly encouraged as solutions to unemployment and poverty.

In addition, Economics fosters civic responsibility and global awareness. By studying issues like government expenditure, taxation, and globalization, students begin to appreciate the role of government in economic management as well as the interdependence of nations in the global economy (Mankiw, 2018). This makes Economics not only an academic discipline but also a tool for national integration, democratic participation, and international cooperation. From a pedagogical perspective, Economics combines abstract reasoning with empirical analysis. It requires students to interpret graphs, analyze data, and apply mathematical reasoning to real-world issues. This integration of quantitative and qualitative skills is particularly valuable, as it trains learners to think logically and evaluate evidence before drawing conclusions. According to Aina and Ajayi (2019), the analytical nature of Economics helps to sharpen critical

thinking and problem-solving skills, which are transferable to other disciplines and life situations.

The relevance of Economics is also reflected in its role as a foundation for further studies in diverse fields. Students who pursue Economics at the secondary school level often progress into careers in business, finance, public administration, law, and education. In this regard, Economics serves as both a terminal subject, equipping learners with life skills, and a preparatory subject for higher education. Economics as a school subject also emphasizes values such as prudence, accountability, and fairness. By teaching students about the consequences of resource mismanagement, corruption, inflation, and unemployment, it fosters ethical reasoning and a sense of responsibility in the management of resources. Uche and Ogbonna (2020) argue that one of the hidden curricula of Economics education is the cultivation of attitudes that promote sustainable development.

Moreover, Economics encourages learners to connect theoretical knowledge with real-world experiences. The use of case studies, projects, and discussions of current economic issues makes the subject dynamic and relevant. This aligns with constructivist theories of learning, which hold that knowledge is best acquired when learners can relate abstract concepts to familiar contexts (Bruner, 1996).

Assessment in Economics as a school subject

Assessment in Economics transcends mere grading or certification. It is a comprehensive process that informs instruction, supports learning, and evaluates achievement across cognitive, affective, and practical domains. Effective assessment in Economics is characterized by a blend of formative and summative strategies, alignment with learning outcomes, incorporation of higher-order thinking skills, and responsiveness to the needs of students and society. As educational practices evolve, there is increasing emphasis on making assessment in Economics more student-centered, authentic, and technology enhanced to prepare learners for the complex economic challenges of the modern world (Redecker & Johannessen, 2013). An assessment of economic education in U.S. high schools (2023) on large-scale descriptive analysis of high-school economics course enrollment, curricular placement, and assessment trends in the U.S. since 2000. Key findings: The paper documents changes in course provision and highlights that assessment regimes (standards, tests, and performance tasks) shape how economics is taught and whether it is offered widely.

Nkeki and Osarumwense (2021) investigated the influence of feedback in Economics among senior secondary school student's academic achievement in Ikpoba Okha Local Government Area. The study utilized a survey research design. The population was all SSS2 students while a sample of 200 students was randomly selected as the sample of the study. A questionnaire and multiples choice test of 50-item were the

instrument used for data collection. Pearson Product Moment correlation was employed in data analysis. A finding from the study shows a significant relationship between feedback from assessment and student Economics scores.

Angura et al., (2022) conducted a study specified teaching and assessment methods used by teachers in schools in North-Central Nigeria. The employed a cross sectional survey design on a population of 10,688 teachers. The sample size was 288 teachers randomly selected from 72 secondary. A questionnaire was used for data collection. Data was analyzed using mean, standard deviation and two sample independent t-test statistics. Findings revealed that teachers employ traditional methods and rarely utilized innovative creative and problem solving approach in teaching and assessment of students

Atuma and Adeosun (2025) examined relationships among students age attitude and towards Economics as a school subject on Economics learning outcomes among senior secondary school students in Edo South senatorial district, Nigeria. The study adopted a survey research design using a correlational approach. The population of the study was 12,759 senior secondary two (SSS2) students from 129 public senior secondary schools in Edo Southern district. The sample size was 671 SSS2 students selected through Multistage sampling procedure. Students Attitude and Economics learning Outcomes Questionnaire with three subscales and Economics Scores Pro-forma

were used to collect data. Regression statistics were employed for data analysis. Findings revealed that students performance in Economics as a school subject average was 49.

Awoke (2025) assessed the performance extent of private schools in Economics in the senior school Certificate Examination (SSCE) on examinees scores for the period 2016/2017 to 2021 for 12 schools selected in a multistage sampling procedure. An ex-post facto research design was adopted. Data was collected with a checklist and analyzed using mean and independent t-test. Findings revealed 52.81 for male students and 41.40 for females' students' average for private schools in Ebonyi State, Nigeria 2017 to 2021 for senior school certificate examination in Economics. In another study, Nwokoroca and Amadike (2019) investigated the academic performance of secondary schools in Ndomi Aonda West Local Government Rivers State and a survey research design was adopted. The sample size was four schools in Ogbe -Egbema. Two public and two private schools economics scores were examined. Simple percentage was utilized for data analysis. Findings indicated private schools examinees percent performance was higher than that of public school examinees.

Continuous Assessment practices of Economics teachers in Ibadan. Method & sample: Survey of senior-secondary Economics teachers in two Local Government Areas in Oyo State (questionnaires, descriptive statistics). Findings shows that teachers use a mix of traditional tests and continuous assessment (CA) tools but practices vary widely; many teachers reported limited use of portfolios, projects, or observational assessments.

Constraints included time, class size, and record-keeping burdens. The study found positive teacher attitudes toward CA but uneven implementation fidelity. Implication is that teacher capacity and system supports (time, training, record systems) are critical for reliable continuous assessment in Economics classrooms.

School-based assessment tools and practices of Economics teachers in Anambra State (2025)

Method & sample: Empirical survey and classroom observation across secondary schools in Anambra State.

Key findings: The study documented which SBA tools (weekly tests, homework, quizzes, assignments, projects) teachers actually use and identified gaps between policy expectations and classroom reality (e.g., lack of standardized rubrics, irregular moderation). It reports that where teachers used structured SBA (clear rubrics, moderated scoring), student outcomes were higher.

Implication: Local studies show the importance of standardized tools and moderation to make SBA both reliable and formative.

1. Effect of Continuous Assessment on Students' Academic Achievement in Economics in Owerri (AJL2C, 2024)

Method & sample: Quasi-experimental / survey study of public secondary schools in Owerri Municipal Council examining relationships between continuous assessment frequency/practice and student achievement in Economics.

Key findings: Frequent, well-planned continuous assessment was associated with higher mean achievement scores in Economics; the authors argued CA promotes steady learning and diagnostic feedback when properly implemented. However, overloaded CA timetables (too many low-quality assessments) were sometimes counterproductive.

Implication: CA can boost performance, but quality, spacing and feedback matter quantity alone is not sufficient.

2. Assessment-for-Learning (AFLM) interventions

Method & sample: Several experimental/quasi-experimental classroom studies in Nigerian states (e.g., Imo State; Gombe State) testing Assessment for Learning (formative assessment strategies) versus traditional assessment.

Key findings: Studies consistently report that AFLM (regular formative checks, feedback, self/peer assessment, use of learning intentions) produces significantly better student achievement and more positive attitudes toward Economics than traditional end-of-unit testing. The effect is strongest when teachers are trained in AFLM techniques and when assessments are tied to clear learning goals.

Implication: Formative assessment models (AFLM) are promising for improving Economics achievement at the secondary level but teacher training and curriculum alignment are essential.

3. Problem-Based / Performance Assessment investigations

Method & sample: Experimental and quasi-experimental evaluations of problem-based economics curricula and performance assessments in U.S. high schools.

Key findings: Studies of problem-based instruction paired with performance assessments show gains in content knowledge and application (deeper understanding), although effects on standardized test scores vary by implementation quality. Performance assessments also tended to reveal higher-order skills not captured by multiple-choice exams.

Implication: Performance and project-type assessments can better capture economic reasoning and application, but they require clear rubrics and assessor training to be valid and reliable.

Summary of Reviewed Literature

The literature reviewed hinged on classical test theory by Charles Spearman in 1905 sees students' performance as the observed from assessment which contained a true score and an error term relevant to the study because it focuses on total performance scores in Economics. the literatures indicated that assessment in Economics education at the senior secondary school level highlights the centrality of effective assessment techniques in shaping student learning outcomes and guiding instructional practices. A variety of assessment methods are commonly employed in teaching Economics, ranging from traditional techniques like tests and examinations to more contemporary, student-

centered approaches such as project work, oral presentations, self-assessment, peer review, and portfolio assessment. Formative assessments, which provide continuous feedback that helps students, identify learning gaps and improve their performance and Summative assessments, such as end-of-term exams, remain prevalent in Nigerian secondary schools.

Despite the recognized benefits of diverse assessment techniques, teachers face numerous challenges in their implementation. One major barrier is the lack of training and professional development on modern assessment strategies. Many Economics teachers continue to use outdated or rigid evaluation formats due to limited awareness or confidence in alternative methods. The literature advocates for a multi-pronged strategy aimed at enhancing assessment quality and student performance. First, teacher capacity-building programs must be strengthened to expose educators to innovative, learner-centered assessment techniques. According to Obanya (2004), ongoing professional development is crucial for equipping teachers with the skills to implement dynamic assessments effectively. Secondly, schools should adopt a balanced assessment system that integrates both formative and summative components. This hybrid approach ensures that assessment not only measures learning but also facilitates it. Thirdly, educational stakeholders including curriculum planners, examination bodies, and school administrators must collaborate to create enabling environments for effective assessment, including provision of instructional resources and reduction of teacher workload.

CHAPTER THREE

METHODOLOGY

In this chapter, the method and procedure used by the researcher in conducting the study is described under the following sub-heading;

- Design of the Study
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The study adopted a descriptive survey design. Descriptive survey research design was selected for this study as a reliable tool for gathering data, because the survey design is which a group of individuals enables the collection of information on representative sample to describe the population.

Population of the Study

The population of the study was 1,981 SSS II students in public senior secondary schools in Ikpoba Okha Local Government Areas of Edo State. (Source: Edo State Ministry of Education, Student Enrollment Record for 2024).

Sample and Sampling Technique

The sample size was 283 representing 14.29% of the population. It was selected through simple random sampling techniques from eight (08) government-owned senior secondary schools in Ikpoba Okha Local Government Areas of Edo State.

Research Instrument

The instrument for data collection in this study was a structured checklist that elicited response from Economics teachers on the method of assessing students' performance in Economics and scores obtained.

Validity of the Instrument

The validity of the instrument was determined by the three assessment experts in the Department of Educational Environmental and Counselling Psychology, Faculty of Education, University of Benin.

Reliability of the Instrument

The instrument was not subjected to reliability computation because it is a checklist that does not require a reliability determination before use.

Method of Data Collection

Primary sources were used to acquire the study's data. Data was gathered independently by the researcher and a trained research expert.

Method of Data Analysis

Descriptive and inferential statistics were employed in data analysis. Research question one was answered using frequency count. Research question two was answered using Mean and Histogram. Hypothesis one was tested using analysis of variance (ANOVA) 0.05 significance level.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the focus is on the presentation of results of analyzed data and discussion of research findings. The analyses were also done and presented using tables in relation to the research questions and hypothesis examined.

Research Question One: What types of assessment techniques are commonly used in assessing Economics in senior secondary schools in Ikpoba Okha LGA?

Table 1: Frequency Count of Assessment Methods Used by Schools

School	N	Continuous Assessment	End of Term Examination
1	21	1	1
2	16	1	1
3	38	1	1
4	38	1	1
5	21	1	1
6	21	1	1
7	32	1	1
8	96	1	1
Total	283	8	8
Count			

Table 1 shows the distribution of assessment methods adopted by eight schools. A total of 283 students participated across the schools. Each of the schools reported using both continuous assessment and end-of-term examinations as their primary methods of evaluating students' performance. Specifically, the frequency count shows that all eight schools (Schools 1 to 8) indicated the use of continuous assessment, while the same

number of schools equally reported the use of end-of-term examinations. This indicates that continuous assessment and end-of-term examinations are universally applied across all the schools surveyed, with no school relying exclusively on one method. Therefore, schools combine both approaches evaluate student performance.

Research Question Two: What is the mean score of performance in Economics as a school subject for schools in Ikpoba Okha Local Government Area?

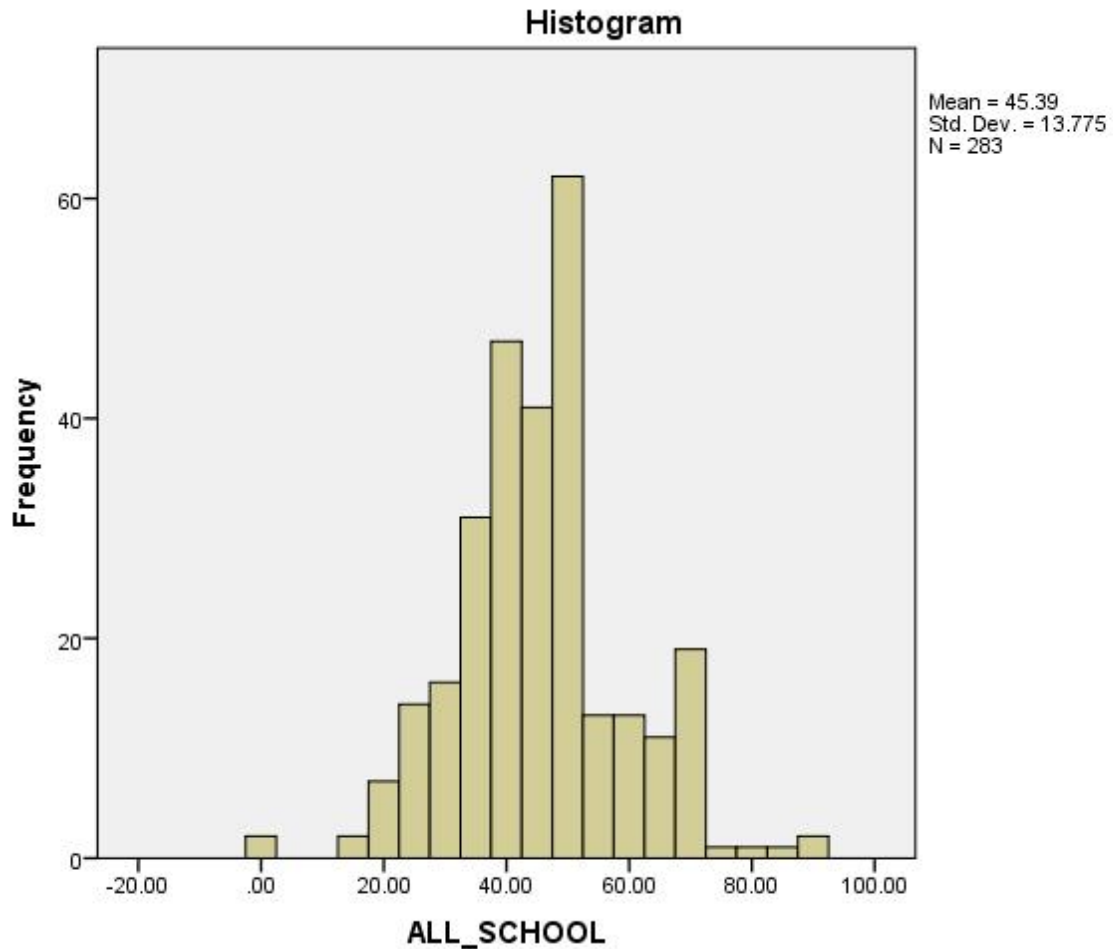
Table 2: Frequency Count of Assessment Method used by School

School	N	Mean Score	Remark
1	21	31.38	Below Locality Mean Score
2	16	46.56	Above Locality Mean Score
3	38	54.89	Above Locality Mean Score
4	38	54.89	Above Locality Mean Score
5	21	55.95	Above Locality Mean Score
6	21	55.95	Above Locality Mean Score
7	32	46.34	Above Locality Mean Score
8	96	39.11	Below Locality Mean Score
Aggregate Mean Scores Across Schools (Locality Mean Score)	283	45.39	

Table 2 reveals that the aggregate mean score across of all schools is 45.38. The mean scores for individual schools range from 31.38 (School 1) to 55.95 (Schools 5 and 6). Six out of the eight schools have mean scores above the locality mean score of 45.38. The observed mean scores suggest that the schools with highest performance in the

locality have mean scores below 60. Two schools (School 1 and School 8) have mean scores below the locality mean score. The locality means score of 45.38 provides a benchmark for evaluating the performance of individual schools within the What is the mean score of performance in Economics as a school subject for schools in Ikpoba Okha Local Government Area, Schools may need s targeted support especially schools 1 and 8, with mean scores of 31.38 and 39.11, respectively which fell below the locality mean score,

Implications Schools with higher mean scores such as Schools 5 and 6 are in position to collaborate with lower-performing schools to enhance student Economics performance. it is an indication that Okha Local Government Area could consider initiatives to support teacher training, resource allocation, or student mentorship and attitude to enhance overall performance in Economics. By discussing these findings and implications, stakeholders can work together to improve student performance in Economics and enhance educational outcomes in Ikpoba. Okha Local Government Area.



The histogram of economics scores with a mean of 45.39 and a standard deviation of 13.78 shows a roughly symmetrical distribution with no outliers. It means that scores are normally distributed around a mean of 45.39 indicating that most students scored around 45.39 with fewer students scoring very high or very low. However, the mean score of all schools put together which stood at 45.39 is below 50 normative mean of national examinations for senior secondary schools in Nigeria. It suggests that the

general performance in Economics in Ikpoba Okha is below average. In such situation, targeted group counseling aimed at encouraging better teaching methods and attitude can potentially play a significant role in improving performance.

Hypothesis One: There will be no significant difference in the mean scores of students in Economic as a school subject among senior secondary schools in Ikpoba Okha Local Government Area.

Table 3: Analysis of Variance Statistics of the Mean scores of performance in Economics

	Sum of Squares	df.	Mean Square	F	Sig.
Between Groups	11656.938	12	971.411	3.346	.174
Within Groups	871.000	3	290.333		
Total	12527.938	15			

Table 3, shows F-value of 3.346 whit df (12, 3), testing at .05 alpha level p-value = .174 greater than .05 level of significance. Therefore, the hypothesis which stated that, there will be no significant difference in the mean scores of students in Economic as a school subject among senior secondary schools in Ikpoba Okha Local Government Area is retained. Consequently, there is no significant difference in the observed means scores performance in Economics of the sampled schools. It is concluded that the performance of the students are similar.

Discussion of Findings

The findings from research question one revealed that continuous assessment and end-of-term examinations are the approaches used to evaluate student performance in Economics as a school subject. It is an indication that innovative assessment methods such as portfolio, field trips analyzing economic data and policy among others that potentially encourages critical-thinking and practical applications of economics principles are not utilized in assessing students economics prowess. The possible explanation for this findings is because continues assessment is one of the assessment methods approved in the National Policy on Education of Nigeria. Also, end of term examination has been a traditional method used to examine students' performance in school subjects. The findings collaborated with the findings of Nkeki and Osaruamwense (2021) which shows that a significant relationship exist between feedback from assessment and student Economics scores. Agnura et al., (2022) report is similar to this finding that revealed that teachers rarely utilized creative and problem solving approach in assessment of students' performance.

Findings from research question two shows that the average scores performance in Economics in senior secondary school 2 students in Ikpoba Ohka locality is 45.39. This finding could be due to poor study ability, attitude, inability to balance academics wit extra-curricular, sticking to traditional methods of teaching and assessment without incorporating innovative approaches. This finding mirrors the report of Atuma and

Adeosun (2025) for a mean score of 49 in Edo South senatorial district. The performance in Economics as a school may be sequel to students lawful I involvement in business that promotes dignity for their benefits and that of a nation. Therefore, focus interventions in secondary scholar can make huge difference in Economics education.

The findings from hypothesis one reveals that there is no significant difference in the observed means scores of performance in Economics in the sampled schools. It implies that the performance of the students were similar. The reason for these findings can potentially be as a result of similar teaching quality and environment demographics. It could be that schools in the locality use same syllabus, uniform textbooks and teach under equivalent classroom conditions resulting to performing at comparative levels. This is not quite different from the findings of Awoke (2025) who evaluated the performance level of private schools in Economics in the senior school Certificate Examination (SSCE) reported mean scores of 52.81 for male and 41.40 for females' candidates' respectively in Ebonyi State, This findings also aligned with Nwokoro and Amadike from the examination of academic performance of secondary schools in Rivers State and that private schools examinees percent performance was higher than that of public school candidates. It could be that private schools are more intentional on strategies that improved students' performance than Government owned schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the study alongside the conclusions drawn from the analysis of data collected and results obtained in the course of the study. The recommendations offered based on the findings of the study are also highlighted.

Summary

This study evaluated assessment of performance in economics as a school subject among senior school students in Ikpoba Okha Local Government Area Nigeria. The study specifically determined the assessment techniques, mean scores and significance difference in mean scores in senior school students' economics performance in Ikpoba-Okha Locality. Two research questions and one hypothesis tested at .05 Alpha level, guided the study.

The study adopted a descriptive survey research design. The population of the study was 1,981 SSS II students in Ikpoba Okha Local Government Area. The sample size was 283, 14.29% of the population selected through simple random sampling techniques. The instrument used for data collection was a validated checklist not subject to reliability establishment because of its naturalistic nature. Data was gathered independently by the researcher and a trained research expert. Frequency count Mean, Histogram. Hypothesis and analysis of variance statistics were utilized for data analysis. Findings showed that:

1. Continuous assessment and end of term examination are employed by Economics teachers in evaluating students' performance in Ikpoba Okha Local Government Area.
2. The mean score performance in Economics for SSS2 students ranges from 31.18 to 55.95.in Ikpoba Okha Local Government Area.
3. The population means score among SSS2 student is 45.39 in Ikpoba Okha Local Government Area.
4. There was no significant difference in the observed economics means score across sampled schools in Ikpoba Okha Local Government Area.

Conclusion

Based on the findings the researcher concluded that the Assessment approach utilized by Economics teachers in assessing Economics as a school subject is Continuous assessment and end of term examination and the mean score is less than national average found to be no significantly different across sampled schools in Ikpoba Okha Local Government Area, Edo State.

Recommendations

Based on the findings and conclusions draw from this study, the following recommendations are made:

1. More innovative assessment approach should be utilized in assessing students learning to encourage holistic learning comprehension that promote better performance.
2. School Counselors should utilized group-counseling as an intervention strategy to promote better teaching and learning of Economics as a school subject.

Contribution to Knowledge

This study contributes to the field of educational in specific way:

1. This study has affirmed that performance in Economics follow an average score pattern below 60 percent, reflecting persistent learning and assessment challenges in secondary schools.
2. Schools with similar environmental characteristics perform similarly.

Suggestions for Further Studies

To develop on the findings of this study, future studies should:

1. Evaluate the factors influencing performance in Economics contributing to the variation in mean scores across schools.
2. Examine the effectiveness of targeted support or interventions for low-performing schools.
3. Conduct a longitudinal study to track changes in mean scores over time and assess the impact of local education initiatives.

REFERENCE

- Adebayo, O. J., & Alade, M. F. (2025). Continuous assessment practices of Economics teachers in Ibadan, Oyo State. Unpublished research report, Department of Social Science Education, University of Ibadan.
- Adeyemi, T. O. (2024). Continuous assessment practices of Economics teachers in Ibadan. Unpublished research report, Department of Educational Evaluation, University of Ibadan, Oyo State, Nigeria.
- Aina, O. A., & Ajayi, O. T. (2019). Continuous assessment practices and challenges in Nigerian secondary schools. *Journal of Educational Measurement and Evaluation*, 12(2), 34–47.
- Ajuluchukwu, L. C. (2024). Effect of continuous assessment on students' academic achievement in Economics in Owerri Municipal Council. *African Journal of Learning and Curriculum (AJL2C)*, 12(3), 45–59.
- Angura, M .T., Enemarie, V., & Fatoki, J.O. (2022). Teaching and assessment methods for effective implementation of the three-year upper basic science and technology curriculum in Nigeria. *Village Math Educational Review*, 3(1), 205-218.
- Atuma, U. (2024). *Influence of contextual variables on economics learning outcomes among secondary school students in Edo South Senatorial District*. A Doctoral Seminar presented to the Educational Evaluation and Evaluation Counseling Psychology departmental Postgraduate Studies Board, Faculty of Education, University of Benin.
- Atuma, U., & Adeosun, P.K. (2025). Influence of age and attitude on economics learning outcomes among senior secondary school students in Edo South Senatorial district. Paper presented at the *27th Annual National Conference of the Association of Educational Researchers and Evaluators of Nigeria (ASSEREN)* at Lokoja Nigeria.
- Awoke, A.N. (2025). Assessment of performance level of private school students in economics in the Senior School Certificate Examination (SSCE) in Ebonyi State, Nigeria. *Journal of Economics and Applied Research* 10 (1) 14-22.

- Bello, R. S., & Nwosu, F. E. (2022). Assessment-for-Learning (AFLM) interventions in secondary school Economics classrooms in Nigeria: Evidence from Imo and Gombe States. *Journal of Educational Assessment and Research*, 18(2), 101–120.
- Black, P., & Wiliam, D. (2018). Classroom assessment and pedagogy. *Assessment in Education: Principles, Policy & Practice*, 25(6), 551–575.
- Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, NY: David McKay.
- Bruner, J. S. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.
- Eze, C. J., & Okeke, N. A. (2025). School-based assessment tools and practices of Economics teachers in Anambra State. Empirical survey report. Nnamdi Azikiwe University.
- Galle, S.A., Saleh, S.E., & Akawu, G.A. (2023). Trend analysis of economics students' performance in NECO 2015-2022 in Northern–East Geopolitical Zone of Nigeria. *International Journal of Africa Sustainable Development*, 12 (2), 1-12.
- Johnson, D. W., & Parker, S. A. (2021). Problem-based and performance assessment approaches in high school Economics: Effects on conceptual understanding and application. *Journal of Economic Education Research*, 26(4), 322–340.
- Mankiw, N. G. (2018). *Principles of economics* (8th ed.). Boston, MA: Cengage Learning.
- Nigerian Educational Research and Development Council (NERDC). (2013). *Senior Secondary Education Curriculum: Economics for SSS 1–3*. Abuja, Nigeria: NERDC Press.
- Nitko, A. J., & Brookhart, S. M. (2014). *Educational assessment of students* (7th ed.). Boston, MA: Pearson Education.
- Nkeki, J.J., & Osaruamwense, J.H., (2021). Influence of feedback on Ikpoba Okha senior secondary school students academic achievement in Economics. *Journal of Educational Evaluation and Counselling Psychology*, 6 42-48.
- Nwokorooca & Amadike (2019). A secondary school in River. State comparative Study in public ad private school *Journal of Educational Administration and Planning*, 5 (2) 12-19.

- Okoye, F. N., & Nwafor, C. E. (2019). Continuous assessment practices and challenges among secondary school teachers in Nigeria. *Nigerian Journal of Educational Research and Evaluation*, 18(2), 55–68.
- Olayemi, A. O. (2016). Continuous assessment practices and students' academic achievement in senior secondary schools in Oyo State, Nigeria. *Journal of Educational Assessment in Africa*, 11(2), 55–68.
- Organization for Economic Co-operation and Development (2018). *The Future of Education and Skills: Education 2030*. OECD Publishing
- Organization for Economic Co-operation and Development (2018). *The Future of Education and Skills: Education 2030*. OECD Publishing.
- Redecker, C., & Johannessen, Ø. (2013). Changing assessment — Towards a new assessment paradigm using ICT. *European Journal of Education*, 48(1), 79–96.
- Samuelson, P. A., & Nordhaus, W. D. (2010). *Economics* (19th ed.). New York, NY: McGraw-Hill Education.
- Stiggins, R. J. (2017). *The perfect assessment system*. Alexandria, VA: ASCD.
- Uche, C. M., & Ogbonna, C. U. (2020). Continuous assessment practices and students' academic performance in secondary school Economics in Nigeria. *Journal of Educational Assessment in Africa*, 15(2), 60–74.
- Vincent, R., & Shanmugam, S. (2020). Continuous assessment and student learning outcomes: Implications for secondary education. *International Journal of Education and Practice*, 8(3), 402–412.
- West African Examination Council (n.d). *Report Analysis for 2019 to 2021*.

APPENDIX A

ECONOMICS SCORES CHECK LIST

Continuous assessment..... Examination Score:

S/N	Student	Economics Scores
1	Student A	
2	Student B	
3	Student C	
4	Student D	
5	Student E	
6	Student F	
7	Student G	
8	Student H	
9	Student I	
10	Student J	
11	Student K	
12	Student L	
13	Student M	
14	Student N	
15	Student O	
16	Student P	
17	Student Q	
18	Student R	
19	Student S	
20	Student T	
21	Student U	
22	Student V	
23	Student W	
24	Student Y	
25	Student Y	
26	Student AA	
27	Student AB	
28	Student AC	
29	Student AD	
30	Student AE	
31	Student AF	
32	Student AG	
33	Student AH	
34	Student AI	

35	Student AJ	
36	Student AK	
37	Student AL	
38	Student AM	

Thank you

APPENDIX B

LIST OF SCHOOLS IN IKPOBA-OKHA LGA													
1	ADUWAWA SEC. SCH.	Mixed	IKPOBA-OKHA LGA	COLLEGE RD, ADUWAWA BENIN CITY	Urban	93	125	47	77	47	49	7	3
2	AGBONMOBA S/S, AGBONMOBA	Mixed	IKPOBA-OKHA LGA	AGBONMOBA SECONDARY SCHOOL, AGBONMOBA	Semi-Urban	47	26	36	19	24	43	4	4
3	AJOKI S/S, AJOKI	Mixed	IKPOBA-OKHA LGA	LOCATION ROAD, AJOKI	Remote	9	6	9	11	18	26	1	0
4	ARMY DAY S/S, IKPOBA HILL	Mixed	IKPOBA-OKHA LGA	LUCKY WAY, BY RAMAT PARK, BENIN CITY	Urban	78	120	69	79	52	58	4	11
5	IDOGBO S/S, IDOGBO	Mixed	IKPOBA-OKHA LGA	BENIN-ABRAKA ROAD, IDOGBO	Urban	313	254	181	149	83	144	7	4
6	ITOHAN G/G/S, B/C	Female Only	IKPOBA-OKHA LGA	BENIN-SAPELE ROAD, BENIN CITY	Urban	0	352	0	273	0	165	7	21
7	NIGER COLLEGE, B/C	Mixed	IKPOBA-OKHA LGA	NIGER COLLEGE SNR, UPPER SOKPOBA ROAD, BENIN CITY	Urban	499	203	434	92	169	78	12	15
8	OBASUYI COLLEGE, OBAYANTOR	Mixed	IKPOBA-OKHA LGA	OBAYANTOR II, BENIN-SAPELE ROAD	Semi-Urban	3	2	5	2	27	31	0	3
9	OGUOLA COLLEGE, B/C	Mixed	IKPOBA-OKHA LGA	OGUOLA, OGIEMWENKEN	Urban	122	76	91	91	42	35	2	7
10	OKA S/S, OKA	Mixed	IKPOBA-OKHA LGA	OKA VILLAGE, OFF UPPER SOKPONBA	Urban	112	140	99	173	52	70	6	5
11	OSEMWENDE S/S, OHOGHOB	Mixed	IKPOBA-OKHA LGA	KILOMETER 12, SAPELE ROAD	Semi-Urban	208	211	119	121	87	89	7	19
12	OZOLUA G/S, OLOGBO	Mixed	IKPOBA-OKHA LGA	KILOMETER 15, SAPELE ROAD	Urban	72	89	90	96	90	110	2	4

13	QUEEN EDE S/S, B/C	Female Only	IKPOBA-OKHA LGA	3, QUEEN STREET, OGBESAN QTRS	Urban	0	300	0	211	0	13	2	10
14	R.R.I.N. S/S, IYANOMO	Mixed	IKPOBA-OKHA LGA	RUBBER RESEARCH OF NIGERIA RD, OFF SAPELE RD, IYANOMO	Semi- Urban	6	4	4	2	16	13	1	2
15	ST. MARIA GORETTI S/S, B/C	Female Only	IKPOBA-OKHA LGA	ST. MARIA GORETTI RD, UPPER SOKPOBA	Urban	0	432	0	459	0	173	8	16
16	UGIOMO S/S, EVBORIARIA	Mixed	IKPOBA-OKHA LGA	OLD SAPELE RD, EVBORIARIA	Urban	233	127	160	104	112	77	8	11
17	UMELU S/S, UMELU	Mixed	IKPOBA-OKHA LGA	OGIELEGEA RD, OFF MUSESE RD, OFF UPPER SOKPOBA RD	Urban	40	63	43	40	38	44	7	6
18	URORA S/S, URORA	Mixed	IKPOBA-OKHA LGA	COLLEGE RD, URORA BENIN CITY	Urban	144	156	103	149	54	7	2	0
19	UTE S/S, UTE	Mixed	IKPOBA-OKHA LGA	EREDIAUWA WAY, UPPER MISSION EXT.	Urban	43	53	54	53	21	26	1	13
20	W.B.H.S., B/C	Male Only	IKPOBA-OKHA LGA	BENIN AGBOR RD, IKPOBA HILL, BENIN CITY.	Urban	260	0	160	0	86	0	7	17
21	EDION S/S	Mixed	IKPOBA-OKHA LGA	OBAGIE- NEVBUOSA	Semi- Urban	20	23	10	10	30	33	1	5

APPENDIX C

Statistics

ALL SCHOOL

N	Valid	283
	Missing	0
Mean		45.3887
Median		44.0000
Mode		50.00
Std. Deviation		13.77520
Skewness		.213
Std. Error of Skewness		.145
Range		91.00

Descriptive Statistics

	N	Range	Maximum	Mean	Std. Deviation
SCHOOL1	21	40.00	53.00	31.3810	10.67931
SCHOOL2	16	8.00	51.00	46.5625	2.89756
SCHOOL3	38	65.00	91.00	54.8947	17.50025
SCHOOL4	38	32.00	63.00	46.5000	8.92234
Valid N (listwise)	16				

Descriptive Statistics

	N	Range	Maximum	Mean	Std. Deviation
SCHOOL5	21	45.00	72.00	55.9524	14.09424
SCHOOL6	21	45.00	72.00	55.9524	14.09424
SCHOOL7	32	40.00	70.00	46.3438	8.01454
SCHOOL8	96	50.00	50.00	39.1146	10.64832
Valid N (listwise)	21				

ANOVA

POPULATION MEAN

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11656.938	12	971.411	3.346	.174
Within Groups	871.000	3	290.333		
Total	12527.938	15			