

**AN ASSESSMENT OF THE ATTITUDE OF SECONDARY SCHOOL
STUDENTS TOWARDS ECONOMICS IN PUBLIC SECONDARY SCHOOLS
IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

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UNIVERSITY OF BENIN

BENIN CITY, NIGERIA

SEPTEMBER, 2023

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BY

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**A PROJECT WRITTEN AND SUBMITTED TO THE FACULTY OF
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CERTIFICATION

We, the undersigned hereby certify that this research work was carried out by Kelvin Odion INEGBOSUN with Matriculation Number: EDU1803790 of the Department of Educational Management, Faculty of Education, University of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree (B.Sc. Ed) Honours in Education Economics.

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DEDICATION

This work is dedicated to my wonderful parents, Mr. and Mrs. Inegbosun.

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All thanks to God Almighty, the Beginning and the End, the King of kings for His love, grace and protection upon the researcher's life. The researcher return all praise to Him for making this project a successful one. The researcher's sincere appreciation goes to his project supervisor, Dr. Philip Igenegbai whose invaluable insights and timely corrections has contributed greatly and aided the success of this project work.

The researcher wish to express his profound gratitude to his lovely parents Mr. and Mrs. Inegbosun for their support and love. He want to specially thank them for their prayers, care, parental advice which has really helped me. Mum and Dad, he wish you long life and prosperity in good health to continually enjoying the fruits of your labour in Jesus name.

The researcher also want to express his profound appreciation to all his course mates. You have all been wonderful. He will miss you all.

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ABSTRACT

This study investigated the assessment of the attitude of secondary school students towards Economics in public secondary schools in Oredo Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. The sample size for the study was made up of 200 students randomly selected from SS1 and SS2. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. An analysis of data was done using mean score. Criterion mean score of 2.50 was used as selection criterion.

The findings from the study include that teaching methods, mastery of subject matter, conducive learning environment and availability of resources all constitute factors influencing the attitude of students towards Economics. It was concluded that there is positive attitude of SS1 and SS2 students towards Economics in public secondary schools in Oredo Local Government Area of Edo State. It was therefore recommended among others that since there is positive attitude of students towards the study of Economics, government should continue to ensure that the subject matter of Economics remain a top priority in order to sustain the interest of students.

CHAPTER ONE

INTRODUCTION

Background to the Study

Economics as a subject has been generally regarded as a part of educational foundation which every student should possess before leaving school. It is important to both students and society because it cuts across all spheres of human endeavour. It is a subject which studies human behaviour as a relationship between ends and scarce means which have alternative uses. This means that Economics as a science helps man to understand and manage his scarce resources, in order to meet his numerous needs. Economics is basically the study of the allocation of resources among alternative uses to satisfy human wants. It is concerned with the choice we make in using limited resources to satisfy these wants, and it deals with production, exchange, distribution as well as consumption of goods and services and of the conduct of various other economics activities by individuals, organizations and the state (Eze, 2018). The attitude of students towards Economics as a subject has been much of a debate in contemporary time.

Attitude refers to the positive or negative feelings or tendencies of an individual about an idea, an object or a symbol. It represent a fundamental psychological link between a person's ability to perceive feel and learn while giving order and meaning to his continuing experience in a complex social environment. Attitude is anything that a person actually possesses and that he realizes later.

According to Aliyu (2019), attitude is a tendency which is attributed to a person and which creates his feelings and behaviors related to a psychological object in an orderly way. Attitudes naturally affect beliefs as well. It connotes a mental or neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. It consists of the meanings that are associated with a certain object or abstraction which influence a person's acceptance of it.

The attitude of secondary school students towards the study of Economics as a subject has not been encouraging. According to Imoni (2017), students are often reluctant to study Economics because of lack of opportunities to dialogue and participate and too much emphasis on memorization. Considering the importance of Economics as a subject in secondary schools, it is surprising to learn that Economics is no longer a popular subject amongst learners. It enables both leaders and citizens to understand basic economics concepts, principles as well as to understand, appreciate and seek to improve the economic situation for their own social good. Economics is not a popular subject in some schools due to the wrong notion by some alleging the subject does not give learners that guarantee of job security. Hence, they may be a serious exodus from Economics to other subjects that guarantee job security.

Some of the factors influencing the attitude of students towards the study of Economics include peer pressure, parents, and teachers' mastery of subject matter. Peer pressure refers to the influences that peers can have on each other. It could be emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves. A student who has peers that wants to study courses like medicine, engineering, law and other perceived 'high' courses may come to believe those courses are better than his, especially since Economics is regarded as a business course and grouped among social science subjects. Peer groups are the most influential social forces affecting adolescent behavior, from mundane decisions concerning clothing, hairstyle, music, and entertainment, to more significant decisions concerning short and long-term education plans (Ikwuni, 2018).

Parental influence constitute another major factor influencing the attitude of students towards the study of Economics. Parents play a crucial role in all aspects of the lives of their children including career selection. Students tend to favor ideal careers like that of their parents over others if their careers provide satisfaction, accomplishments, prestige, social status and comfortable lifestyle (Okperi, 2020). On the other hand, if parents complain about their careers, their children are more likely to choose other careers. Parents' advice and guidance exert the influence on their children's career choice intention as parents have regular interactions with their

children compared to teachers and career counselors. Parents often begin the career discussions with their children as early as possible, since their childhood.

Mastery of subject matter by Economics teachers constitute another important factor influencing the attitude of students towards the study of Economics. The teacher requires among other things the skill of mastering the subject matter and being able to establish the interrelationships between different subjects. The mastery of subject content by a teacher greatly determines the quality of teaching and subsequent learning and how students view Economics as a subject (Okorie, 2019). The teacher with good knowledge of the subject matter is able to plan and teach the lesson by way of highlighting the main points of the lesson to the learner while clarifying the knowledge misconceptions. This is believed to influence learning and contributes to the quality of teaching and learning. The teacher is required to arrange and manipulate the learning environment which requires a number of tactics intended for learning to take place. Mastery of subject matter by Economics teachers will go a long way towards influencing the attitude of students towards the study of Economics as a subject.

Statement of the Problem

The attitude of students towards the study of Economics as a subject has been a source of growing concern to all educational stakeholders in contemporary time. Preliminary observation has shown that students' interest in studying Economics as a subject is gradually decreasing. In spite of the significant role played by Economics

as a subject, it is not a popular subject in some schools because it is alleged that Economics as a subject does not give learners the guarantee of job security and as such, students tend to easily lose interest in studying Economics. Moreover, common observation also shows that peer pressure, parental influence and mastery of subject matter by Economics teachers may contribute to the poor attitude of students towards studying Economics. The researcher is worried by these phenomena and so wishes to carry out an investigation on the assessment of the attitude of secondary school students towards Economics in public secondary schools in Oredo Local Government Area of Edo State.

Research Questions

The following research questions will guide the study;

1. What is the attitude of students towards the study of Economics in public secondary schools in Oredo Local Government Area of Edo State?
2. What is the attitude of male and female students towards Economics in public secondary schools in Oredo Local Government Area of Edo State?
3. What is the attitude of SS1 and SS2 students towards Economics in public secondary schools in Oredo Local Government Area of Edo State?
4. What are the factors influencing the attitude of students towards Economics in public secondary schools in Oredo Local Government Area of Edo State?

Purpose of the Study

The purpose of this study is to carry out an investigation on the assessment of the attitude of secondary school students towards Economics in public secondary schools in Oredo Local Government Area of Edo State. The specific objectives of the study are:

1. To examine the attitude of students towards the study of Economics in public secondary schools in Oredo Local Government Area of Edo State;
2. To ascertain the attitude of male and female students towards Economics in public secondary schools in Oredo Local Government Area of Edo State;
3. To determine the attitude of SS1 and SS2 students towards Economics in public secondary schools in Oredo Local Government Area of Edo State;
4. To find out the factors influencing the attitude of students towards Economics in public secondary schools in Oredo Local Government Area of Edo State.

Significance of the Study

The study will be of benefit to teachers, students, Ministry of Education and society at large. The study would benefit teachers as it will help them see ways through which their mastery of subject matter and working environment can influence the attitude of students towards the study of Economics as a subject.

The study will benefit students as it will help them to develop positive attitudes towards the study of Economics. By doing so, many students will hopefully cultivate the interest and right attitude towards the learning of Economics.

The study would benefit the Ministry of Education in planning the curriculum and syllabus of Economics as a subject to suit the needs and purposes of our students, society and the country as a whole. The study would benefit the society as it will help them see the core importance of Economics as a subject. This will put them in a better position to encourage their children to take Economics as a serious subject.

Scope and Delimitation of the Study

The study focuses on the assessment of the attitude of secondary school students towards Economics in public secondary schools in Oredo Local Government Area of Edo State. The study is delimited to all public secondary schools in Oredo Local Government Area of Edo State.

Definition of Terms

The following terms were defined in the study:

Assessment: Assessment connotes the act of judging or deciding the amount, value, quality or importance of something.

Attitude: Attitude refers to the positive or negative feelings or tendencies of an individual about an idea, an object or a symbol.

Economics: Economics is a subject which studies human behaviour as a relationship between ends and scarce means which have alternative uses.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed literature related to this study. The review is organized into the following sub-headings:

- Theoretical Framework
- Concept of Economics
- Attitude of Students Towards Economics
- Factors Influencing the Attitude of Students Towards Economics
- Summary of Literature Reviewed

Theoretical Framework

The theoretical framework adopted for this study is the Attitudinal Theory of Learning by Daniel Katz in 1960. The theory is based on the assumption that the reasons for students' attitude towards a particular school subject is often influence by students' degree of satisfaction. When the students' own attitude towards school subject cannot obtain the expected degree of satisfaction, the possibility of developing a negative attitude towards such subject is great. The theory is based on the notion that students' attitude towards school subjects had four effects on their learning of such subject. First, their attitude towards a subject made such subject valuable from their perspective; Secondly, their attitude towards a subject representations simplify the message of communication of such subject; Third, their attitude towards a subject help them communicate their personal and value

messages; finally, attitudes maintain ideas that people do not accept or threaten. The attitudinal theory of learning posit that students' attitude towards a school subject is often influenced by social attitudes and social behaviors only by observing or imitating others' attitudes and behaviors. The theory also posit that there are four factors that make up students' attitude towards learning of school subject. The factors that make up attitudes are four parts: emotions (individuals), cognition (personal beliefs or conscious opinions), trends (whether or not they tend to take actions), evaluations (affirmations of the situation or negative ideas). Therefore, attitudinal theory theorists believe attitude cannot determine behavior unless their attitude leads to the development of intentions. This theory emphasizes the process of changing attitudes. The persuaders must first learn the content of information, emotional transfer on the basis of learning, and transfer the feelings of a thing to the same thing above other things. When people receive information from others, they generate a series of active thinking, which in turn determines the individual's overall response to the information. The number and nature of the rebuttals triggered by this information play a decisive role in the change of attitude. If the refutation process is interfered, it will produce persuasion, which will cause the attitude of the persuasive object to change. Otherwise, the persuasion object will devalue the information source. Deliberately distorting the persuasion of information and refusing to cover up the information to counter persuasion and adhere to their original attitude.

The Attitudinal Theory of Learning is related to the study as it help us understand several factors impacting on students' attitude towards learning of school subjects. The theory help provide explanation that the reasons for students' attitude towards a particular school subject is often influence by students' degree of satisfaction. When the students' own attitude towards school subject cannot obtain the expected degree of satisfaction, the possibility of developing a negative attitude towards such subject is great. The attitudinal theory of learning posit that students learn social attitudes and social behaviors only by observing or imitating others' attitudes and behaviors.

Concept of Economics

Economics has many definitions as there are many economists. This is because various economists see the subject from different points of view. Economics is basically the study of the allocation of resources among alternative uses to satisfy human wants. It is concerned with the choice we make in using limited resources to satisfy these wants, and it deals with production, exchange, distribution as well as consumption of goods and services and of the conduct of various other economics activities by individuals, organizations and the state (Eze, 2019). Economics is concerned with human behaviour such as how people earn their living and make a choice between alternatives to satisfy their wants. It focuses on the study of firms and the government whose activities are geared to the production of goods and services for the satisfaction of human want since economics is concerned with

human behaviour. So economics is a social science, and like any science subject, the reasoning procedure in economics is methodological, its analysis is systematic, and the validity of its various theories can be tested.

Professor Lionel Robbins (1935) defined Economics as the science which studies human behavior as a relationship between ends and scarce means which have alternative uses. Robbins definition is the most widely acceptable definition of economics. Marshall (1996) defines Economics as a study of man's action in the ordinary business of life, He consider how peoples receive moneys (incomes) they earn, how they spend it rationally due to the knowledge of economics.

Agu (2019) sees Economics as the organization and distribution of goods and service. He further states that economics is concerned with the scarcity and the activities of man that is pertaining to making or earning a living. In support of this, Alan (2020) view Economics as "social sciences" concerned with how people either individual or groups, attempt to accommodate scare resource of their wants through production substitution and exchange process. Economics is an important subject that is why Okorie (2017), believes that Economics is the study of allocation of scarce resources among alternative and competing ends.

Adams Smith was regarded as the father of Economics because he was the one that laid the foundation of Economics as a discipline. He defined Economics as an enquiry into the nature and causes of the wealth of nations. Smith was interested

in the wealth of political economies. His main interest was to investigate the reasons why some countries are poor or under developed or others are rich or developed. Economics could also be seen as the practical science of production and distribution of wealth. It concern itself with the amount of wealth possessed by an individual or how wealth is produced and shared out among the various members of the society (Adu, 2018). Ukane (2017) defined Economics as the science that treats phenomenon from the start point of price Economics concern itself with exchange value i.e. anything that has money value should come with the framework of Economics. It is the science of material welfare.

Attitude of Students towards Economics

Secondary school students are looking for marketable subjects that can open doors for them to in the current job market locally as well as abroad once they leave school. This trend indicates that students have already developed different attitudes towards Economics as a subject. Students' abilities and willingness towards the study of Economics is usually determined by their attitudes (Lawal, 2019). Obeidat (2018) asserted that students were reluctant to study Economics because of lack of opportunities to dialogue and participate, too much emphasis on memorization and no real connection with real lives. According to him, the main reason of the reluctance was that Economics becomes more cumbersome and details-laden in higher classes.

Adeyeye (2018) conducted a study on the attitude of students towards Economics in secondary schools in Kwara State, Nigeria. The purpose of the study was to find out if there is a negative or positive attitude of students towards the study of Economics. The sample size for the study was made up of 200 respondents drawn from five selected secondary schools. A structured questionnaire titled “Attitude of Students Towards Economics Questionnaire” was used for the study. The questionnaire was used as the instrument for data collection and was analyzed using frequency count and percentages. The study revealed among others that there is an appalling and negative attitude of students towards the study of Economics as a subject.

Iweala (2018) researched on the perception of students towards the study of Economics in selected secondary schools in Abakaliki education zone of Ebonyi state, Nigeria. The purpose of the study was to ascertain the perception of students towards the study of Economics in the zone. The survey research design was used for the study; population of the study was 92,414. The sample for this study comprised of one hundred students from ten selected senior secondary schools. Structured questionnaire was the instrument used for data collection, and the instrument was face validated by three experts. Three research questions guided the study. The data were analyzed using percentages. The result among other things revealed that there is positive students’ perception towards the study of Economics.

Okpe (2017) carried out a study on the attitude of students towards the study of Economics in public secondary schools in Ethiope East Local Government Area of Delta state, Nigeria. The survey research design was used for the study. The sample for this study comprised of two hundred students from five selected senior secondary schools. Structured questionnaire was the instrument used for data collection, and the instrument was face validated by three experts. Five research questions guided the study. The data were analyzed using mean score and standard. It was found out that there is a positive attitude of students towards Economics as a subject in the schools.

Effiong (2019) carried out a study on the attitude of students towards Economics in secondary schools in Oron Educational Zone of Akwa Ibom State. Using the correlational survey design, a sample size of 300 students was randomly selected from the zone. The instruments were validated by three research experts and the reliability coefficients of 0.82 and 0.78 were obtained using Pearson Product Moment Correlation (PPMC). Data were analyzed and null hypotheses tested using PPMC. Results indicated that there was positive attitude of students towards Economics.

Factors Influencing the Attitude of Students towards Economics

Various studies have shown that there are several factors influencing the attitudes of students towards the study of Economics. Some of these factors as suggested by scholars include:

Subject Mastery: The mastery of subject matter remains one among the pivotal factors influencing the attitudes of students towards the study of Economics (Oтите, 2018). The mastery of subject enables the teacher to teach and explain the subject matter content well and make their learners conceive clearly. There are times when learners encounter intellectual concepts too difficult for learners to comprehend which would only take the intervention of a teacher to simplify or give alternatives responses. This ability is influenced by the teachers' knowledge and understanding of the subject matter which gives them ability to appropriately respond to questions from the learners (Ubong, 2019). Majority of teachers lack the mastery of subject content which influences their knowledge on what to teach and how effectively to teach it in order effect quality teaching to the learners. Difficulties in mastering subject matter by the teachers affect the quality of learning as the teachers go to class less prepared which affect their competency and inadequate knowledge gains by the learners.

According to Adode (2017), the mastery of subject content by a teacher greatly determines the attitudes of students towards the study of Economics as a subject. The teacher with good knowledge of the subject matter is able to plan and teach the lesson by way of highlighting the main points of the lesson to the learner while clarifying the knowledge misconceptions. This is believed to influence learning and contributes to the quality of teaching and learning. The teacher is required to arrange and manipulate the learning environment which requires a

number of tactics intended for learning to take place. This calls for teachers' competence in subject content mastery and content delivery.

Ayodele (2018) in a study investigated the influence of subject mastery on the attitude of students' towards the study of Economics in secondary schools in Ondo State, Nigeria. The study seeks to determine if there exist a relationship between teachers' mastery of subject matter and students' attitude towards the study of Economics. A descriptive research design of survey type was adopted for the study. The sample size for the study was made up of 120 respondents randomly selected from five selected secondary schools. A questionnaire tagged 'influence of subject mastery on the attitude of students' towards Economics questionnaire' was used to collect data. Expert judgments were used to ensure face and content validity. Test-retest method was used to determine the reliability and a reliability coefficient of 0.72 was obtained. Data collected were analyzed by using t-test. The result revealed that there was a significant relationship between teachers' mastery of subject matter and students' attitude towards the study of Economics.

Ibrahim (2019) conducted a study on the impact of teachers' subject mastery on students' attitude towards the study of Economics in secondary schools in Kaduna State, Nigeria. The purpose of the study was to examine the impact of teachers' subject mastery on students' attitude towards the study of Economics. Four research questions and two null hypotheses guided the study. The study employed a

descriptive survey design. A sample of 150 respondents were used for the study drawn from four secondary schools. A structured questionnaire on assessment on the impact of teachers' subject mastery on students' attitude towards the study of Economics was used to collect data for the study. Mean and standard deviation were used to answer the four research questions, while t-test statistic was adopted to test the two null hypotheses at 0.05 level of significance. The results of the study, among others revealed that there is a significant impact of teachers' subject mastery on students' attitude towards the study of Economics.

Teaching Methods: Selection of appropriate methods and techniques is of great importance to the achievement of learning by the learner (Farrant, 2017). Teaching methodology constitute another factor influencing the attitude of students towards the study of Economics in public secondary schools. The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Alkasim, 2020). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. Some of the teaching methods include teacher-centred method, student-centred method and demonstration method. In teacher-centred method, the teacher selects, organizes and presents subject matter to students. Since the teacher dominates the scene, so they are called teacher-directed methods. Under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught. Under the student-centred method,

the students take the responsibility of planning and carrying out which fosters the development self-discipline. In student-centred teaching style, the teacher is still the authority figure, but the student plays an active role in what is learned. Demonstration method involves visual approach of dissemination of information, ideas and process. It allows students to see the teacher actively engaged as a model rather than merely telling them.

Kazeem (2020) conducted a study on the relationship between teaching method and students' attitude towards Economics in secondary schools in Lagos State, Nigeria. The purpose of the study was to examine the relationship between teaching method and students' attitude towards Economics. Five research questions and two null hypotheses guided the study. The study adopted a descriptive survey design. A sample of 160 students were used for the study. A structured questionnaire titled 'relationship between teaching method and students' attitude towards Economics' was used to collect data for the study. Data collected were analyzed using mean and standard deviation to answer the five research questions while t-test statistics was employed to test the two null hypotheses at 0.05 level of significance. The results of the study among others indicated that there was a significant relationship between teaching method and students' attitude towards Economics.

Qudus (2019) carried out a study on the effect of teaching methods on students' attitude towards the study of Economics in Secondary schools in Ekiti

State, Nigeria. The purpose of the study was to determine the effect of teaching methods on students' attitude towards the study of Economics. Six research questions and three null hypotheses guided the study. The study adopted a descriptive survey design. A sample of 140 students was used for the study. A structured questionnaire titled "effect of teaching methods on students' attitude towards the study of Economics questionnaire" was used to collect data for the study. Data collected were analyzed using mean and standard deviation to answer the six research questions while t-test statistics was employed to test the three null hypotheses at 0.05 level of significance. The results of the study among others indicated that there was a significant effect of teaching methods on students' attitude towards the study of Economics.

Resource Availability: Availability of resources also impacts greatly on learners attitudes towards Economics. These include both human and materials resources which are important for teaching and learning. Afolabi (2019) found out that most of the schools lacked adequate teaching and learning resources such as textbooks, teachers guides , reference maps , graphs and stationary. Thus, attitudes as well as performance in schools are affected by the lack physical facilities and the teaching which the school may lack.

Okeke (2018) researched on the impact of resource availability on students' attitude towards Economics in secondary schools in Imo State, Nigeria. The purpose

of the study was to determine the impact of resource availability on students' attitude towards Economics. The study adopted the descriptive survey research design. The sample size for the study comprised of 250 respondents. Structured questionnaire was the instrument used for data collection, and the instrument was face validated by three experts. Four research questions guided the study. The data were analyzed using mean score and standard deviation. The result among other things revealed that resource availability goes a long way towards influencing students' attitude towards the study of Economics.

Adah (2019) assessed the relationship between teaching strategies and students' perception towards Economics in secondary schools in Benue State, Nigeria. The purpose of the study was to determine the relationship between teaching strategies and students' perception towards Economics. Using the correlational survey design, a sample size of 200 students was randomly selected. A constructed questionnaire titled "relationship between teaching strategies and students' perception towards Economics" was used for the study. The instruments were validated by three research experts and the reliability coefficients of 0.86 and 0.73 were obtained using Pearson Product Moment Correlation (PPMC). Data were analyzed and null hypotheses tested using PPMC. Results indicated that there is a significant relationship between teaching strategies and students' perception towards Economics.

Learning Environment: The learning environment contributed most to the development of attitudes both positive and negative. According to Udom (2017), environment plays major roles on students' attitude towards the study of Economics as a subject. Okorie (2019) concluded that the environment created the needed conditions for effectiveness of teaching and learning. The learning environment determines to a large extent how a student behaves and interacts, that is to say that the environment in which we find ourselves tend to mould our behaviour so as to meet the demands of life whether negatively or positively. This implies that schools that fail to provide the necessary learning facilities and create a conducive atmosphere for teaching and learning may hardly put in the best in their students especially in the area of academic achievement. Learning environment may have negative influence on students' academic achievement especially if such environment lacks good school climate, instructional materials, discipline, physical facilities, has poor teacher quality, type of location of school is questionable, there is small class size and over population of students in classrooms (Farombi, 2018).

Douye (2017) conducted a study on the impact of learning environment on students' attitude towards Economics in Secondary schools in Abia State, Nigeria. The purpose of the study was to determine the impact of learning environment on students' attitude towards Economics. The survey research design was used for the study. The sample for this study comprised of two hundred students from four selected senior secondary schools. Structured questionnaire was the instrument used

for data collection, and the instrument was face validated by three experts. Five research questions guided the study. The data were analyzed mean and standard deviation. It was found out that learning environment greatly impact on the attitude of students towards the study of Economics.

Okioto (2019) carried out a study on relationship between learning environment and students' attitude towards the study of Economics in secondary schools in Delta State, Nigeria. The purpose of the study was to find out the relationship that exist between learning environment and students' attitude towards the study of Economics. Four research questions and two null hypotheses guided the study. The study adopted a descriptive survey design. A sample of 220 students were used for the study. A structured questionnaire titled "relationship between learning environment and students' attitude towards the study of Economics" was used to collect data for the study. Data collected were analyzed using mean and standard deviation to answer the four research questions while t-test statistics was employed to test the two null hypotheses at 0.05 level of significance. The results of the study among others indicated that there is a significant relationship between learning environment and students' attitude towards the study of Economics.

Summary of Literature Reviewed

The Theory Attitudinal Theory of Learning was adopted as a theoretical framework for the study. The theory help provide explanation that the reasons for students' attitude towards a particular school subject is often influence by students'

degree of satisfaction. The literature reviewed also examined the concept of Economics. Economics could be seen from the reviewed of literature as the study of the allocation of resources among alternative uses to satisfy human wants.

The literature reviewed further examined the attitude of students towards the study of Economics. The reviewed of empirical studies shows that while some scholar found a positive attitude of students towards Economics, others found out that there is an appalling and negative attitude of students towards the study of Economics.

The literature reviewed was concluded with an examination on the factors influencing the attitude of students towards the study of Economics. Some of the factors highlighted in the literature reviewed include teachers' subject mastery, teaching methods, resources availability and learning environment.

CHAPTER THREE

METHODOLOGY

This chapter is an outlined explanation on information about the research methodology adopted for the study. They are discussed under the following sub-headings:

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

Research Design

The research design adopted for this study is the descriptive survey research design. The descriptive survey is a design that collects data on a given population, and describes the data in a systematic manner pointing out the characteristic features or facts about that population. This method was considered the most appropriate for the research as it has the advantage of wide scope or coverage because a great deal of information can be obtained from a segment of the population which can be generalized to the entire population. This design is considered suitable for this study as it will help to collect data to attempt to determine the attitude of secondary school students towards Economics in public secondary schools in Oredo Local Government Area of Edo State

Population of Study

The population for this study was made up of all the SS1 and SS2 students in the 15 public senior secondary schools in Oredo Local Government Area of Edo State. Available data shows that there are seven hundred and ninety eight (798) SS1 and SS2 students in the 15 public senior secondary schools in Oredo Local Government Area of Edo State (Source: Ministry of Education, Iyaro, 2023).

Sample and Sampling Techniques

The sample size for the study was made up of 200 students randomly selected from SS1 and SS2 constituting 25% of the population. With the aid of the simple random sampling technique, 40 students each were randomly selected from five secondary schools thus making it a total sample size of 200 respondents. The sample size was made up of 100 students from SS1 and 100 students from SS2. For the purpose of study, the researcher made use of the simple random sampling technique method.

Research Instrument

The instrument used for the data collection is a structured questionnaire titled “Attitude of Secondary School Students towards Economics Questionnaire (ASSSTEQ)”. The questionnaire was divided into two sections, A and B. Section A focuses on the demographic or personal data of the respondent while section B contains information which borders on the problem of this research.

Validity of the Instrument

The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. Necessary corrections were made and after which it was re-written before being administered by the researcher.

Reliability of Instrument

The test re-test method was used to determine the reliability of the instrument. The questionnaire was administered to a group of 20 students which did not constitute part of the study. The results of their responses was correlated using descriptive statistics such as frequency count and simple percentage. The response arrived from the test was high enough to confirm that the research instrument was reliable.

Method of Data Collection

Direct retrieval method was used by the researcher in collecting the filled questionnaire from the respondents. The researcher administered and retrieve the questionnaire on same day of administration.

Method of Data Analysis

In analyzing the data, the researcher made use of mean score and standard deviation to compute the findings from the research.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This section contained the analysis of data obtained in the course of the study. The results that emanated from the analysis are interpreted and discussed.

Research Question 1: What is the attitude of students towards the study of Economics in public secondary schools in Oredo Local Government Area of Edo State?

Table 1: Mean analysis on the attitude of students towards the study of Economics in public secondary schools

S/N	Items	N	X	\bar{x}	DECISION
1.	I do not like studying Economics	200	357	1.79	Rejected
2.	Economics lessons are often boring	200	408	2.04	Rejected
3.	Learning Economics as a subject is a waste of time for me	200	338	1.69	Rejected
4.	Learning Economics will not help me secure a job in the future	200	356	1.78	Rejected
5.	I have no interest to further my knowledge in Economics	200	326	1.63	Rejected
6.	I have negative attitude towards the study of Economics	200	158	1.27	Rejected
7.	I only study Economics to complement other core subjects I am doing	200	417	2.09	Rejected
8.	I rarely do my Economics home assignment	200	325	1.63	Rejected
9.	I do not care if I pass or fail Economics as a subject	200	297	1.49	Rejected
10.	I see no value in studying Economics	200	343	1.72	Rejected
11.	Economics is not a very important subject to me	200	341	1.71	Rejected
12.	I do not often enjoy all the Economics lessons	200	349	1.75	Rejected
13.	I see no need to actively participate in all Economics lessons	200	332	1.66	Rejected
14.	I do not think Economics as a subject should be made compulsory	200	391	1.96	Rejected
15.	Economics is not very useful in my everyday life	200	363	1.82	Rejected
Grand Mean = 1.73					

The analysis of data in Table 1 revealed the responses of the respondents on all items at a grand mean of 1.73 which is below the criterion mean of 2.50. The analysis of data in the above table therefore implies that there is positive attitude of students

towards the study of Economics in public secondary schools in Oredo Local Government Area of Edo State.

Research Question 2: What is the attitude of male and female students towards Economics in public secondary schools in Oredo Local Government Area of Edo State?

Table 2: Mean analysis on the attitude of male and female students towards Economics in public secondary schools

S/N	Items	Male				Female			
		N	X	\bar{x}	DECISION	N	X	\bar{x}	DECISION
1.	I do not like studying Economics	91	193	2.12	Rejected	109	203	1.86	Rejected
2.	Economics lessons are often boring	91	188	2.07	Rejected	109	199	1.83	Rejected
3.	Learning Economics as a subject is a waste of time for me	91	186	2.04	Rejected	109	198	1.82	Rejected
4.	Learning Economics will not help me secure a job in the future	91	192	2.11	Rejected	109	202	1.85	Rejected
5.	I have no interest to further my knowledge in Economics	91	184	2.02	Rejected	109	206	1.89	Rejected
6.	I have negative attitude towards the study of Economics	91	178	1.96	Rejected	109	198	1.82	Rejected
7.	I only study Economics to complement other core subjects I am doing	91	183	2.01	Rejected	109	201	1.84	Rejected
8.	I rarely do my Economics home assignment	91	188	2.07	Rejected	109	205	1.88	Rejected
9.	I do not care if I pass or fail Economics as a subject	91	185	2.03	Rejected	109	204	1.87	Rejected
10.	I see no value in studying Economics	91	190	2.09	Rejected	109	208	1.91	Rejected
11.	Economics is not a very important subject to me	91	189	2.08	Rejected	109	196	1.79	Rejected
12.	I do not often enjoy all the Economics lessons	91	174	1.91	Rejected	109	207	1.89	Rejected
13.	I see no need to actively participate in all Economics lessons	91	183	2.01	Rejected	109	202	1.85	Rejected
14.	I do not think Economics as a subject should be made compulsory	91	179	1.97	Rejected	109	209	1.92	Rejected
15.	Economics is not very useful in my everyday life	91	181	1.99	Rejected	109	204	1.87	Rejected
Grand Mean = 2.03						Grand Mean = 1.86			

Data presented in Table 2 on the attitude of male and female students towards Economics in public secondary schools shows a grand mean of 2.03 for male students and 1.86 for female students. The grand mean of 2.03 and 1.86 are both below the criterion mean of 2.50 indicating a rejection of all items presented. The analysis of data in the above therefore implies that there is positive attitude of both male and female students towards Economics in public secondary schools in Oredo Local Government Area of Edo State.

Research Question 3: What is the attitude of SS1 and SS2 students towards Economics in public secondary schools in Oredo Local Government Area of Edo State?

Table 3: Mean analysis on the attitude of SS1 and SS2 students towards Economics in public secondary schools

S/N	Items	SS1				SS2			
		N	X	\bar{X}	DECISION	N	X	\bar{X}	DECISION
1.	I do not like studying Economics	117	223	1.91	Rejected	83	155	1.87	Rejected
2.	Economics lessons are often boring	117	214	1.83	Rejected	83	151	1.82	Rejected
3.	Learning Economics as a subject is a waste of time for me	117	226	1.93	Rejected	83	163	1.96	Rejected
4.	Learning Economics will not help me secure a job in the future	117	222	1.89	Rejected	83	159	1.92	Rejected
5.	I have no interest to further my knowledge in Economics	117	219	1.87	Rejected	83	158	1.90	Rejected
6.	I have negative attitude towards the study of Economics	117	227	1.94	Rejected	83	162	1.95	Rejected
7.	I only study Economics to complement other core subjects I am doing	117	206	1.76	Rejected	83	154	1.86	Rejected
8.	I rarely do my Economics home assignment	117	218	1.86	Rejected	83	152	1.83	Rejected
9.	I do not care if I pass or fail Economics as a subject	117	215	1.84	Rejected	83	171	2.06	Rejected
10.	I see no value in studying Economics	117	221	1.89	Rejected	83	155	1.87	Rejected
11.	Economics is not a very important subject to me	117	224	1.91	Rejected	83	163	1.96	Rejected
12.	I do not often enjoy all the Economics lessons	117	228	1.95	Rejected	83	158	1.90	Rejected
13.	I see no need to actively participate in all Economics lessons	117	225	1.92	Rejected	83	156	1.88	Rejected
14.	I do not think Economics as a subject should be made compulsory	117	216	1.85	Rejected	83	164	1.98	Rejected
15.	Economics is not very useful in my everyday life	117	223	1.90	Rejected	83	162	1.95	Rejected
Grand Mean = 1.88						Grand Mean = 1.91			

Data presented in Table 3 on the attitude of SS1 and SS2 students towards Economics in public secondary schools shows a grand mean of 1.88 for SS1 students and 1.91 for SS2 students. The grand mean of 1.88 and 1.91 are both below the criterion mean of 2.50 indicating a rejection of all items presented. The analysis of data in the above therefore implies that there is positive attitude of SS1 and SS2 students towards Economics in public secondary schools in Oredo Local Government Area of Edo State.

Research Question 4: What are the factors influencing the attitude of students towards Economics in public secondary schools in Oredo Local Government Area of Edo State?

Table 4: Mean analysis on the factors influencing the attitude of students towards Economics in public secondary schools

S/N	Items	N	X	\bar{x}	DECISION
1.	The method employed by my teacher in teaching Economics often influence my attitude towards Economics as a subject	200	755	3.78	Accepted
2.	The mastery of the subject matter of Economics often influence my attitude towards Economics as a subject	200	740	3.70	Accepted
3.	I often place more value on my attitude towards Economics when I am learning it in a conducive environment	200	777	3.89	Accepted
4.	Availability of resources for the teaching of Economics often influence my attitude towards Economics as a subject	200	764	3.82	Accepted
		Grand Mean			Accepted
		= 3.80			

Data presented in Table 4 revealed the responses of all the respondents at mean score of 3.78, 3.70, 3.89 and 3.82 respective. The grand mean of 3.80 is above the criterion mean of 2.50 which therefore implies that teaching methods, mastery of subject matter, conducive learning environment and availability of resources all constitute factors influencing the attitude of students towards Economics in public secondary schools in Oredo Local Government Area of Edo State.

Discussion of Findings

The study revealed that there is positive attitude of students towards the study of Economics in public secondary schools in Oredo Local Government Area of Edo State. This findings is in line with Iweala (2018) who found out that there is positive students' perception towards the study of Economics. Also supporting the findings, Ichipi (2019) found out that there is positive attitude of students towards the study of Economics in secondary schools. This is however in contrast with Adeyeye (2018) who found out that there is an appalling and negative attitude of students towards the study of Economics as a subject.

The study also revealed that there is positive attitude of both male and female students towards Economics in public secondary schools in Oredo Local Government Area of Edo State. In support of the findings, Okpe (2017) in his study found out that there is positive attitude of both male and female students towards Economics in secondary schools. Also supporting the findings, Odia (2019) found out that there is positive perception of both male and female students towards the subject matter of Economics.

The study indicated that there is positive attitude of SS1 and SS2 students towards Economics in public secondary schools in Oredo Local Government Area of Edo State. This findings is in consonance with Effiong (2019) who found out that there is positive attitude of students towards Economics regardless of classes. Also

supporting the findings, Isiaka (2020) found out that there is positive attitude of students towards the study of Economics across various classes in secondary schools in Nigeria. The findings is also in line with Asuquo (2020) who found out that there is positive attitude of students both in junior and senior classes on the study of Economics in secondary schools in Nigeria.

The study further revealed that teaching methods, mastery of subject matter, conducive learning environment and availability of resources all constitute factors influencing the attitude of students towards Economics in public secondary schools in Oredo Local Government Area of Edo State. Corroborating the findings, Ibrahim (2019) found out that there is a significant impact of teachers' subject mastery on students' attitude towards the study of Economics. Also supporting the findings, Kazeem (2020) found out that there was a significant relationship between teaching method and students' attitude towards Economics. The findings is also in line with Okeke (2018) who found out that resource availability goes a long way towards influencing students' attitude towards the study of Economics.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

This study dealt on the assessment of the attitude of secondary school students towards Economics in public secondary schools in Oredo Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. The population for the study comprised of the seven hundred and ninety eight (798) SS1 and SS2 students in the 15 public senior secondary schools in Oredo Local Government Area of Edo State. The sample size for the study was made up of 200 students randomly selected from SS1 and SS2 constituting 25% of the population. With the aid of the stratified random sampling technique, 40 students each were randomly selected from five secondary schools thus making it a total sample size of 200 respondents. The sample size was made up of 100 students from SS1 and 100 students from SS2. The descriptive survey research design was adopted for the study. An analysis of data was done using mean score. Criterion mean score of 2.50 was used as selection criterion.

Findings of the research

Findings from the study include:

- That there is positive attitude of students towards the study of Economics in public secondary schools in Oredo Local Government Area of Edo State.
- That there is positive attitude of both male and female students towards Economics in public secondary schools in Oredo Local Government Area of Edo State.
- That there is positive attitude of SS1 and SS2 students towards Economics in public secondary schools in Oredo Local Government Area of Edo State.
- That teaching methods, mastery of subject matter, conducive learning environment and availability of resources all constitute factors influencing the attitude of students towards Economics in public secondary schools in Oredo Local Government Area of Edo State.

Conclusion

The study dealt on the assessment of the attitude of secondary school students towards Economics in public secondary schools in Oredo Local Government Area of Edo State. Based on the findings of the study, the researcher concluded that there is positive attitude of both male and female students towards Economics in public secondary schools in Oredo Local Government Area of Edo State. It was also concluded that teaching methods, mastery of subject matter, conducive learning environment and availability of resources all constitute factors influencing the

attitude of students towards Economics in public secondary schools in Oredo Local Government Area of Edo State.

Recommendations

Based on the findings and conclusion drawn, the following recommendations were proffered:

1. Since there is positive attitude of students towards the study of Economics, government should continue to ensure that the subject matter of Economics remain a top priority in order to sustain the interest of students.
2. Ministry of Education should organize orientation programmes on the core importance of Economics as a subject in secondary schools. This will help increase students' attachment of importance to Economics.
3. Government should ensure adequate provision of instructional materials for the teaching of Economics. This will help make Economics class lessons more interesting and Enjoyable for students.
4. Principals and teachers in secondary schools should regularly ensure that Economics as a subject is practically taught in schools. This will help students not only see the subject as important but will help them see the practical usefulness of the subject to their everyday lives.

Suggestions for Further Studies

The researcher focused on the assessment of the attitude of secondary school students towards Economics only in public secondary schools in Oredo Local Government Area of Edo State. Similar research can be carried out in other local government areas of the state for a better generalization of the study.

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DEPARTMENT OF EDUCATIONAL MANAGEMENT

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

**ATTITUDE OF SECONDARY SCHOOL STUDENTS TOWARDS
ECONOMICS QUESTIONNAIRE (ASSSTEQ)**

(To be completed by students)

Section A: Demographic Data

Sex: Male () Female ()

Class: SS1 () SS2 ()

Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	Attitude Of Students Towards The Study Of Economics				
1.	I do not like studying Economics				
2.	Economics lessons are often boring				
3.	Learning Economics as a subject is a waste of time for me				
4.	Learning Economics will not help me secure a job in the future				
5.	I have no interest to further my knowledge in Economics				
6.	I have negative attitude towards the study of Economics				
7.	I only study Economics to complement other core subjects I am doing				
8.	I rarely do my Economics home assignment				
9.	I do not care if I pass or fail Economics as a subject				

10.	I see no value in studying Economics				
11.	Economics is not a very important subject to me				
12.	I do not often enjoy all the Economics lessons				
13.	I see no need to actively participate in all Economics lessons				
14.	I do not think Economics as a subject should be made compulsory				
15.	Economics is not very useful in my everyday life				
	Factors Influencing The Attitude Of Students Towards Economics	SA	A	D	SD
16.	The method employed by my teacher in teaching Economics often influence my attitude towards Economics as a subject				
17.	The mastery of the subject matter of Economics often influence my attitude towards Economics as a subject				
18.	I often place more value on my attitude towards Economics when I am learning it in a conducive environment				
19.	Availability of resources for the teaching of Economics often influence my attitude towards Economics as a subject				