

**SOME FACTORS AFFECTING ACADEMIC PERFORMANCE OF
SENIOR SECONDARY SCHOOL STUDENTS IN ECONOMICS**

BY

EFOSA NOSA FRANK

MAT. NO: EDU1005391

DEPARTMENT OF EDUCATIONAL STUDIES AND

MANAGEMENT

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN – CITY

DECEMBER, 2014

**SOME FACTORS AFFECTING ACADEMIC PERFORMANCE OF
SENIOR SECONDARY SCHOOL STUDENTS IN ECONOMICS**

BY

EFOSA NOSA FRANK

MAT. NO: EDU1005391

**A RESEARCH PROJECT SUBMITTED TO THE
DEPARTMENT OF EDUCATIONAL STUDIES AND
MANAGEMENT**

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY, EDO STATE, NIGERIA

**IN PARTIAL FULFILLMENT FOR THE AWARD OF B.Sc (ED)
IN EDUCATION/ECONOMICS AND STATISTICS**

DECEMBER 2014

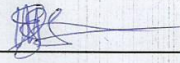
CERTIFICATION

that this work was carried out by **Efosa Nosa Frank** in the
Department of Educational Studies and Management, Faculty of Education,
University of Benin, Benin City, Edo State in partial fulfillment for the
B.Sc Degree in Education/Economics and Statistics.



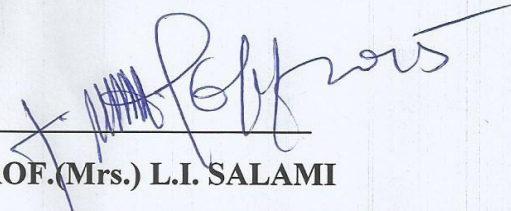
PROF. NOLA ADEYEMI
Project Supervisor

05/01/15



Dr M.E. IJEOMA
Project Co-coordinator

DATE 5/1/15



PROF. (Mrs.) L.I. SALAMI
DEAN, FACULTY OF EDUCATION

DATE _____

DEDICATION

This work is dedicated to God Almighty, to my lovely mother MRS. JOSPHINE IGBINIGIE and my sister MISS FAVOUR IGBINIGIE.

ACKNOWLEDGEMENTS

I wish to express my profound gratitude to those who have in one way or the other contributed to the success of this project. My initial acknowledgement and appreciation is to almighty God who has inspired, guided and directed me at the inception of this project to the end. Thanks to him for He has been the solid rock on which I stand.

I acknowledge my project supervisor, Prof (MR) Kola Adeyemi, and I gratefully acknowledge Dr (Mrs.) Famous Izedanmi B.O for her devoted effort to read through the manuscripts, encouragement to press forward and for making this work a success, even in the midst of her busy schedule. It was an honour working with her.

I am also grateful to my dear mother Mrs Josephine Igbinigie and my lovely sister for their love, support and encouragement towards the success of my education. I must also appreciate my friends, Ehis Jerry, Omoh Osikhena

Placidus, lucky Osimowo, Mercy Igbedion and Sunday Idehen. My last appreciation goes to Lord Blowdemort for making me think outside the box even if they were sometimes wrong.

TABLE OF CONTENTS

Title Page - - - - - i
 Certification - - - - - ii
 Dedication - - - - - iii
 Acknowledgement - - - - - iv
 Table of Content - - - - - v
 List of Tables - - - - - vi
 Abstract - - - - - vii

CHAPTER ONE: INTRODUCTION

Background to the Study - - - - - 1
 Statement of the Problem - - - - - 5
 Research Questions - - - - - 6
 Purpose of Study - - - - - 7
 Scope and Delimitation of Study - - - - - 8
 Significance of the Study - - - - - 8
 Operational Definition of Terms - - - - - 8

CHAPTER TWO: LITERATURE REVIEW

Introduction - - - - - 11

What is Economics? - - - - -	11
Students' Academic Performance in Economics - - -	15
Teachers instructional Materials - - - - -	16
Professionally Qualified Teachers - - - - -	19
Non Professionally Qualified Teachers - - - - -	20
Learning Materials - - - - -	21
Students Study Habit - - - - -	22
Students Teaching/Learning environment - - - - -	22
CHAPTER THREE: METHODOLOGY	
Introduction - - - - -	25
Research Design - - - - -	25
Population of the Study - - - - -	25
Sample and sampling procedures - - - - -	26
Research Instrument - - - - -	26
Validity of Instrument - - - - -	26
Reliability of the Research Instrument - - - - -	27
Method of Data Collection - - - - -	27
Method of Data Analysis - - - - -	27
CHAPTER FOUR: ANALYSIS OF DATA AND DISCUSSION OF FINDINGS	
Introduction - - - - -	28
Research Question 1 - - - - -	28
Research Question 2 - - - - -	31

Research Question 3	-	-	-	-	-	-	-	-	31
Research Question 4	-	-	-	-	-	-	-	-	32
Research Question 5	-	-	-	-	-	-	-	-	33
Research Question 6	-	-	--	-	-	-	-	-	33
Research Question 7	-	-	-	--	-	-	-	-	34
Discussion of Findings	-	-	-	-	-	-	-	-	36
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS									
Summary	-	-	-	-	-	-	-	--	40
Conclusion	-	-	-	-	-	-	-	-	44
Recommendations	-	-	-	-	-	-	-	-	44
References	-	-	-	-	-	-	-	-	48
Appendix	-	-	-	-	-	-	-	-	50

LIST OF TABLES

1. Students' academic performance in the WASSCE from 2009 – 2012.
2. Environment of teaching/learning and academic performance.
3. Mathematical aspects and academic performance.
4. Instructional materials and academic performance.
5. Learning materials and academic performance.
6. Professionally unqualified teachers teaching economics.
7. Students studying habit and academic performance

ABSTRACT

This project work was carried out to identify some factors that affects the academic performance of senior secondary school students in Economics in Oredo Local Government Area of Edo State. Seven research questions were raised to achieve the purpose of this study.

In carrying out this study, a descriptive survey research design was employed, while a sample size of 60 students and 30 teachers in the selected secondary schools which was five out of the twelve schools. The data were analyzed with simple percentage.

The study further revealed other factors which militate against students' academic performance in Economics. These includes: non-availability of instructional/learning materials, rather short time allocated to the period, teaching/learning environment, fear of mathematics, students study habit and others. The necessary steps to be taken to ensure that students' academic performance in Economics improve, were recommended. These include the use of instructional materials by teachers, distribution of economics textbooks to school libraries, more time to be allocated to

economics, workshops and seminars be arranged for all economics teachers in the state.

CHAPTER ONE

INTRODUCTION

Background to the study

Economics as an academic discipline plays a major role in the society. Its importance and immense contributions to the society cannot be over emphasized. It deals with the daily activities of man and the society he lives in. According to Ojuh (2003) man in order to make use of most of the scarce resources available to him, finds himself involved in economic activities without often being conscious of it. Furthermore Anyanwnocha (1998) asserted that economics helps to develop the power of critical thinking and thereby makes individuals unwilling to accept all statements without clarification and thorough scrutiny. In spite of its importance to man and society, there seems to be a general poor performance in economics as a subject in senior secondary schools. This has become a major public concern in recent times in Nigeria.

Economics is a social science subject and one of the most sought after subject in West African Senior Secondary School Certificate Examination (WASSSCE) in Nigeria. A sound knowledge of the subject will develop

both the man and society. The Federal Republic of Nigeria (1981) recognized this fact and then proceeded to streamline it in the curriculum of the Nigeria educational system. The objectives of studying economics are as follows.

to equip the students with the basic economic tools necessary for healthy living and higher education.

to prepare student to be effective in management of scarce resources.

inculcating respect for the dignity of labour, appreciation for economic culture and social values of the society in the students.

to enable students acquire knowledge for the practical solution to the economic problems of the society.

These objectives highlighted above show the importance of the subject, in the modern society. Economics has implications for both the individual and the country's economic sector. It teaches welfare and makes the individual better place to make sensible economic decisions. The study of economics as a subject is not new. It is an instrument for development in developing countries. Very few researchers seem to have

conducted researches on factors affecting academic performance of senior secondary school students in economics and despite the cry by stakeholders of the poor performance of students in internal and external examinations.

The main purpose of education is to enable students acquire knowledge, skills and values to make them useful to both themselves and the society in which they live in. These aims of education may not be to some extent attained without addressing factors which probably affects academic performance of senior secondary school students in economics as a subject. The teaching of economics is bedeviled with problems. Some of the problems observed are in the area of teachers; lack of instructional materials, no opportunities for in-service training, and inappropriate use of the best teaching methods, incompetence in teaching the mathematical parts of economics, teaching/learning environment and students study habit. As pointed out by Amariève (2001) economics should be taught in the context of real life events that happen around students. This can increase the number of passes of students in the subject.

As have already been pointed out in recent years students' performance in economics in senior secondary schools has been poor; the quality of students learning can be judged from their achievement level in the senior secondary school results. For example in years 1990, 2000 and 2010 West African Senior School Certificate (WASSCE) results in economics revealed that out of the 151,290, 765,673 and 967,253 respectively that enrolled for Economics in the WASSCE only 28%, 19.6% and 18.9% respectively passed at distinction/credit levels.

These results show how poorly the students performed in economics in 1990, 2000 and 2010. The percentage of students with A and C grades decreased from 28% (1990) to 19.6% (2000) to 18.9% (2010). Although, there is an increase in the number of students that are offering the subject, achievement in Economics has not been as good as it has been before the introduction of a new Economics syllabus. The situation seems not to have had much improvement. The blame is perceived to be on teachers, who are accused of incompetence and negligence of duties, inadequate provision of a conducive teaching/learning environment, inadequate provision of learning materials for students by their parents and students learning habit. Despite

the poor performance, some student also performed extra ordinarily good, but the percentage of them is low. It's against this background that the researcher sought to undertake this study which seeks to investigate the factors affecting academic performance of senior secondary school students in economics in Edo state.

Statement of the Problem

The teaching of economics has suffered serious setbacks (i.e. poor performance, lack of interest by students, lack of adequate instructional materials etc.) in our schools because of the way the subject seems to be taught. These setbacks have not helped to achieve the objectives of studying economics as a subject. Despite its popularity with students, the students' performance do not seem to reflect this. This has become worrisome for stakeholders and led to questioning what is actually wrong with the academic performance of students in economics?

This statement has created a gap in knowledge to really find out the actual causes of poor performance in economics, towards this end, seven (7) research questions were raised and answered.

Research Questions

1. What is the student's academic performance in economics in the WASSCE from 2009-2012?
2. Does the environment of teaching and learning affect students' academic performance in economics?
3. Is incompetence in teaching the mathematical aspects of economics the reason for student's poor performance in economics in WASSCE?
4. Is the lack of adequate instructional materials the reason for student's poor performance in economics in WASSCE?
5. Is the lack of adequate learning materials the reason for student's poor performance in economics in WASSCE?
6. Are there professionally unqualified teachers teaching economics in Senior Secondary Schools?
7. Does study habit has any effect on students' academic performance in Economics in WASSCE?

Purpose of Study

This broad objective of the study is to investigate some of the factors affecting academic performance of senior secondary school students in economics. It specifically seeks to:

- Determine the students' academic performance in economics in the WASSCE from 2009-2012.
- Determine if the environment in which teaching/learning take place affects students' academic performance in economics in senior secondary schools.
- Ascertain if the incompetence in teaching the mathematical aspects of Economics the reason for students poor performance in economics in WASSCE between 2009 and 2012.
- Determine if the lack of instructional materials affects students' academic performance in economics in senior secondary schools.

- Determine if the lack of learning materials affects students' academic performance in economics in senior secondary schools.
- Ascertain if there are professional unqualified teachers teaching Economics in Senior Secondary Schools.
- Determine if students study habit has any effect on students' academic performance in Economics in WASSCE.

Scope and Delimitation of the Study

The study is designed to critically investigate some factors affecting the academic performance of students in senior secondary school economics. The study is delimited to public senior secondary schools in Oredo Local Government Area of Edo State. The study is also delimited to only students who sat for economics WASSCE for the time period of 2009 – 2012 in these public secondary schools.

Significance of the Study

This study is aimed at investigating the factors that are affecting students' academic performance in senior secondary school economics. The information from this study will be useful to teachers, as it helps them

become acquainted with the possible ways of enhancing the identified factors and it will also serve as a base for organizing seminars for updating teacher's knowledge in the art of teaching economics.

Economic curriculum planners will be informed through this study on how to go about in the selecting and providing the instructional strategies for teaching economics, which will be included in the national curriculum to serve as a guide for teachers.

It will provide good information for the educationist and students. It will help educational administrator in the area of staff recruitment by employing qualified and well trained teachers in view of the high technical nature of the job and the students to know how to pass with high grades in economics in WASSCE. Lastly the study will provide additional literature to researcher who may like to carry out research in related topics.

Operational Definition of Terms

Academic performance: is the performance of students in the WASSCE with different grades

Instruction materials: these are materials that aid in the teaching of economics e.g. chalkboard, chalk, charts etc.

Learning materials: materials that aids the learning of economics e.g. book, biro, textbook etc.

In- service training: this is a training given to teachers by their employer. It helps keep up to date with current economic trend e.g. seminars, workshops etc.

Mathematical aspects of economics: these are the parts of the economics subject that has to do with calculations, analyzing and statistics.

Public senior secondary schools: these are state owned schools. They are free to every member of the public.

Professionally qualified teachers: these are teachers with teacher training or has educational background e.g. those with NCE, B.ED, BA/B.Sc (ED), BA/B.Sc, plus Post Graduate Diploma in Education (PGDE) etc.

Professionally unqualified teachers: these are teacher without the necessary teacher training or does not have an educational background
e.g. HND, OND etc.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter deals with the review of works formally in this field and other related literature on the topic being investigated. This review provides the framework on which the research will be built. The review of the literature is presented under the following sub- heading.

1. What is economics?
2. Students' academic performance in economics
3. Teachers instructional materials
4. Professionally Qualified teachers
5. Non Professionally qualified teachers
6. Students Learning materials
7. Students Study habit
8. Students Teaching/Learning environment.

What is Economics?

It's pertinent to state here that since economics became a separate field of study, there has been various definition from various economist.

However the various definition appear to point to the same subject matter. Alfred Marshall (1890) defined economics as the study of mankind in the everyday business of life. For some economist like Adam Smith and Mill (1747) economics is primarily concern with the production and distribution of wealth. The most popularly used definition of economics is that by Lionel Robinson (1932). He defined economics as the study of human behavior in relationship between ends and scarce means which have alternative uses. This definition shows the four fundamental characteristics of human existence, and they are:

1. The ends of human wants are unlimited.
2. Those ends varies in importance.
3. The means available for achieving those ends (human, time, energy and material resources) are limited.
4. This means can be used in different ways.

Economics as s subject has long been introduced into the secondary school system or curriculum even before the 1969 curriculum conference that led to the Nation Policy on Education (NPE 1981). Correct to say that in

time when National economic policies have challenges of implementation, economist are often called upon to help out the nation out of dormancy or inactivity. In the case of individuals, one realizes that economics deals with the action of people and that everyone is part of the economy from the time we are born, we become consumers of various economic goods and services (medical services, baby food etc.). We grow to diversify to attain various roles as producers, traders, mediators and agents. Economics is something that even the ignorant individuals participates in. the ability of man to satisfy all his numerous wants with limited resources makes economics an importance discipline, in the society.

Furthermore

- The study of economics helps us understand how best to use our limited or scarce resources to satisfy unlimited wants without waste.
- Equips the individual with time tools of economic analysis that enables the individual to understand current issues and problems confronting society.

- It helps the individual to contribute his quota towards increasing the wellbeing the society, national income, societal development and per capital. The individual could point out the consequences of pursuing a particular policy and give possible solutions to correct economic problems
- The study of the subject develops the power of critical thinking. It makes the individual, firms and government unwilling to accept ideas without thorough scrutiny.
- The subject makes the Individual a practical man. It enables the man adopt practical approaches to economic problems and provide solutions to these economic problems.

Since the importance of economics cannot be over emphasized in our nation and the world at large, there is need to raise the standard of academic performance of students offering economics as a subject in senior secondary schools.

Alkinson (1985) stated in his report of the growth committee on the teaching of economics in schools, listed some qualities a student of economics should be encouraged to develop. There include:

- Capacity to understand only the neutral interrelationship and interdependence of the various elements in an economic system and to take account of them in handling economics problems.
- Capacity to apply to an economic problem.
- The mode of economic problems that are more appropriate to it.
- Capacity to follow and sustain an economic argument and to make logical inference.

From the above it becomes pertinent to investigate some factors affecting academic performance of senior secondary school students in economics as subject.

Students' Academic Performance in Economics

Is the outcome of education. The extent to which a **student**, has achieved their educational goals in economics. According to WAEC Research Division, Lagos the WASSCE results of students in Economics

examination for the year 1996, 1999, 2002 and 2005. The results shows total entry to be 244595, 489880, 589279 and 849084 respectively, the number of students who scored credit and above are 81846, 134301, 81897 and 272269 respectively. The percentage shows 31.1%, 27.9%, 14.0% and 32.4% and this considered as poor because of the status the subject holds in the society. Student's performance in economics can be gotten through the use of test, examination and other form of testing.

Teachers Instructional Material

Economics as a subject looks abstract and the use of teaching aids brings the subject alive and make it look concrete, thereby facilitating easy concentration on the part of the students in such a way as to give a clear picture which they intend. Without instructional materials, the teaching and learning of economics will not be effective. That is why many authorities has expressed concerns on the shortage of instructional materials in various levels of Nigerian educational system. The instructional materials for teaching different topics in economics as stated in the National curriculum for senior secondary schools (1985) includes :chalk, chalkboard, graphs, papers, charts, map of Nigeria, census data, map showing population and

economic activities, local farms, real things, newspaper, models, mock-ups, budget statement , cheque books, pass-books, publications, statistics table, Nigerian plan documents and others. It's correct to say that the successful teaching of economics depends largely on the availability of these stated instructional materials. Instructional materials are important teaching economics because human beings learn through their senses. This confirms the old saying that seeing is believing. Aroloye (1995) puts a Chinese proverb:

If I hear, I forget

If I see, I remember,

But if I do, I know.

Some of the importance of instructional materials

- They make learning easy and more enjoyable.
- It enables the teacher to evoke and sustain the interest of the learner.
- They complement and supplement the teachers teaching
- They make learning occur faster.

- They save time
- They promote students participation in the learning process.
- They encourage clear thinking and understanding
- They make the teachers teaching more meaningful, interesting and successful.
- They make learning more permanent.

In spite the importance of instructional materials in the teaching and learning process, there is still some constraints against their effective use in the classroom. They are:

- Lack of power supply to power instructional materials that require electricity.
- Wrong use of instructional materials.
- Lack of qualified teachers.

In view of the above, in studying topics like : types of money or financing of business, its necessary for students to see various denominations of our currency as well as live cheques, share certificate and debentures to buttress what they are studying. But since teachers teaches

without them, this makes the subject look clumsy and difficult for students to understand the abstract topics. This makes students lose interest on the subject. Interest is one of the greatest motivating factors in learning. According to Oniyana and Aside (1998) the interest of an individual towards learning task affects the rate of learning.

Professional Qualified Teacher

These are teachers with teacher training or has educational background e.g. those with NCE, B ed, CBA/BSc (ed), BA/BSc, Post Graduate Diploma in Education (PGDE) etc. Teachers produce their own kind. The efficiency of any teacher at any level of education depends much on his educational background and professional training ability. Those who understand the importance of teaching economics and have the necessary professional qualifications are likely to teach it better than those who did not have it. An economics teacher who possess a thorough knowledge of the subject, can thoroughly plan and choose an effective and appropriate approach for his students. Its therefore very important that every economics teacher to possess a good professional training in order to alleviated the problems of teaching the subject.

Non Professional Qualified Teachers

These are teachers without the necessary teacher training or does not have an educational background e.g. HND, OND etc. It's said that poor teachers produce their own kind. In this regard, poorly trained teachers (economics teachers in particular) will likely produce poorly trained students. One major problem of the teaching of economics in Nigeria and which has made it difficult, if not impossible to establish an association of Nigerian secondary school teachers of economics, raise the status of secondary school teachers of economics and the status of economics as a secondary school subject, is the nature of the bulk of those who teach economics in Nigerian secondary schools. A survey of some secondary schools, in Nigeria that teach Economics has shown that only 27% of the economics teachers in the sample schools had a degree in education and majored in economics or had a degree in economics. The other 73% of the teachers of economics in the sample schools were either graduates of arts or some social science subjects, other than economics, and offered economics only as a subsidiary subject or non-graduate teachers who offered economics as one of their teaching subjects in other words, the bulk of those who teach economics in Nigerian

secondary schools are people who cannot be called economists or qualified economic teachers. They are, therefore, not committed to the promotion of the cause of economics as a discipline or as a secondary school

Subject. They seem to have no stake in the prospect of economics as a secondary school subject. Economics teachers without the proper professional training will not be able to determine the efficient and appropriate teaching method to use. According to Emesiri (1998), the improper use of teaching methods has contributed to the stumbling blocks to effective teaching and learning of economics.

Learning materials

These are materials that aids learning e.g. book, biro, recommended economics textbook etc. A study by Abdullahi (2013) shows that the student/textbook ratio which was at 1:3 were found to have a negative effect on performance of students in Economics. These materials helps the learner to be able to write notes and for preference purposes.

Student Study Habit

This has been referred to as a particular pattern an individual develop for studying. Student's habits differ from one individual to another. Students study habit is an important factor in students' academic performance. Many students pay little or no attention to their studies and may also not be regular at school. As a matter of fact, students abandon their classroom to engage in non-profitable tasks like stealing, gossiping, bullying other students, visiting video clubs and engaging in unwholesome group behavior. Adesemowo (2000) noted in her study that a major cause of under achievement at school is poor study habit, even a brilliant student can underachieve if he has a faulty study habit.

Students Teaching/Learning Environment

For an environment to facilitate learning it should:

- Encourage the learners.
- Provide the basic materials for learning
- Make learning environment conducive and stimulating

Stan (2008) attributed the academic performance of students in economics to related causes:

- Over- crowded classroom
- Broken furniture
- No go ventilation
- Location of schools etc.

In view of the above some of our secondary schools are experiencing astronomical increase in population to some extent that some classes use 3 to 5 registers for a class having up to 200 students. In such situation teachers-student ratio is 1:200. The recommended 1:50 has gone to oblivion. An over-crowded classroom will create difficulties for the teachers thereby leading to ineffectiveness in the teaching and learning process. In some schools there are not enough furniture for students to use, thereby leading to students sitting on the windows, standing while lesson is going on. All these will make the students get tired easily and lose concentration on the topic being taught. Also the location of schools affect the academic performance of students in many subject, including economics e.g. locating of schools near market places or factories will create disciplinary problems because of the loud noise from these institutions.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter discusses the research design, the population of the study, sample and sampling procedures, the instrument for data collection, validation and reliability of instruments, method of data collection and method of analysis.

Research Design

The study adopted a descriptive survey research design, because the data collected were carefully described.

Population of the Study

The population of this study consists of all the economic students who sat for economics WASSCE for the time period of 2009 – 2012 and teachers in all twelve public senior secondary schools in Oredo local government area of Edo state from 2009 – 2012.

Sample and Sampling Procedures

Purposive sampling method is adopted in this study. In particular five government owned and controlled schools in Oredo Local government were deliberately chosen as a sample.

Research Instrument

Questionnaire was used for data collection in this study. The questionnaire was titled Factors Affecting Academic Performance of Students in Economics (FAAPSE). The instrument of data collection is made up of two sections. Section A consists of personal data. Section B comprises of items with response of ‘yes’ or ‘no’ from the nine areas specified in the research questions.

Validity of the Instrument

The instrument was assessed by experts in educational research and economics. The project supervisor and two experts in economics in the University of Benin helped to determine the face validity of the questionnaire instrument.

Reliability of the Research Instrument

The instrument for reliability test was through Test – Retest reliability method. To this end, the instrument was pilot test twice on a sample of 30 respondents drawn from the target population within an interval of 2 weeks. The responses obtained were collected and correlated using Pearson moment correlation Statistical formular, a reliability coefficient of 0.65 was obtained. The respondents used for the pilot study were however excluded from the main study.

Method of Data Collection

The researcher visited the selected secondary schools in Oredo Local Government area of Edo state and personally administered the questionnaire. The questionnaire were collected on the spot. This ensured 100% return and response rate.

Method of Data Analysis

The data were analyzed using simple percentage..

CHAPTER FOUR

ANALYSIS OF DATA AND DISCUSSION OF FINDINGS

Introduction

This chapter presents the analysis of data and discussion of findings from the responses collated from teachers and students of economics of the selected secondary schools in Edo state.

Summary of the respondents are shown below.

Research Question one.

What is the student's academic performance in economics in the WASSCE from 2009-2012?

Table 1: students academic performance in economics in the WASSCE from 2009-2012.

Year	Total entry	Actual number	Credit and above(1-6)	Pass(7-8)	Fail(9)
2009	744810	732532	208772 (28.5%)	229282 (31.3%)	294478 (40.2%)
2010	849084	840325	272265 (32.4%)	211762 (25.2%)	356298 (42.4%)
2011	967095	966092	282275 (33.4%)	212662 (25.3%)	357297 (42.3%)
2012	996025	988094	283476 (34.3%)	221563 (25.5%)	386288 (43.2%)

Source: WAEC Research Division, Lagos

Research Question two

Does the environment of teaching and learning affect students' academic performance in economics?

Table 2: Environment of teaching/learning and academic performance.

S/N	STATEMENTS	YES		NO	
		No.	%	No.	%
A.	The location and structures of the school affect students academic performance in Economics in senior secondary school.	70	83%	20	17%
B.	The ratio of the students to a teacher in classroom really affects the students academic performance in Economics in senior secondary.	68	80%	22	20%
C.	Ratio of students to a teacher encourages the use of instructional material in senior secondary schools.	55	62%	35	38%
D.	Is the environment conducive for teaching and learning of Economics in senior secondary schools?	63	78%	27	22%

According to the responses to research question 2 as shown in table 5, 83% of respondents are agreed that the location and structures of the school affects students academic performance in Economics in senior secondary

school. 80% are also on the statement (B) that the ratio of students to a teacher in classroom militates against their performance in Economics in senior secondary schools. Furthermore the table shows that 62% of respondents gave their responses in support of the statement (C) that the ratio of students to teacher in classroom affects the teachers capacity to use instructional materials effectively which will indirectly affect students academic performance in Economics. Likewise 78% of respondents are agreed that conducive environment in which teaching and learning takes place affects students academic performance in Economics in senior secondary schools.

Research Question three

Is incompetence in teaching the mathematical aspects of economics the reason for student's poor performance in economics in WASSCE?

Table 3: mathematical aspects and academic performance

S/N	Item	Yes	No	Yes%	No%
A	is incompetence in teaching the mathematical aspects of Economics the reason for students poor performance in economics	41	49	49%	51%
B	Fear of mathematics in economics affects students' academic performance in Economics in senior secondary schools	62	70%	28	30%

Research Question four

Is the lack of adequate instructional materials the reason for student's poor performance in economics in WASSCE?

Table 4: instructional materials and academic performance.

S/N	Item	Yes	NO	Yes%	No%
A	Non-availability of instructional materials affects students learning of economics.	74	16	75%	25%

Research Question five

Is the lack of adequate learning materials the reason for student's poor performance in economics in WASSCE?

Table 5: learning materials and academic performance

S/N	Item	Yes	NO	Yes%	No%
A	Non-availability of learning materials affects students learning of economics.	72	18	72%	28%
	Lack of recommended economics textbooks influences students academic performance	70	20	70%	30%

Research Question six

Are there professionally unqualified teachers teaching economics in Senior Secondary Schools?

Table 6: professionally unqualified teachers teaching economics.

S/N	Item	Yes	No	Yes%	No%
	Lack of quality of teachers in economics has an adverse effect on the poor academic performance of students	80	10	85%	15%
	Seminars, workshop, in-service course are not organized for teachers	81	9	87%	13%
	Most teachers do not have adequate knowledge of their subject matter.	31	59	39%	61%

Source: European Journal of Social Sciences – Volume 13, Number 2 (2010)

Research Question seven

Does study habit has any effect on students' academic performance in Economics in WASSCE?

Table 7; Students studying Habit and Academic Performance

S/N	STATEMENTS	YES		NO	
		No.	%	No.	%
A.	Interest plays a vital role in the understanding of Economics in senior secondary school	77	83%	13	17%
B.	Students regularly visit the library to sort for information in various Economics textbooks really influences their academic performance in Economics in secondary schools	36	43%	54	57%
C.	The students attitude towards doing their assignment as at when due affects their academic performance in Economics in senior secondary schools	51	62%	39	38%

According to the responses to research question 7 as shown above, 83% of the total respondents are agreed on statement (A). it is followed by other related factor finding in which 43% are agreed that students visit library regularly consult useful economic textbooks affect their academic performance in Economics in senior secondary schools. The large number of

people disagreed on statement (B). 62% agreed on statement (C) that students should do their assignment in due course.

Discussion of Findings

This section of the research work deals with the discussion of the findings. Research question one asked What is the student's academic performance in economics in the WASSCE from 2009-2012? The results shows that the academic performance in economics as been low over the years. This is in line with WAEC Research Division, Lagos the WASSCE results of students in Economics examination for the year 1996, 1999, 2002 and 2005 which shows how students academic performance continue to drop over the years.

Research question two asked if the environment of teaching and learning affect students' academic performance in economics? The results shows that 78% of the respondents agreed that environment in which teaching and learning take place affects students' academic performance in economics. This agrees with Stan (2008) who attributed the academic performance of students in economics to related causes like over-crowded classroom, broken furniture, no good ventilation and location of schools.

Research question three asked if incompetence in teaching the mathematical aspects of economics the reason for student's poor performance in economics in WASSCE? The results shows that 51% of the total respondents disagree while 49% agreed.

Research question four ask if the lack of adequate instructional materials the reason for student's poor performance in economics in WASSCE? The results shows that 75% agreed that lack of instructional materials is a reason for students poor performance in economics and the results agrees with the old saying that seeing is believing.

Research question five asked if the lack of adequate learning materials the reason for student's poor performance in economics in WASSCE? The results shows that 72% of respondents agreed that lack of learning material like the recommended economics textbook is a reason for poor performance in economics. This is in line with .A study by Abdullahi (2013) which shows that the student/textbook ratio which was at 1:3 were found to have a negative effect on performance of students in Economics.

Research question six asked if there are professionally unqualified teachers teaching economics in Senior Secondary Schools? The results shows that the respondents agreed that there are professionally unqualified teachers teaching economics in secondary schools and it agrees with A survey of some secondary schools, in Nigeria that teach Economics which shown that only 27% of the economics teachers in the sample schools had a degree in education and majored in economics or had a degree in economics. The other 73% of the teachers of economics in the sample schools were either graduates of arts or some social science subjects, other than economics.

Research question seven asked if study habit has any effect on students' academic performance in Economics in WASSCE? The results shows that 83% agreed that students study habit affects academic performance. This is in line with Adesemowo (2000) when she noted in her study that a major cause of under achievement at school is poor study habit, even a brilliant student can underachieve if he has a faulty study habit. The habit of the students towards their studies has been seen to play a major role in students' academic performance in Economics. The research findings

from question seven of the questionnaire shows also that student's interest plays a dominant role in influencing their performance in Economics.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

Summary.

This study was conducted to find out some of the factors affecting students' academic performance in senior secondary schools in Economics in Edo state.

The purpose of study is to investigate some of the factors affecting academic performance of senior secondary school students in economics. It specifically seeks to:

- Determine the students' academic performance in economics in the WASSCE from 2009-2012.
- Determine if the environment in which teaching/learning take place affects students' academic performance in economics in senior secondary schools.
- Ascertain if the incompetence in teaching the mathematical aspects of Economics the reason for students poor

performance in economics in WASSCE between 2009 and 2012.

- Determine if the lack of instructional materials affects students' academic performance in economics in senior secondary schools.
- Determine if the lack of learning materials affects students' academic performance in economics in senior secondary schools.
- Ascertain if there are professional unqualified teachers teaching Economics in Senior Secondary Schools.
- Determine if students study habit has any effect on students academic performance in Economics in WASSCE.

To achieve the objectives of the study, seven research question were raised as follows:

1. What is the student's academic performance in economics in the WASSCE from 2009-2012?

2. Does the environment of teaching and learning affect students' academic performance in economics?
3. Is incompetence in teaching the mathematical aspects of economics the reason for student's poor performance in economics in WASSCE?
4. Is the lack of adequate instructional materials the reason for student's poor performance in economics in WASSCE?
5. Is the lack of adequate learning materials the reason for student's poor performance in economics in WASSCE?
6. Are there professionally unqualified teachers teaching economics in Senior Secondary Schools?
7. Does study habit has any effect on students' academic performance in Economics in WASSCE?

The research design used for the study is the Descriptive survey research design. The Questionnaire was used as the research instrument. The questionnaire was titled Factors Affecting Academic Performance of Students in Economics (FAAPSE) to collect relevant data.

The sample size for the study was 90 respondents from the five selected schools. The sample comprises of 60 students and 30 teachers. Purposive sampling method was used as sampling technique and the data were analyzed using simple percentage.

From the analysis of the data collected, it was discovered that there are some factors affecting academic performance of senior secondary school students in economics. The following are the findings.

1. It was gathered that non-availability of instructional and learning materials are serious factors affecting the academic performance of students in economics.
2. It was discovered that lack of the recommended economic textbooks on the part of the learner affects academic performance in the subject.
3. It was revealed that lack of conducive classroom environment, location and structures were seen as factors affecting academic performance of students in economics.
4. The fear of mathematics in economics also affects the academic performance of students in the subject.

5. The studying habits of the students of economics nowadays is not encouraging.

Conclusion

Based on the findings the following conclusions were drawn that:

1. Lack of recommended economics textbooks affects students' academic performance in economics in senior secondary schools.
2. Non-availability of instructional and learning materials equally affects the academic performance of students in economics.
3. The teaching/learning environment influences the students' performance in economics in senior secondary schools.
4. Fear of mathematics cannot be left out as one of the factors that strongly affects students' academic performance in economics.
5. The majority of students do not develop interest for the subject.

Recommendations

Based on the findings of the study and the conclusions drawn, the researcher made the following recommendations:

1. Since the number of respondents who agreed that instructional materials should be used in teaching economics are more than those who disagreed, teachers should use instructional materials by displaying them when necessary in order to facilitate the understanding of students in economics.
2. The Federal and State Ministry of Education should make the recommended economics textbooks available at a considerable price so that all students can be able to buy them. Also teachers should make sure that the students are with their textbooks during economics lesson.
3. The highest number of respondents agreed that student's fear of mathematics militates against students' academic performance in economics. Teachers should device means by which they will make mathematics interesting to the students.
4. Government should ensure that the reforms in education are properly carried out, to see that the dilapidated structures in schools are renovated to enhance teaching and learning not only for Economics but also for other subjects.

5. Enough time should be allocated for teaching economics in senior secondary schools. This will enable the teacher to explain the subject vividly to the students and cover the scheme of work. The timetable should be planned in such a way that there is enough periods for economics, since the subject contents are very broad.
6. Government should ensure through the Federal and State Ministry of Education that seminars and workshops are organized for teachers of Economics to improve their skills and increase their knowledge.
7. Students should be oriented by the teachers of Economics to understand the importance of Economics education in their personal career and life by bringing the outside real world of economics which is about our nation's economy and how it affects our daily life into the classroom. This can be done through the use of instructional materials in the classroom by teachers.
8. In line with the above recommendation, teachers should try their best to always construct instructional materials if there non , using local materials that they can lay their hands on or dialogue with local

publishers and printers to come out with something that will capture the students attention.

9. Larger sample size be used in subsequent studies.

10. The impact of other factors such as social values, students background, parents concern for their children and so on be used in subsequent studies.

REFERENCES

- Abone (2000). Teachers management of classroom problem. *Educational Psychology*, Ibadan Heinemann Educational Books (Nig) Limited.
- Act for Youth Upstate Center of Excellence (2001), *Research Facts and Findings: Peers, Family Life Development Center*. Corneal University.
- Adekunle Akinola and Areoye Osunde (1972): *Economics for West Africa Students*. Ibadan: Progress Publishers.
- Anyanwuoch, Rapheal Agwe (2001): *Fundamentals of Economics for Senior Secondary Schools*. Onitsha: Africana-FEP Publisher Ltd.
- Atkinso, G.B.T. (2000): *Teaching Economics for Economics Association*. London: Heinemann Educational Books Limited.
- Igebuike Tewekwe and Ekwe Junior – Etchue T. (2003), *Principles and Method of Teaching*, Warri: COEWA Publisher.
- Ikejuaku Ukwurume J. and Emeka Cyntia C. (2000): Availability and utilization of instructional media for economics education in secondary schools in Enugu State and Ebonyi State: *An Unpublished Thesis, Sub-Department of Science*, University of Nigeria, Nsukka.
- Krueger A.O. (2005): *Essence of economics teaching*: New Delhi: Vikas Publishing Home.
- Lipsey Rapheal Great and Crystal Karl. A. (1999). *Principle of economics*, United States of America, London: Oxford University Press.
- Nzewi Muta et al, (2005). *The roles of instructional materials in teaching and learning process*. The educational manager. Vol.5
- Stella O.E. (1996). *Economics Methodology*, Warri: CEOWA Publisher.

Turner, Tony Agadema and Samuel Suzo (2004). *Learning to teach in the secondary schools: A companion to school experience*, 2nd Edition. London: Rutledge Kegan Paul.

Tyakosu J.A. and Onwumrie O.E. (2003). *Attitude to teachers towards the teaching of economics in secondary schools*: Ile-Ife Press.

West African Examination Council (2005): *Chief examination report on poor performance of students in economics*.

APPENDIX
QUESTIONNAIRE
DEPARTMENT OF EDUCATIONAL STUDIES AND
MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY

This questionnaire is focused on the research topic “Factors Affecting Academic Performance of Secondary Schools in Economics” (FAAPSSE)

The research work is for academic purposes, therefore respondents should feel free to express their sincere, honest and candid opinions as all information will be treated confidentially. Please do not write your name.

INSTRUCTION

Tick [] in the space provided against the most appropriate response to each of the items.

SECTION A

Name of school:

Sex: male [] female []

Status: student [] teacher []

SECTION B

Some factors affecting academic performance of secondary school students in economics.

- a. Non availability of instructional and learning materials affects students learning in economics. Yes [] No []

- b. The learning environment in your school is not conducive for the teaching and learning of economics. Yes [] No []
- c. Fear of mathematics in economics affects students' academic performance in economics. Yes [] No [].
- d. Lack of recommended textbooks on the part of the students influences academic performance of secondary school students in economics. Yes [] No []
- e. Does the environment in which teaching and learning take place affects the academic performance of senior secondary school students in economics?
Yes [] No [].
- f. Is the environment conducive for learning economics in your secondary school?
Yes [] No [].