

Students' Attitude towards Economics, School and Home Variables as Determinants of Academic Achievement of Secondary School Students in Economics in Ogun State, Nigeria

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Abstract:- This research explores the factors influencing academic achievement in Economics among secondary school students in Ogun State, Nigeria. It addresses a crucial knowledge gap by examining how student attitudes, school-related factors, and home circumstances collectively impact performance in a subject facing a decline in performance. Existing literature highlights the roles of attitudes, school environments, and home conditions in shaping academic outcomes, laying the foundation for this study.

Using a descriptive survey design, all Senior Secondary Two (SS2) students in Ogun State were included, with 300 students selected through multistage sampling. Data was collected using a Students' Questionnaire (SQ) and an Economics Achievement Test (EAT).

➤ **Key Findings Include:**

- Academic achievement in Economics is significantly influenced by student attitudes, school-related factors, and home circumstances, explaining about 24.8% of the variance in performance.
- Attitudes toward Economics are the strongest predictor of academic success, followed by home circumstances, with school-related factors playing a lesser role.
- Gender does not significantly affect Economics performance, though males slightly outperform females.
- School type does not significantly impact academic performance, though government school students perform slightly better than private school students.

In conclusion, this research provides a comprehensive understanding of the multifaceted factors affecting students' academic success in Economics. It offers actionable insights for educational stakeholders, including administrators, educators, parents, and researchers, such as optimising resources, tailoring teaching methods, and creating supportive home environments. Further research

can explore the nuances uncovered here, informing evidence-based educational practices and policies.

I. INTRODUCTION

Economics, a crucial subject within Nigeria's secondary education system, delves into behaviours associated with the production, distribution, and consumption of goods and services. It equips students to understand societal activities within the context of scarcity. Traditionally, the aim of Economics education has been to foster an understanding of individual behaviours in situations of scarcity (Adebayo, 1998).

Economics holds immense relevance for national development and collective prosperity, encompassing the choices made by individuals, businesses, and government agents to enhance living conditions (National Education Research Development Centre, 2008). In Nigeria, Economics is taught in secondary schools for three years, culminating in assessments by the West African Examination Council (WAEC) and the National Examination Council (NECO). However, the performance of students, as evidenced by WAEC and NECO results, has exhibited a decline over the years (Public Affairs Department WAEC Lagos office, 2015).

II. EMPIRICAL REVIEW

A. Branches of Economics

Economics' evolving definitions reflect the perspectives of economists throughout history. From Adam Smith's foundation in "Wealth of Nations" (1776) to Alfred Marshall's expansion (1890) and Lionel C. Robbins' definition (1932) that broadened its scope, these definitions illuminate diverse viewpoints within economics. Richard Lipsey's emphasis on resource allocation, distribution, production dynamics, and system efficiencies further enriches the definition, forming a comprehensive symphony of economic understanding.

The multifaceted realm of economics unfolds through its distinct branches, each shedding light on various dimensions

of human economic behaviour. Microeconomics and macroeconomics serve as foundational pillars, demarcating the boundaries of individual agent behaviours and overarching economic analyses, respectively. Within this dichotomy, a chorus of research resonates. Hands (2001) engages in a critical inquiry into the micro-foundations of macroeconomics, revealing the intricate interplay between individual micro-level actions and macroeconomic outcomes. This inquiry underscores the relevance of both micro and macro perspectives, affirming the significance of distinguishing between the two branches.

In a harmonious accompaniment, Camerer, Loewenstein, and Rabin's work (2011) strides into the realm of behavioural economics. This branch, which examines the human decision-making process under the influence of psychological factors, accentuates the divergence between traditional economic models' assumptions of rationality and the complexities of real-world behaviours. Their investigation resonates with the narrative of rational and behavioural economics probing into the depths of human choices.

Deepening the cadence, Sugden's exploration (2004) into the normative underpinnings of behavioural economics offers a compelling symphony. The fusion of psychology and economics to understand decision-making challenges traditional normative frameworks. This profound work unwraps the contrast between positive economics' descriptive nature and normative economics' prescriptive aspirations, echoing the nuanced layers that comprise the multidimensional nature of economics.

The branches of economics, thus orchestrated, form a symphony that harmoniously captures the intricacies of individual actions, collective dynamics, and the ever-evolving fabric of human choice.

B. Relevance of Economics

Economics extends beyond its conventional boundaries, spanning business, finance, health, government, education, law, politics, and social institutions, each revealing its unique tie to economic principles. In education, economics emerges as a vital tool, unravelling the intricacies of cost and benefit dynamics. This comprehension empowers individuals to navigate intricate choices, furnishing them with the prowess to make enlightened decisions.

Multiple research studies underscore this pivotal role of economics education. For instance, Walstad and Rebeck's study (2000) underscores how learning economics bolsters students' grasp of economic concepts across sectors like business, finance, and government. Their research underscores the role of economic analysis in steering rational decision-making, guiding individuals towards astute economic choices.

Nobel laureate Gary Becker's seminal work (2000) further underscores this notion, as he applies economic thinking to diverse realms, from health to education and law. Becker's research showcases economics' resonance in various societal aspects, unveiling insights into decision-making processes and choice outcomes.

Additionally, Lusardi and Mitchell's study (2014) shines a light on life cycle behaviour, highlighting the significance of economic knowledge in steering sound financial decisions. This research reinforces that economics education imparts essential skills for prudent choices, particularly amid intricate financial landscapes.

These collective findings weave a harmonious narrative: economics education imparts indispensable skills that extend beyond academia, shaping thoughtful decision-making across life's dimensions. This symphony of economic understanding, interwoven into diverse fields, yields a lasting impact on individuals and society as a whole.

III. EMPIRICAL FRAMEWORK

Economics, functioning as a social science, intricately explores the strategies employed by individuals, households, and organisations to navigate the constraints of scarce resources and achieve their desired goals. Within this context, Allen (2005) aptly characterises economics as an analytical exploration of decisions made within the confines of limited productive resources. This framework has spurred substantial research focused on elucidating the factors underpinning students' academic underperformance, with a specific emphasis on the interplay among attitude, school variables, and home variables.

The linkage between these influential factors has been bolstered by a series of studies. Notably, Chalupa, Hooper, and Van Horne's research (2013) meticulously examines the intricate correlation between students' attitudes and their approaches to online homework within economics courses. This study significantly underscores the impact of positive attitudes on academic performance, revealing their role in engendering heightened engagement, greater effort, and ultimately, superior academic achievements, especially pertinent in the digital educational landscape.

Subsequently, Fack and Grenet's investigation (2015) delves into broader academic performance dynamics by probing the effects of school and classroom factors. Through a thorough analysis of French secondary schools, this research confirms the pivotal role of school variables, highlighting effective teaching methods, teacher commitment, and accessible educational resources as pivotal in driving enhanced academic outcomes. Consequently, this study robustly accentuates the influence of school variables,

corroborating their substantial role in shaping students' scholastic accomplishments.

Moreover, Davis-Kean's exploration (2005) delves into the intricate interplay between socioeconomic status, parental involvement, and academic achievements at the college level. Uncovering the profound influence of home variables, including parental guidance and socioeconomic background, this research unveils the varying degrees of parental involvement among students from diverse socioeconomic strata, thus delineating their distinct academic trajectories. These findings underscore the multifaceted impact of home variables on educational outcomes, underscoring their indispensable significance.

Within this empirical framework, it becomes abundantly clear that the amalgamation of attitude, school variables, and home variables offers a comprehensive lens to comprehending students' academic performance. These interconnected dimensions shape their learning experiences and educational achievements in intricate ways. As this present research endeavours to investigate the interplay of these factors within the realm of economics education, its aim is to augment the existing scholarly corpus by illuminating how these multifarious influences manifest in the academic journey of students.

A. *Students' Attitude and Academic Performance*

Students' attitudes are intricately intertwined with their overall academic performance, as illuminated by empirical investigations. The direct correlation between students' attitudes and their academic achievements is well-documented. Positive attitudes emerge as catalysts for heightened engagement, increased effort, and superior task performance. The impact of attitude transcends the confines of individual subjects, cascading into broader realms, influencing self-concept, learning approaches, and educational outcomes (Eccles & Wigfield, 2002).

Supporting this correlation, Harackiewicz, Barron, Pintrich, Elliot, and Thrash's study (2002) delves into the pivotal role of achievement values in regulating students' academic behaviours. The research aligns seamlessly with the assertion that attitudes wield a tangible influence on academic performance. By investigating the connection between students' attitudes towards achievement tasks and their engagement and performance levels, this study underscores the significance of positive attitudes in driving enhanced academic outcomes.

Further reinforcing the nexus between attitudes and academic success, Vansteenkiste, Lens, and Deci's study (2006) navigates the landscape of adolescents' perceptions of the classroom environment and its ramifications on academic performance. The research echoes the notion that attitudes are pivotal factors in shaping academic achievements. By

revealing that students' favourable perceptions of the classroom environment contribute to heightened academic performance, this study illuminates the interplay between positive attitudes, psychological need satisfaction, and academic excellence.

Adding to this discourse, Patrick, Ryan, and Kaplan's study (2007) intricately explores the interplay of motivation, adaptation, and students' well-being, academic performance, and dropout rates. The research offers further validation of the link between attitudes and academic outcomes. It establishes that students' adaptive motivation corresponds positively with their academic achievements, reaffirming the pivotal role of positive attitudes and motivational factors in fostering academic success.

B. *Students' Attitude towards Economics*

Students' attitudes towards economics wield a considerable impact on their academic achievements. Attitudes wield the power to shape learning approaches, with the influence of peers and educators playing pivotal roles. It's noteworthy that positive attitudes align with enhanced performance, while negative ones can hinder progress. Resolving challenges related to attitudes necessitates the implementation of dynamic teaching methods and captivating learning procedures (Hidi & Harackiewicz, 2000).

Diving into empirical insights, Barbaranelli et al.'s study (2008) uncovers a link between attitudes and students' intentions to apply course ideas. This resonates with the idea that attitudes directly affect academic success, as positive attitudes towards course content are strong predictors of students' willingness to utilise their learnings. This research corroborates the notion that favourable attitudes foster engagement and consequently, improved academic performance.

Extending this discourse, Hadwin, Järvelä, and Miller (2011) explore the intricate interplay between student motivation and knowledge construction in collaborative learning environments. Their work underscores the pivotal role attitudes and motivation play in shaping the learning process. Positive attitudes emerge as accomplices to heightened motivation and more effective knowledge construction, fortifying the assertion that attitudes wield a profound influence on the outcomes of learning endeavours.

In a complementary fashion, Küçüközmen and Rothermund's study (2011) delves into the nexus between economic knowledge, attitudes, and literacy in adult learners. Their findings corroborate the notion that attitudes are closely tied to the acquisition of knowledge. The research presents a clear connection between positive attitudes towards economics and elevated levels of economic literacy. This study highlights how attitudes towards a subject shape an individual's

comprehension and engagement, ultimately influencing their journey to understanding.

C. Home Variables and Students Academic Performance

Home variables, encompassing parental influence, socioeconomic status, and family environment, wield substantial influence over academic achievement. Socioeconomic factors intricately shape access to learning resources, parental engagement, and students' motivational dynamics. The academic success of students is closely intertwined with their home environment, which can serve as a nurturing foundation or pose hindrances along their educational journey (Sirin, 2005).

Investigating this link further, Davis-Kean's research (2005) delves into the complex interplay between socioeconomic status, parental involvement, and academic achievement among college students. The study substantiates the role of home variables, highlighting how varying levels of parental involvement and socioeconomic backgrounds significantly shape students' educational path.

Aligning with this, Gonzalez-DeHass, Willems, and Holbein's study (2005) sheds light on the relationship between family socioeconomic status, parental involvement, and mathematics achievement among adolescents. The research underscores the impact of home variables on academic performance, showcasing how socioeconomic factors and parental engagement influence achievements in mathematics.

Further emphasising this link, Simpkins, Davis-Kean, and Eccles (2006) explore parental influences on motivation for learning, particularly focusing on African American students in an urban junior high school. Their research underscores the pivotal role of parental influence as a home variable in shaping students' motivation and subsequent academic performance. Echoing these insights, Robinson and Harris's study (2005) comprehensively explores parent involvement's effects on children's education, providing empirical evidence for the significant impact of home variables, such as parental engagement and family environment, on academic outcomes.

D. School Variables and Students' Academic Achievement

A diverse array of school variables, including teaching methods, teacher commitment, school facilities, and resources, collectively exert a substantial influence on students' academic achievement. Within this intricate framework, a conducive school environment, dynamic teaching strategies, and readily accessible resources emerge as factors that intricately correlate with elevated levels of academic accomplishment. These variables substantiate the claim that school environments significantly impact educational outcomes, as they contribute to heightened student engagement and improved academic results. Furthermore, the institutional dynamics within schools, along with the subtle yet powerful influence of peer

pressure, converge to significantly shape the trajectories of students' academic achievements (Rumberger, 2001).

The study conducted by Willms (2003) resonates with the assertion that school variables play a pivotal role in academic achievement. This research examines the effects of school factors on student engagement and performance, showcasing how conducive environments, effective teaching methodologies, and accessible resources foster heightened engagement and ultimately enhance academic outcomes. The insights from this study underscore the significance of institutional factors in influencing students' academic success.

Expanding upon this foundation, Glewwe, Kremer, and Moulin's comprehensive review (2013) delves into the link between school resources and educational outcomes in developing countries. This extensive exploration underscores the empirical connection between school variables and academic achievement, demonstrating how accessible resources and improved facilities are intrinsically tied to enhanced educational outcomes. This review reinforces the pivotal role of school variables, particularly resources and facilities, in shaping the trajectory of students' academic accomplishments.

Additionally, Duflo's investigation (2001) delves into the relationship between school resources and women's schooling and young adults' earnings in Cameroon. This study substantiates the claim that school variables are integral to academic achievement, as it unveils that school resources significantly contribute to heightened educational attainment and subsequently improved earnings prospects. The research highlights the multifaceted role of school variables in influencing both immediate academic outcomes and long-term economic trajectories.

Furthermore, Gurland's cross-national exploration (2010) underscores the role of school socioeconomic status in academic achievement. This investigation aligns with the claim that school variables exert a significant impact on students' academic outcomes by showcasing how school-level socioeconomic status significantly influences student achievement. Through various socio-economic contexts, this research underscores the importance of institutional dynamics in shaping students' academic accomplishments.

IV. SUMMARY OF REVIEWED LITERATURE

The literature underscores the pivotal role of attitudes, school environment, and home conditions in moulding students' performance. Yet, within this expansive landscape, a notable research gap persists – a lack of understanding regarding the combined effect of these factors on students' academic achievement in economics. The present study endeavours to bridge this gap by unravelling the intricate interplay between attitude, school variables, and home

variables in shaping students' academic performance, particularly within the realm of economics.

The literature review expounds on the multifaceted dimensions impacting students' academic achievement. Hannula (2006), Spera (2005), and Crosnoe & Johnson (2004) collectively underline the influence of attitudes, the significance of home variables, and the role of school-related factors. This study focuses on Nigeria's secondary education, revealing a decline in Economics performance (Public Affairs Department WAEC Lagos office, 2015). Evolving from Adam Smith to Robbins, modern definitions of economics broaden its scope across microeconomics, macroeconomics, and behavioral economics, forming a harmonious symphony of economic understanding. Beyond academia, economics resonates in business, finance, and various societal aspects, equipping individuals with essential decision-making skills.

Guided by Allen (2005), the empirical framework encompasses attitude, school, and home variables, their interconnected roles elucidated through Chalupa et al. (2013), Fack & Grenet (2015), and Davis-Kean (2005). Together, these studies unveil the intricate dynamics that collectively shape students' academic achievements. This review not only synthesises existing knowledge but also sets the stage for the present study's exploration into the complex interrelationships shaping students' academic journey in the context of economics.

A. Statement of the Problem

The academic performance of students in Economics examinations has shown a troubling decline, with a significant number failing to achieve the credit-level benchmarks necessary for pursuing tertiary education. This worrisome trend has sparked apprehension among educators, parents, and policymakers alike. Notably, the 2014 WAEC results revealed a mere 31.28% of students passing with credit, serving as a poignant indicator of this pervasive issue. In light of these disconcerting statistics, it becomes imperative to delve into the underlying variables that contribute to this decline. Specifically, the exploration of students' attitudes, school-related factors, the home environment, potential gender disparities, and the intricate interplay among these elements emerges as a critical endeavour to decipher the complexities surrounding this educational predicament. The present study thus seeks to address this gap in knowledge by scrutinising the multifaceted dynamics that underlie the diminishing performance of students in Economics examinations, with the aim of providing insights that can inform strategic interventions and policy decisions.

B. Research Hypotheses

➤ **Hypothesis 1:** There is no significant combined influence of students' attitudes, school variables, and home factors on academic achievement in Economics.

- **Hypothesis 2:** The relative impact of students' attitudes, school variables, and home factors on academic achievement in Economics is not significant.
- **Hypothesis 3:** Gender does not significantly impact students' performance.
- **Hypothesis 4:** School type does not significantly affect students' academic performance.

C. Significance of the Study

The significance of this study is multifaceted, extending its benefits to various stakeholders in the realm of education.

Educational administrators and authorities stand to gain valuable insights from the research findings, enabling them to make informed decisions regarding resource allocation, curriculum design, and instructional methods. By understanding the intricate interplay between students' attitudes, school variables, and home factors on academic achievement, administrators can formulate strategies that enhance the overall quality of education.

For teachers, the implications of this study are equally profound. The insights into factors influencing academic achievement will empower educators to tailor their teaching methodologies, creating a more engaging and effective learning environment. By aligning their approaches with students' needs and learning styles, teachers can foster an atmosphere conducive to elevated academic accomplishments.

Examination bodies can benefit significantly from the outcomes of this research as well. A deeper understanding of the determinants of academic achievement can lead to the development of assessments that authentically reflect students' comprehensive learning. By refining assessment methods and criteria, examination bodies can better evaluate critical thinking skills, practical application, and holistic understanding, moving beyond conventional approaches.

Parents also play a crucial role, and the study's implications hold value for them. By gaining insights into the factors affecting academic achievement, parents can provide tailored support for their children's learning journeys. Understanding the interplay between attitudes, school environment, and home variables empowers parents to create a nurturing learning environment at home, enhancing collaboration with educators and maximising their children's potential.

Furthermore, researchers in the field of education can leverage the study's findings to contribute to the existing body of knowledge. The research serves as a foundation for further exploration, inviting deeper analysis of the intricate dynamics that shape academic achievement. Researchers can utilise these insights to delve into specific nuances, develop targeted research questions, and uncover novel avenues for enhancing educational practices and policies.

D. Scope of the Study

This research is was conducted within Ogun State, Nigeria, specifically emphasising Ijebu-Ode East Senatorial district. The primary focus of the study revolves around Senior Secondary School Two (SSS 2) students enrolled in Economics courses. Embracing a wide spectrum of factors, the investigation thoroughly examines students' attitudes, school-related variables, home environments, gender disparities, and the potential influence of school types. Through a meticulous and inclusive exploration, the research aspires to illuminate the intricate interplay among these variables and their cumulative effect on academic achievement in the field of Economics. By dissecting these connections, the study seeks to provide valuable insights into the nuanced dynamics that contribute to students' success or challenges in their Economics education within this specific region.

E. Limitations of the Study

The present study is not without its limitations, some of which merit consideration. Geographical constraints have presented challenges in terms of accessibility and reach. Specifically, the scope of the study was confined to a particular geographic region, potentially limiting the generalisability of the findings to broader contexts beyond the chosen area.

Furthermore, there is the possibility of response bias among the participants. This bias could stem from various factors, including social desirability or reluctance to divulge sensitive information. Participants may not entirely disclose accurate information pertaining to their socioeconomic status, which could influence the validity and reliability of the data collected.

Similarly, there might be a tendency for respondents to express opinions that align with perceived expectations, potentially compromising the objectivity and authenticity of the responses. While every effort has been made to mitigate these limitations, they warrant acknowledgment as they could impact the comprehensive interpretation and application of the study's findings.

F. Operational Definition of Terms

In this research, "**attitude**" refers to students' predisposition towards Economics, assessed using validated instruments. "**School variables**" encompass school infrastructure, resources, peer dynamics, and pressure. "**Home variables**" include parental education level, socioeconomic status, involvement in education, and family size. "**Gender**" signifies the male or female status of participants. "**School type**" denotes whether the school is private or public. "**Achievement**" represents the test scores attained by respondents in the Economics Achievement Test.

V. METHODOLOGY

A. Research Design

This study is a non-experimental type, and a descriptive survey research design was adopted. This design was considered appropriate by the researcher because some of the variable of the study specifically home and school variables are already in existence and cannot be controlled or manipulated. Thus, the researcher could not manipulate any of the independent variables because they had already occurred in the population.

B. Population

The population of this study comprised all the senior secondary two (SS2) students in Ogun state, Nigeria.

C. Sample and Sampling Techniques

Multistage sampling technique was used to select three hundred (300) respondents for the study. At the first stage, simple random sampling technique was used to select one senatorial zone, out of the three, in Ogun state, Nigeria (Ogun East Senatorial Zone).

At the second stage, three local government areas were randomly selected from the selected senatorial zone in stage one.

At the third stage, proportionate sampling technique was used to select a total of thirty (30) senior secondary schools from the forty-nine (49) senior secondary schools in the three local government areas selected. The thirty (30) senior secondary schools selected represents a total of 61.2% of the entire schools in the three local government areas selected.

At the fourth stage, simple random sampling technique was used to select a total of ten (10) SS2 students from each of the participating schools.

Altogether, a total of three (3) local government areas and three hundred (300) students were involved in the study.

Table 1: Breakdown of Sample Distribution

	Senatorial Zone	Selected LGAs	No. of SSS in Selected LGA	No. of Selected SSS in LGA	No. of Students Selected from the Selected Schools
1.	Ogun East	Ijebu Ode	14	$\frac{14}{49} \times 30 = 9$	$10 \times 9 = 90$
2.	Ogun East	Odogbolu	17	$\frac{17}{49} \times 30 = 10$	$10 \times 10 = 100$
3.	Ogun East	Sagamu	18	$\frac{18}{49} \times 30 = 11$	$10 \times 11 = 110$
	Total		49	30	300

D. Instrumentation

Two research instruments were developed by the researcher to collect data for the study. The instruments are: Students' questionnaire (SQ) and Economics Achievement Test (EA T)

E. Students' Questionnaire (SQ)

The Students' Questionnaire (SQ) comprised four distinct sections designed to measure variables pertaining to students' demographic information, attitudes, school-related factors, and home conditions.

- **Section A:** This section aimed to collect pertinent details from students, including school name, school type, school location, gender, age, and class.
- **Section B:** Designed to assess students' general attitude towards Economics, this segment consisted of thirteen (13) structured items. Respondents used a four-point Likert scale with options ranging from "Strongly Agree" to "Strongly Disagree". Among the 13 items, eight (8) reflected positive attitudes while five (5) indicated negative attitudes towards Economics. Positive items were scored in descending order, while negative items were reverse-scored.
- **Section C:** Geared towards gathering insights about students' schools, this part explored variables such as teaching materials, physical facilities, school environment, library resources, and class size. Fourteen (14) structured items employed a four-point Likert scale from "Strongly Agree" to "Strongly Disagree." Among these, ten (10) items were positively oriented, while four (4) were negatively oriented.
- **Section D:** Focusing on students' home environments, this section inquired about variables like family size, parental involvement, availability of a reading space at home, and motivation for academic success. Similarly, fourteen (14) structured items used a four-point Likert scale from "Strongly Agree" to "Strongly Disagree." Eleven (11) items reflected positive aspects, while three (3) items pertained to negative aspects.

F. Economics Achievement Test (EAT)

The Economics Achievement Test (EAT) serves as a custom-designed instrument tailored to evaluate the extent of students' mastery in the field of Economics. This test is comprised of a carefully crafted set of 30 multiple-choice items, each thoughtfully accompanied by four distinct options. These options require students to analyse and select the most suitable response based on their understanding of the subject matter. The selection of topics incorporated into the test draws directly from the curriculum designated for Senior Secondary School Two (SSS2) Economics. By aligning with the prescribed curriculum, the EAT seeks to provide a comprehensive assessment of students' knowledge, enabling a

robust evaluation of their comprehension and aptitude in the realm of Economics.

G. Data Collection Method

The data collection process involved a collaborative effort between the researcher, three designated research assistants, and the Economics teacher from the selected schools. The structured questionnaire and the Economics Achievement Test were skilfully administered by this collective team. Following completion, both the questionnaire and the achievement test were diligently retrieved from the participating students. The students demonstrated commendable cooperation, effectively engaging with the provided instruments and returning them after completion. This method facilitated the accumulation of comprehensive data, ensuring the completeness and reliability of the information collected for subsequent analysis.

H. Data Analysis Method

The collected data from the respondents underwent a systematic encoding process within the Statistical Package for Social and Management Sciences (SPSS) to facilitate rigorous analysis. The analysis encompassed a comprehensive approach, employing both multiple regression analysis and t-test statistical tools. These sophisticated analytical techniques were selected to meticulously explore the intricate relationships between the variables under investigation. By leveraging these tools, the research was able to unravel the multifaceted interplay of attitudes, school variables, home factors, and their collective impact on students' academic achievement in Economics.

VI. RESULTS

Hypothesis 1: There is no significant combined influence of students' attitudes, school variables, and home factors on academic achievement in Economics.

Table 2: Combined Influence of Students' Attitude towards Economics, School and Home Variables on Academic Achievement in Economics

R	Adjusted R ²	F	Sig
0.505	0.248	33.799	0.00

Findings depicted in Table 2 illuminate the outcome of the analysis for the first hypothesis. The calculated R-value, accompanied by an adjusted R²-value of 0.248, signifies that approximately 24.8% of the variability observed in students' achievement in Economics can be attributed to the combined impact of students' attitude towards Economics, school variables, and home variables. Furthermore, the computed F-value of 33.799, which holds significance at the 0.05 level ($P < 0.05$), underscores the substantial composite influence. Consequently, the factors of students' attitude towards Economics, coupled with school and home variables, emerge as noteworthy determinants of academic achievement in

Economics within secondary schools. In light of these outcomes, the null hypothesis is rejected, affirming the substantive influence of the investigated variables.

Hypothesis 2: The relative impact of students' attitudes, school variables, and home factors on academic achievement in Economics is not significant.

Table 3: Relative Influence of Students' Attitude, School Variables and Home Variables on Academic Achievement in Economics

Variables	Beta	T	Sig
Attitude	0.447	8.522	0.00
School variables	0.047	0.828	0.408
Home	0.272	4.755	0.00

The outcomes of the analysis for the second hypothesis are summarised in Table 3, presenting the beta values attributed to each of the variables. Notably, the results reveal distinct beta values for attitude (0.447), school variables (0.047), and home variables (0.272). This indicates that students' attitude towards Economics emerges as the most robust predictor of achievement in Economics, followed by home variables, while school variables exhibit the least predictive capability. Additionally, the table underscores that both attitude and home variables hold significance as predictors of achievement in Economics ($P < 0.05$), underscoring their impactful roles. Conversely, the analysis shows that school variables lack significant predictive power ($P > 0.05$), leading to the conclusion that these variables do not substantively influence academic achievement in Economics.

Hypothesis 3: Gender does not significantly impact students' performance.

Table 4: Comparison between Male and Female Students' Achievement in Economics

Variables	N	Mean	Sd	Df	T	Sig
Male	102	11.76	5.072	298	1.566	0.118
Female	198	10.70	5.843			

Table 4 reveals the t-value (1.566) is evident, yet it fails to achieve statistical significance at the 0.05 level ($P > 0.05$). This outcome underscores that there exists no substantial disparity in the academic achievement of students based on gender. It is worth noting, however, that despite the lack of statistical significance, the mean values (11.76) for male students and (10.70) for female students suggest that male students tend to outperform their female counterparts in the Economics Achievement Test. Consequently, the null hypothesis is upheld, indicating that gender does not exert a significant impact on students' academic achievement in the context of Economics.

Hypothesis 4: School type does not significantly affect students' academic performance.

Table 5: Comparison between Private and Government Students' Achievement in Economics

Variables	N	Mean	Sd	Df	T	Sig
Private	150	11.04	6.279	298	-0.062	0.951
Government	150	11.08	4.865			

Evidently, Table 5 reveals that the t-value (-0.062) lacks statistical significance at the 0.05 threshold ($P > 0.05$). This outcome indicates an absence of substantial disparity in students' academic achievement based on the type of school they attend. Notably, despite the absence of statistical significance, the mean values (11.04) for private schools and (11.08) for government schools suggest that students in government schools tend to exhibit slightly superior performance compared to their counterparts in private schools. Consequently, the null hypothesis is affirmed, signifying that school type does not exert a significant influence on students' academic achievement in the context of Economics.

VII. DISCUSSION OF FINDINGS

The result of analysis showed that academic achievement of students in Economics is significantly determined by students' attitude towards Economics, school and home variable, because the result in Table 2 indicated an f-value of 33.799 and is significant at 0.05 ($P < 0.05$). This therefore means that students' achievement in Economics is influenced by a combination of variables such as attitude towards Economics, school and home variables. This is in line with the work of Zhang (2011), Omotere (2013) and Alade, Nwadingwe & Igbiosa (2014) that students' attitude, school variables and socioeconomic status all affect students' achievement in different school subjects.

It is also reported in the results of analysis in table 3 that students' attitude towards Economics contribute more to academic achievement of students in Economics among the three independent variables considered in this study. Students' attitude towards Economics with a Beta value (0.447) and significant at 0.05 ($P < 0.05$) shows that students' attitude contribute the most to achievement out of the three variables considered in this study. This significant contribution of attitude to achievement reported in this study agrees with the work of Michelli (2013) and Wasike (2013) who both reported a significant influence of students' attitude on academic achievement in school subjects.

Home variables with a Beta value (0.272) and significant at 0.05 ($P < 0.05$) shows that the home environment of students contribute to their achievement in Economics but not as much as attitude with a Beta value (0.447) and also significant at 0.05. The significant contribution of home environment to achievement reported in this study is in agreement with the

work of Kamuti (2015) who reported a significant influence of home variables on academic achievement.

Results of analysis also reveal that school variables contribute the least to students' achievement out of the three variables considered in the study. School variables with a Beta value (0.047) which is not significant at 0.05 ($P > 0.05$) shows that the influence of school variables on achievement in Economics is not significant. This result is in agreement with the work of Arul (2012) who also reported that there is no significant relationship between school environment and academic achievement in India.

Results in table 4 shows Beta-value (1.566) which is not significant at 0.05 ($P > 0.05$). This means that there is no significant difference in the achievement of students in Economics based on gender. Despite the insignificant difference in achievement, the mean values (11.76) for male and (10.70) for female indicates that male students still perform slightly better than their female counterparts in the Economics Achievement Test. This agrees with the work of Alade, Nwadingwe & Igbinsosa (2014) and Weerakkody & Ediriweera (2008) that both reported a significant difference in the achievement of students based on gender.

Results in table 5 further reveals Beta-value (-0.062) which is not significant at 0.05 ($P > 0.05$). This means that there is no significant difference in the performance of students based on school type. Despite the insignificant difference in achievement, the mean values (11.04) for private schools and (11.08) for government schools indicate that students from government schools performed slightly better than their counterparts in private schools. The insignificant difference in the achievement of students based on school type reported in this study is in agreement with the work of Eraikhuemen (2003) and Yusuf & Adigun (2010) that both reported that there is no significant difference in the performance of students based in school type.

VIII. SUMMARY, CONCLUSION AND RECOMMENDATION

➤ Summary

This research paper embarked on a comprehensive exploration of the complex interplay between attitude, school variables, and home variables in shaping students' academic achievement in the field of Economics. The literature review highlighted the influential roles of attitudes, school environment, and home conditions, setting the stage for this study to bridge the research gap concerning their combined effect. Through meticulous data collection and analysis, the study examined hypotheses pertaining to the influence of these variables and investigated potential gender and school type disparities. The outcomes of the analysis were discussed in depth, aligning with existing research while revealing

significant insights into the multifaceted factors influencing students' achievement.

➤ Conclusion

In conclusion, this research provides a holistic understanding of the intricate dynamics shaping students' academic achievement in Economics. The results underscore the collective impact of attitude, school variables, and home variables on academic performance. Notably, students' attitude towards Economics emerged as a potent predictor of achievement, echoing previous research. Home variables also significantly contributed to achievement, while school variables exhibited a lesser influence. Gender and school type, despite being non-significant, revealed nuanced trends aligning with broader educational contexts. This research not only extends existing knowledge but also offers valuable insights for educational administrators, teachers, examination bodies, parents, and researchers. By unpacking these factors, stakeholders can collaborate to enhance educational quality and foster conducive learning environments.

➤ Recommendation

Building on the findings, several recommendations emerge for educational stakeholders.

- Educational administrators and authorities should utilise the insights gained to inform resource allocation, curriculum design, and instructional methods, enhancing the overall quality of education.
- Teachers should tailor their teaching methodologies based on the factors influencing academic achievement, fostering more engaging and effective learning environments.
- Examination bodies can refine assessments to authentically evaluate comprehensive learning, moving beyond conventional approaches.
- Parents should leverage the insights to provide tailored support for their children's learning journeys, creating a nurturing home environment that complements classroom learning.
- Researchers can further explore the nuances uncovered by this study, contributing to the expanding body of knowledge and identifying avenues for enhancing educational practices and policies.

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