

**PERSONALITY TYPES, LEARNING STYLES AND ACADEMIC
PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN
ECONOMICS IN SOUTH-WEST, NIGERIA**

By

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CERTIFICATION

This is to certify that the study ‘‘Personality Types, Learning Styles and Academic Performance of Secondary School Students in Economics in South-West, Nigeria’ was carried out by ADEGOKE, Johnson Moronfolo with Matriculation Number: 07/25OS010; and has been read and approved as meeting part of the requirements of the Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria for the award of the Doctor of Philosophy (Ph.D.) Degree in Educational Psychology.

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DEDICATION

This research is dedicated to God Almighty who is the Alpha and Omega; my Parents, Mr. and Mrs. A. A. Adegoke, whom God used to give me a solid educational foundation from the cradle; to my lovely wife, Mrs Adegoke Adebimpe for her moral, financial and spiritual support, she has been a source of inspiration and encouragement; and to my son Adegoke Nelson Emmanuel (champ) and my daughter Mercy Adegoke.

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ABSTRACT

Economics is the study of scarce resources allocation to satisfy unlimited human wants and this makes it an integral part of human life. As good as the study of Economics is to human life; it is disheartening to observe that students' performance in the subject has been below average as

evident in the trend of performance released by the Wes African Examination Council (WAEC) between the years 2010 to 2018. This study, therefore examined Personality types, Learning styles and Academic performance of Secondary School Students in South-west, Nigeria. The objectives of the study were to: (i) examine the profile of Personality types and learning styles of students in South-west, Nigeria; (ii) assess students' LS on the basis of their personality; (iii) assess students' Academic Performance on the basis of their PT and LS; (iii) examine Personality Type A and B students' Academic Performance using different LS; (iv) examine the difference in Performance of students on the basis of school type and gender.

The study was a descriptive research design involving 1080 senior school students selected through multi stage sampling techniques out of a population of 1,961,505. Data were collected using the adapted Jung-Myers-Briggs Typology Inventory (JMBTI), Visual, Aural/Auditory, Read/Write and Kinesthetic Questionnaire (VARKQ). Students' performance was determined with a set of West African Examination Council Economics Objective Test questions. These instruments (JMBTI and VARKQ) were validated and with a reliability coefficients of 0.83, 0.81 and 0.79 respectively. Data collected were analyzed using percentage, cross tabulation, mean and Analysis of Variance at 0.05 level of significance.

The findings of the study were that:

- i. 56.5% of the respondents had Type A personality, while 43.5% had type B personality. On the other hand, 40.9% are Aural/Auditory learners, 28.5% are Kinesthetic learners, 26.9% are Read/Write learners and 3.6% are visual learners;
- ii. PT A and B students were predominantly Aural/Auditory learners with 42.3% and 39.1% respectively;
- iii. Students with PT B had a mean performance of 50.48 which outperformed their Type A counterparts who had 48.96 while on the basis of LS, Read/Write learners outperformed others with a mean performance of 50.93;
- iv. PT A students prefers Read/Write and Kinesthetic LS while PT B students prefers Visual, Aural/Auditory and Read/Write learning styles;
- v. there was significant difference in students' performance on the basis of PT ($F= 9.52$; $df\ 1$, $p< 0.05$) and PT B outperformed their Type A counterparts and
- vi. there was significant difference in students' performance on the basis of school type and private school students outperformed their public school counterparts.

The study concluded that teachers' teaching method must favour all learners regardless of their differences. When teachers' style is compatible with students' LS and PT, academic success is recorded. This implies that, some students may be at disadvantage when teachers do not identify their differences in the teaching of Economics. The study recommended that, PT and LS should be part of teachers' knowledge in teaching and learning of Economics particularly at the secondary school level.

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APPENDIX I
UNIVERSITY OF ILORIN
FACULTY OF EDUCATION
DEPARTMENT OF SOCIAL SCIENCES EDUCATION
PT AND LSQUESTIONNAIRE (PTLSQ)

Dear Respondents,

This study is designed to assess PT, L Sand Performance of SSS in Economics in South-west, Nigeria. Your kind cooperation is sought in response to the questionnaire items with all sincerity and objectivity. Note that any answer supplied will be used only for research purpose and will be treated with confidentiality.

Thanking you in anticipation of your kind cooperation.

Yours faithfully,

ADEGOKE, Johnson Moronfolo.

SECTION A: BIOGRAPHIC DATA

Kindly tick as appropriate to you (✓)

- (1) Age: 12-14 (); 15-17 (); 18 and Above ().
 (2) Gender: Male (); Female ().
 (3) School Type: Public (); Private ().
 (4) Family type Monogamous (); Polygamous (); Separate parent

SECTION B: PT SUB-SCALE

The following items seek to elicit your response on PT. Kindly select the item that is most applicable to you by making a tick (✓) against either of the two options provided. There are no wrong answers to the questions but each should be answered carefully and independently to indicate what you feel.

S/N	ITEM STATEMENT	YES	NO
1	You feel free in a crowd.		
2	You believe that the best decision is one that can be easily changed.		
3	You are more interested in general idea than in details of its generalization.		
4	You always look for other ways of achieving your aim based on current situations.		
5	You are usually the first to react to a sudden event: the telephone ring or unexpected question.		
6	You enjoy being at the center of events in which other people are directly involved.		
7	You prefer to act immediately rather than considering various options.		
8	It is in your nature to assume responsibilities anywhere you find yourself		
9	You like to keep check on how things are progressing.		
10	The more people with whom you speak, the better you feel.		
11	When going somewhere, you will rather follow a familiar route than seek a new one.		
12	You are a person somewhat reserved and distant in communication.		
13	It is not easy for you to communicate in social situations.		
14	You prefer to isolate yourself from outside noises.		
15	You find it difficult to talk about your feelings.		
16	After prolonged socializing, you feel you need to get away and be alone.		
17	You often spent time thinking of how things can be improved.		
18	You find it difficult to speak loudly.		
19	Often, you prefer to read a book than go to a party.		
20	You plan every minute of your time and execute it accordingly.		

APPENDIX II

ECONOMICS PERFORMANCE TEST (EPT)

Instruction: please answer all the questions. Each question is followed by four response options letter. Each question carries equal mark.

A – D. Time allowed: 40 minutes.

1. Which of the following is an implication of a large population like Nigeria?
 - A. Decrease in crime rate
 - B. Increase in food supply
 - C. Decrease in standard of living
 - D. Decrease in cost of living
2. The system of agriculture which involves the cultivation of crops and rearing of animals for family consumption **only** is known as
 - A. Commercial farming
 - B. Plantation agriculture
 - C. Life farming
 - D. Peasant farming
3. Which of the following is **most likely** to be of benefit to a debtor?
 - A. Revaluation
 - B. Deflation
 - C. Inflation
 - D. Monetization
4. The graph of the function, $C = a + bY$ is
 - A. Linear
 - B. Quadratic
 - C. Cubical
 - D. Exponential
5. *Balance of trade* is defined as the relationship between
 - A. Invisible imports and exports
 - B. Visible and invisible exports
 - C. Imports and exports of services
 - D. Visible exports and visible imports
6. Balance of payments deficit implies that a country is
 - A. Importing more than she is exporting
 - B. Consuming less than she is producing
 - C. Living below her means
 - D. More productive than others
7. Balance of payments deficit can be corrected by
 - A. Purchasing foreign assets
 - B. Accumulating foreign reserves
 - C. Export promotion measures
 - D. Import promotion measures
8. The exchange of goods and services across different countries can be described as
 - A. Bi-lateral trade
 - B. Multi-lateral trade
 - C. National trade
 - D. Home trade
9. Which of the following is a **major** barrier to international trade?
 - A. Religious differences
 - B. Population size
 - C. Educational imbalance
 - D. Ideological differences
10. International trade is based on the law of
 - A. *Absolute Cost Advantage*
 - B. *Variable proportions*
 - C. *Comparative Cost Advantage*
 - D. *Mutual Cooperation*
11. *Terms of trade* is used to describe

- A. The quality of exports
 - B. The direction of foreign trade
 - C. Deferred payments
 - D. The rate at which exports exchange for imports
12. A nation's net export is **negative** when her
- A. Stock of goods is declining
 - B. Depreciation exceeds investment
 - C. Export is adjusted upwards
 - D. Imports exceed exports
13. Deficit in balance of payments is financed through
- A. Capital account
 - B. Current account
 - C. Invisible trade
 - D. Visible trade
14. Trade among West African countries is poor because the
- A. Countries are self-sufficient
 - B. Communication links are weak
 - C. Number of banks is insufficient
 - D. People are not enterprising
15. Which of the following items is recorded in a country's current account section of the balance of payments?
- A. Investment income
 - B. Foreign direct investment
 - C. Long-term capital flows
 - D. Long-term loans
16. Dumping in international trade occurs when a foreign firm sells
- A. Above its cost of production at home and abroad
 - B. Below its cost of production at home and abroad
 - C. More goods to a country than the country has need of
 - D. Below its cost of production in a foreign market
17. The formula $Y = C + I + G + (X - M)$ will be appropriate for measuring national income using the
- A. Income approach
 - B. Expenditure approach
 - C. Output approach
 - D. Factor approach
18. Specialization in international trade enhances global production of goods and services because countries
- A. Can concentrate on all goods and services they can produce better
 - B. Can efficiently produce their own needs
 - C. Can save time and produce more
 - D. Become experts in all areas of production
19. The three major **agents** of an economic system are the
- A. Consumers, workers and producers
 - B. Markets, schools and banks
 - C. Schools, hospitals and universities
 - D. Individuals, firms and governments
20. If the coefficient of cross elasticity of demand for goods **Y** and **Z** is positive, the **two** goods are
- A. Complements
 - B. Substitutes
 - C. Luxuries
 - D. Inferior
21. The difference between *demand* and *wants* is in the
- A. Desire for the commodity
 - B. Significance of the commodity
 - C. Ability to pay for the commodity
 - D. Economic value of the commodity
22. A demand curve parallel to the **Y**-axis indicates
- A. Fairly elastic demand
 - B. Perfectly elastic demand
 - C. Perfectly inelastic demand
 - D. Fairly inelastic demand
23. The movement along the same supply curve of a commodity is brought about by an increase or decrease in
- A. The level of technology
 - B. The price of the commodity
 - C. Cost of production
 - D. Taxation
24. Effective supply is the total amount of a commodity

- A. From a single producer
 - B. In the warehouses of producers
 - C. Offered for sale at a market price
 - D. Produced for the market
25. Price elasticity of supply can be influenced by the following factors except
- A. Time period
 - B. Cost of production
 - C. Size of consumers' income
 - D. Nature of the product
26. Increase in supply of a product can be caused by
- A. Change in tastes and fashion of consumers
 - B. Increase in the incomes of consumers
 - C. A fall in the cost of production
 - D. Increase in the price of a product
27. Another term for *equilibrium price* is
- A. Price floor
 - B. Demand price
 - C. Market clearing price
 - D. Satisfactory price
28. Which of the following can be added to a firm's profit to obtain total revenue?
- A. Total variable cost
 - B. Total fixed cost
 - C. Marginal cost
 - D. Total cost
29. The amount of money that a firm receives from the sale of its output is called
- A. *Total profit*
 - B. *Total revenue*
 - C. *Total cost*
 - D. *Average revenue*
30. The total number of people of working age who are willing and prepared to work at a given wage rate is the
- A. Labour force
 - B. Supply of labour
 - C. Demand for labour
 - D. Occupational demand for labour
31. A civil engineer who teaches in a primary school because he cannot get a paid engineering job is an example of
- A. Structural unemployment
 - B. Disguised unemployment
 - C. Residual unemployment
 - D. Frictional unemployment
32. A measure of the value of money in an economy is the
- A. Size of workers' income
 - B. General price level
 - C. Total level of savings
 - D. Total amount of loans granted by commercial banks
33. Which of the following is not a characteristics of money
- A. A standard for deferred payment
 - B. Acceptable by the Central Bank
 - C. General acceptability
 - D. A store of value
34. A factor that has slowed down the rate of industrial development in West Africa is
- A. Inadequate technology
 - B. Increasing rate of manpower production
 - C. Increasing demand for local goods
 - D. Government intervention in business activities
35. Development planning which takes an overall view of the economy is described as
- A. Aggregate economic planning
 - B. Disaggregated economic planning
 - C. Sector-by-sector economic planning
 - D. System economic planning
36. A major problem facing the Economic Community of West African States (ECOWAS) as an economic integration is the
- A. Increasing population
 - B. Willingness of members to co-operate
 - C. Geographical closeness
 - D. Weak trade relations
37. The Organization of Petroleum Exporting Countries (OPEC) is an example of a
- A. Perfect competition
 - B. Monopoly
 - C. Duopoly
 - D. Cartel

38. One of the major objectives of OPEC is to
- Harmonize and stabilize oil prices
 - Ensure excess supply of oil to consuming countries
 - Subsidize oil prices in member states
 - Assist member countries to exploit oil resources
39. The Circular Flow of Income diagram is an economic model showing
- How the market economic system works
 - The relative importance of the different sectors of the economy
 - The interdependence of the different sectors of the economy
 - The relationship between the major sectors of the economy
40. Wages and salaries are examples of income payment which are paid in exchange for
- Human resources
 - Consumer spending
 - Government spending
 - Investment
41. Which of the following **would not** be considered part of the income payments in the Circular Flow of Income diagram?
- Wages and salaries
 - Sickness benefits
 - Royalties
 - Professional fees
42. If **C** stands for consumption expenditure, **I** for investment, **X** for exports and **M** for imports, then national income is
- $C + I + X + M$
 - $C + I + X - M$
 - $C + I - X + M$
 - $C - I + X + M$
43. In equilibrium, injections are equal to
- Leakages
 - Withdrawals
 - Investments
 - Government expenditures
44. If $MPC = 0.8$ and the investment expenditure changes from N100m to N140m, what is the level of equilibrium in the economy, given $k = 1/1 - MPC$.
- N20m
 - N40m
 - N80m
 - N200m
45. If income rises by 6% and population rises by 3%, per capita income will
- Rise by 6%
 - Fall by 3%
 - Fall by 6%
 - Rise by 2%
46. Given $I = N100m$, $C = N200m + 0.75Y$, and $Y = C + I$. what is the equilibrium income level to the nearest million?
- N100m
 - N300m
 - N1,000m
 - N1,200m
- Given $C = 500 + 0.75Y$ and $I = 25$. Where C = consumption expenditure, I = investment expenditure, and Y = national income. Use the information to answer questions **47 - 49**.
47. What is the equilibrium level of income?
- N300m
 - N210m
 - N2,100m
 - N105m
48. The marginal propensity to save in the model above is
- 0.75
 - 0.85
 - 0.25
 - 0.20
49. What is the multiplier?
- 4
 - 1.33
 - 0.75
 - 0.25
50. Which of the following countries is **not** a member of **ECOWAS**?
- Sierra Leone

- B. Sudan
- C. Gambia

- D. Nigeria

APPENDIX III

ECONOMICS PERFORMANCE TEST (EPT) MARK SCHEME

(KEY)

1. C	11. D	21. C	31. B	41. B
2. D	12. B	22. C	32. B	42. B
3. C	13. A	23. B	33. B	43. A
4. A	14. B	24. C	34. A	44. D
5. D	15. A	25. C	35. A	45. D
6. A	16. D	26. A	36. D	46. D
7. C	17. B	27. A	37. D	47. C
8. B	18. A	28. D	38. A	48. C
9. A	19. D	29. B	39. C	49. A
10. A	20. B	30. A	40. A	50. B

APPENDIX III

ECONOMICS PERFORMANCE TEST (EPT) MARK SCHEME

(KEY)

1. C	11. D	21. C	31. B	41. B
2. D	12. B	22. C	32. B	42. B
3. C	13. A	23. B	33. B	43. A
4. A	14. B	24. C	34. A	44. D
5. D	15. A	25. C	35. A	45. D
6. A	16. D	26. A	36. D	46. D
7. C	17. B	27. A	37. D	47. C
8. B	18. A	28. D	38. A	48. C
9. A	19. D	29. B	39. C	49. A
10. A	20. B	30. A	40. A	50. B

APPENDIX IV

BUDGET

S/N	DESCRIPTION	INCOME (N K)	EXPENDITURE (N K)
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1	Salary and personal savings	950,000	
2	Laptop Computer		150,000
3	Printer and toner		80,000
4	Books, Journal and Internet		150,000
5	Printing and Binding		120,000
6	Honorarium for research assistants		150,000
7	Field work, transportation and accommodation		350,000
8	Course Fees		520,000
9	Contingencies		100,000
	Total		1,620,000

APPENDIX V

NAME: ADEGOKE, Johnson Moronfolo (07/25OS010)

TITLE: PT, LSAND PERFORMANCE OF SSS IN ECONOMICS IN SOUTH-WEST, NIGERIA

STUDENT START ON NOVEMBER R 2014.	01/11/2015	01/12/2015	01/01/2016	01/02/2016	01/03/2016	01/04/2016	01/05/2016	01/06/2016	01/07/2016	01/08/2016	01/09/2016	01/10/2016	01/11/2016	01/12/2016	01/01/2017	01/02/2017	01/03/2017	01/04/2017	01/05/2017	01/06/2017	15/07/2017	15/10/2018	01/02/2019
MONTH/ TASK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Review of Literature																							
Preparation of proposal/Course Work																							
Data Gathering																							
Thesis Writing																							
Write Introduction																							
Revise Introduction																							
Write Methodology																							
Revise Methodology																							
Present Proposal																							
Present Research Protocol																							
Field Work																							
Results and Discussion																							
Revise Results and Discussion																							
Write Conclusion																							
Revise Conclusion																							
Post field Defence																							
Acknowledgment, Appendices, etc.																							
Revise First Draft																							
Proof reading																							
Final Defence																							
Printing and Binding																							

NAME: ADEGOKE, Johnson Moronfolo (07/25OS010)

TITLE: PT, LSAND PERFORMANCE OF SSS IN ECONOMICS IN SOUTH-WEST,
NIGERIA

STUDENT START ON NOVEMBER R 2014.	01/11/2015	01/12/2015	01/01/2016	01/02/2016	01/03/2016	01/04/2016	01/05/2016	01/06/2016	01/07/2016	01/08/2016	01/09/2016	01/10/2016	01/11/2016	01/12/2016	01/01/2017	01/02/2017	01/03/2017	01/04/2017	01/05/2017	01/06/2017	15/07/2017	15/10/2018	01/03/2019
MONTH/ TASK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Review of Literature																							
Preparation of proposal/Course Work																							
Data Gathering																							
Thesis Writing																							
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Write Methodology																							
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Field Work																							
Results and Discussion																							
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Acknowledgment, Appendices, etc.																							
Revise First Draft																							
Proof reading																							
Final Defence																							
Printing and Binding																							