# STRUCTURAL EQUATION MODEL OF SELECTED NON-COGNITIVE VARIABLES AND SECONDARY SCHOOL STUDENTS' PERFORMANCE IN ECONOMICS IN SOUTH-WEST, NIGERIA

**By**

**LAWAL, Banjo Moshood**
**16/68YS002**

**A Ph.D. THESIS REPORT PRESENTED TO THE DEPARTMENT OF SOCIAL SCIENCES EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF ILORIN, ILORIN, NIGERIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY DEGREE (Ph.D.) IN EDUCATIONAL RESEARCH, MEASUREMENT AND EVALUATION**

**JANUARY, 2020**

## DECLARATION

I hereby declare that this Thesis entitled "Structural Equation Model of Selected Non-cognitive Variables and Secondary School Students' Performance in Economics in South-west, Nigeria" was written by me and it has been the record of my own work. I also proclaim that neither the whole work nor any part of it has been, is being, or is to be submitted for another degree at this or any other University or examining body.

Signature:……..

**LAWAL, Banjo Moshood**

## CERTIFICATION

This is to certify that this study entitled "Structural Equation Model of Selected Non-cognitive Variables and Secondary School Students' Performance in Economics in South-west, Nigeria" was carried out by LAWAL, Banjo Moshood (16/68YS002), 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 Doctor of Philosophy (Ph.D.) Degree in Educational Research, Measurement and Evaluation.

| | |
|---|---|
| Prof. O. E. Abdullahi<br>(Supervisor) | Date |
| Dr. R. W. Okunloye<br>(Head of Department) | Date |
| Prof. Medinat F. Salman<br>Dean Faculty of Education | Date |
| External Examiner | Date |

## DEDICATION

This thesis is dedicated to God Almighty, for His divine protection, direction and grace upon my life.

## ACKNOWLEDGEMENTS

I wish to acknowledge the God Almighty for His mercy over my life and for being my pillar of support right from birth.

My profound appreciation and heartfelt gratitude go to my supervisor, Prof. O. E. Abdullahi, who has made his expertise knowledge available at my disposal, as well as his expert advice and mentorship that have enabled me complete this work. God will richly bless him.

I must also appreciation the Head of Department of Social Sciences Education, Dr. R. W. Okunloye for his immense contributions to the successful completion of this thesis. I wish to acknowledge the contribution of the Postgraduate Coordinator, Dr. Hamdallat T. Yusuf, for her continuous assistance. I also wish to reference the careful guidance and relentless efforts made by Prof. H. O. Owolabi towards the success of this study. I acknowledged the contributions of Professors and other academics staff of the Department of Social Sciences Education, namely Prof. F.A.O. Olasehinde-Williams, Prof. Bolanle O. Olawuyi, Prof. A. Yusuf, Dr. I. O. O. Amali, Dr. Muinat B. Bello, Dr. Dorcas S. Daramola, Dr. M. O. Ogunjimi, Dr. Ifeoma P. Okafor, Dr. A. O. Balogun, and Dr. M. I. Jimoh.

I wish to heartily appreciate the contributions of my Internal Examiner, Prof. Medinat F. Salman, to the successful completion of this thesis. The support of Dr. O. A. Jacob is also appreciated. I wish to express my gratitude go to all the students, principals and teachers of the selected schools that were involved in this research for their cooperation.

It is imperative to recognize and acknowledge the worth and love of my wife, Hannah Morenikeji Banjo-Lawal, who has always prayed and take care of the family in my absence, and

my daughter Peculiar Ayomide Banjo-Lawal, for her endurance during my absence for the period of the programme. They are sources of joy to me.

Finally, I wish to thank and appreciate my cherished friends. They are sources of inspiration to me.

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## ABSTRACT

Economics occupies an integral part of secondary school curriculum in Nigeria. Of significant to note is that over the years, students' performance in Economics had been very discouraging because 50% of the Economics students hardly pass Senior School Certificate Examination (SSCE) at credit level. This problem needs urgent attention because knowledge of Economics is needed in solving economic problems and making of rational decisions concerning the society. The study, therefore, examined Structural Equation Model of Selected Non-cognitive Variables and Secondary School Students' Performance in Economics in South-west, Nigeria. The objectives of this study were to: (i) examine the extent to which data on academic mindset, academic motivation, academic perseverance, academic engagement and performance in Economics fit into the hypothesized structural equation model; (ii) examine the more parsimonious causal model for providing explanation of students' performance in Economics; (iii) identify directions and the strengths of causation of performance in Economics; (iv) assess proportions of the total effects that are direct and indirect; (v) determine causal relationship of academic mindset, academic motivation, academic perseverance, academic engagement with students' performance in Economics; and (vi) determine the relative contribution of the causal variables to performance in Economics.

The study adopted *ex-post facto* research design. A sample of 1,125 senior secondary school II Economics students was drawn out of a population of 362,834 from public and private schools in South-west, Nigeria. Simple random sampling technique was used to select three states (Ogun, Oyo and Ekiti), and the respondents involved in the study. Standardized instruments were used for data collection with reliability indices of 0.78, 0.79, 0.76, 0.75, and 0.75 for academic mindset, academic motivation, academic perseverance, academic engagement, and performance in Economics respectively. The data collected were analysed using descriptive statistics and path analysis at 0.05 level of significance.

The findings of the study were that:

i. the data on academic mindset, academic motivation, academic perseverance, academic engagement and performance in Economics fitted the hypothesized model ($\chi^2$ = 126.27; df = 43; $\chi^2/df$ = 2.94; $p \leq 0.05$);
ii. the parsimonious causal model confirmed three direct and four indirect paths whose path weights were meaningful and significant ($\chi^2 = 127.73$; $df = 45$; $\chi^2/df$ = 2.84; $p \leq 0.05$);
iii. the four directions of causation of performance in Economics were positive but three were not strong (0.06 to 0.46);
iv. the percentage of the total effects that were direct was 85.5% and indirect was 14.5%;
v. there was significant causal relationship among academic mindset, academic motivation, academic perseverance, academic engagement and students' performance in Economics ($R = 0.55$; $p \leq 0.05$); and
vi. the relative contribution of academic mindset and academic perseverance were significant ($R = 0.55$; $\beta = 0.41$; 0.15; $p \leq 0.05$).

The study concluded that academic mindset and academic perseverance were strong predictors of secondary school students' performance in Economics in South-west, Nigeria. The implication is that students who had positive academic mindset and could persevere might have

high academic performance in Economics. The study recommended that education stakeholders should do their best to ensure that they cultivate positive academic mindset and academic perseverance in students of Economics.

Word Count: 497