

Relationship Between Student Learning Factors and Their Learning Outcome in Senior Secondary School Economics in Osun State Public Secondary Schools, Nigeria

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Abstract

This study examined the relationship between student learning factors and their learning outcome in Economics in Odo-Otin local government area of Osun State. The study investigated how instructional materials, students' attitude, teachers' attitude with their methods of teaching, parental status and government policy related with the students' learning outcome in Economics. This study is significant because it will make known to both the students and teachers factors that relate to students learning outcome in Economics. This will however help both students and teachers in other areas of continent to adopt and use the findings of this study for their benefit. The study is limited to Osun State of Nigeria and some sampled schools in Odo-Otin Local Government Area. Content wise, the study covered the variables considered in this study. It adopted the descriptive survey research design of the ex-post facto type. The study samples consisted of 11 Senior Secondary Schools, 344 students of Senior Secondary 2 level. Pearson Product Moment Correlation Coefficient was used to analyse the hypotheses at 0.05 level of significance. The findings revealed positive significant relationship between (i) the availability of instructional materials and student learning outcome ($r=0.113$; $p<0.05$) (ii) student attitude to learning of Economics and their learning outcome ($r= 0.115$; $p<0.05$) (iii) teacher attitude with their method of teaching and student learning outcome ($r=0.117$; $p<0.05$). The findings also revealed that there was no significant relationship between (iv) parental status and student learning outcome ($r=0.058$; $p>0.05$) (v) government policy and student learning outcome ($r=0.267$; $p>0.05$). It therefore recommended that government should ensure adequate provision of instructional materials in schools and their utilization by school heads to improve learning outcome of students in schools. Learners must also be encouraged to exhibit a commensurate and positive attitude towards the subject, while the Economics teacher should put in their effort at improving their learning outcome in schools.

Keywords: student learning factors, learning outcome, senior secondary school, economics, osun state public secondary schools, Nigeria.

INTRODUCTION

Education is the greatest force that can be used to bring about change. It is also the greatest investment that a nation can make for the quick development of its economic, political, sociological, technological and human resources. Education entails developing a person morally, physically, socially and mentally in order to equip him for living. Therefore, it can be realized that education is the bedrock of any nation. In order to preserve and actualize economic development and growth, and also to equip graduates of secondary schools with the basic knowledge and skills that will enable them to better appreciate the nature of economic problems in any society, the Nigerian government encourages the learning of Economics as a subject in secondary school. This is in addition to English Language and Mathematics which are compulsory for students.

In every country, Economics Education is an important part of education because it enables students to understand their roles in their economic system, as consumers, citizens and future employees

or employers, it also prepares and encourages students to be prudent and effective in the management of scarce resources and enable them to acquire knowledge for the practical solution of the economic problems of the society.

Economics as a subject has its technicality and requires students to understand some of these. In addition to this, many of the concepts of Economics are presented in mathematical context and requires a good command of algebra, which is a branch of mathematics that is concerned with operations on sets of numbers or other elements that are often represented by symbols. To this end, many students have phobia for figures which affect their learning outcome in Economics.

Furthermore, instructional resources are educational inputs and are of vital importance to the teaching of any subject in the school curriculum. The use of instructional resources make discovered facts glued firmly to the memory of students and enhances the learning outcome of students. It should be noted here

that a well planned and imaginative use of visual aids in taught lessons should do much to prevent apathy, and supplements the inadequacy of books as well as arouse students' interest by giving them something practical that help them to see and do, and at the same time be able to think rationally.

Also, another determinant of students' learning outcome in Economics Education is teacher factor. The quality of education depends on the teachers as reflected in the performance of their duties. Over time, pupils' academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao, 2001). Teachers have been shown to have an important influence on students' learning outcome and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). Both teaching and learning depends on teachers, and no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna 2001).

Parental factor cannot be overlooked among the factors influencing students' learning outcome in Economics because the quality of parents and home background of a student goes a long way to predict the quality and regularity of the satisfaction and provision of a child's functional survival and academic needs. Poor parental care with gross deprivation of social and economic needs of a child, usually yield poor academic performance of the child. On the other hand, where a child suffers parental and material deprivation and care due to divorce or death, or absconding of one of the parents, the child's schooling may be affected as the mother alone may not be financially buoyant to pay school fees, purchase books and uniforms. Such a child may sometimes play truant and thus, his/her academic performance in school may be adversely affected (Shittu, 2004).

Furthermore, the poor attitude of students towards learning can also contribute to the learning outcome at school. Beverley and Darrell (2001), submitted that student attitude about learning can be considered as both an input and outcome variable in determining the learning outcome, because attitudes towards learning of a course can be related to educational achievement in ways that reinforce higher or lower learning outcomes. That is, students who perform well in academics generally have more positive attitude towards learning, and those who have more positive attitude tend to perform better (Beverley and Darrell, 2001) and students' beliefs in the way they learn influence achievement outcome. Government policy such as mass promotion and frequent change

in government policies also however influence the students' learning outcome in the sense that inconsistency of national education policy goes a long way to affect overall learning outcome of students.

STATEMENT OF THE PROBLEM

The Principles of Economics as a subject is very demanding, requiring students to master and apply abstract concepts to real life situations. To this end, many students have difficulties in understanding the concept of Economics as a subject which affect their learning outcomes. It is on the basis of this that the study found out the relationship between student factors and their learning outcome in Economics. Also, the study examined how instructional materials, students' attitude to learning, teachers' method of teaching, parental socio-economic status and government policy relate with student learning outcome in Economics in public secondary schools in Osun State, Nigeria.

HYPOTHESES

Six null hypotheses were formulated and tested in this study:

- H₀₁ – There is no significant relationship between the availability of instructional materials and the students' learning outcome in Economics in secondary schools in Odo-Otin local government area of Osun State, Nigeria.
- H₀₂ – There is no significant relationship between the students' attitude to learning of Economics and students' learning outcome in Economics in secondary schools in Odo-Otin local government area of Osun State, Nigeria.
- H₀₃ – There is no significant relationship between teacher attitude with their method of teaching Economics and students' learning outcome in secondary schools in Odo-Otin local government area of Osun State, Nigeria.
- H₀₄ – There is no significant relationship between parental status and student s' learning outcome in Economics in secondary schools in Odo-Otin local government area of Osun State, Nigeria.
- H₀₅ – There is no significant relationship between government policy and students' learning outcome in Economics in secondary schools in Odo-Otin local government area of Osun State, Nigeria.
- H₀₆ – Instructional materials, students' attitude, teachers' attitude with their method of teaching, parental socio-economic status and government policy will not jointly predict secondary school students' learning outcome in Economics in Odo-Otin local government area of Osun State, Nigeria.

REVIEW OF RELATED LITERATURE

Adam (2004) submitted that learning outcome is concerned with the achievement of the learner rather than the intentions of the teacher (expressed in the aims of a module or course). They can take many forms and can be broad or narrow in nature. He says further that learning outcomes and 'aims and objectives' are often used synonymously, although they are not the same. He notes that 'aims' are concerned with teaching and the teacher's intentions whilst learning outcome is concerned with learning while Moon (2002) quickly and earlier suggested that one way to distinguish aims from learning outcome is that aims indicate the general content, direction and intentions behind the module from the designer's/teacher's viewpoint. Adam (2004) further explained that a learning outcome is a written statement of what the successful student/learner is expected to be able to do at the end of the module/course unit, or qualification.

University of Warwick (2004) defines learning outcome as the skills and knowledge a student will possess upon successful completion of a course. Learning outcomes as set out in Warwick course specifications are divided into four categories:

- 1) Subject knowledge and understanding;
- 2) Subject-specific skills which are practical skills, practice of which is integral to the course, e.g. laboratory skills, language skills, counselling skills;
- 3) Cognitive skills, intellectual skills such as an understanding of methodologies, synthesis, evaluation or ability in critical analysis;
- 4) Key skills are skills that are readily transferable to employment in other contexts, such as written and oral communication, working within a team, problem solving, numeracy and Information Technology skills.

Akinboye(1996) in his own view expressed assessment of learning outcomes to be the process of examining the degree of effectiveness of the educational programmes. The parents, government and the society at large want the facilitators of instructional programmes to account for their operations in terms of how effectively they have been making students learn what they set out to make them learn. Akinboye(1996) further said that teaching-learning activities need to be assessed to know how effective the process is. Assessment can also be made through construction of test and examinations by the teacher and public examinations (JSSCE/SSCE) by the State or Federal Government and the grades or marks which are awarded on the students examined, constitute learning outcomes.

Earlier, and in previous studies Erinoso and Badru (2000) expressed that the process of making

comparison in the status of learners is known as assessment. Classroom assessment then provides information that involves the making of conclusion or judgment about learning process. Then the whole process of collecting necessary data (measurement) that makes it possible to know what students are learning, and analyzing the data (assessment) in order to reach a conclusion on learning standards is referred to as evaluation.

Instructional Materials and Student Learning Outcome

Instructional materials otherwise known as teaching aids are kinds of tools or equipments that can effectively help the teacher in theory teaching or in practical assessment. Oluyori (1986) while stressing the importance of instructional technology commented that if the current educational system (6-3-3-4) in accordance with the National Policy on Education is to be a success, then instructional technology has a role to play. Balogun (1971) commented that "audio-visual materials, as integral part of teaching-learning situations help to bring about permanent and meaningful experience. He said that, they provide first-hand experience where possible or of vicarious one where only that is feasible.

In enumerating the factors that could be responsible for varying intra and inter school learning outcome, Coombs (1970), listed four important factors including the acute scarcity of instructional resources which he said constrained educational systems from responding more fully to new demands. He claimed that, in order to do their part in curtailing the crisis in education, educational systems will need real resources that money can buy, as well as fuller share of the nations' manpower, not merely to carry on the present work of education, but to raise its quality, efficiency and productivity. They will need buildings, equipments and more learning materials.

In the same vein, Popoola (1980) investigated the effect of instructional resources on the academic achievement of students in Ogun State. Five secondary schools in Abeokuta were used for his study. Copies of questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects that were examined. West African School Certificate examination results for five years were collected and compared with the achievements of students in schools with adequate material resources and achievement of students in schools with inadequate material resources. It found a significant difference in the achievement of the two sets of students in favour of those schools with adequate teaching and learning materials.

Teacher Attitude and Student Learning Outcome

The importance of teacher in the educational system at all levels was reflected in the National Policy on Education (2004) as it declared that no educational system may rise above the quality of its teachers. This declaration in the policy document underscores the need for teacher effectiveness in our schools. Eso (1998) conceptualized teacher effectiveness as the managerial skills essential for enhanced classroom control and discipline. It is the teacher's competence, ability, resourcefulness, and ingenuity to efficiently utilize the appropriate language, methodology and available instructional materials to bring out the best from learners in terms of academic achievement. To Abimbade (1999), teachers are said to be effective when their teaching can lead to students' learning. Nothing has been taught until it has been learnt and this happens when the teacher succeeds in causing a change in behaviour in the learner. It is therefore important that the teacher must see teaching as an attempt on his own part to transfer what he has learnt to his students.

The quality of education depends on the teachers as reflected in the performance of their duties. Over time, students' academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao, 2001). Teachers have been shown to have an important influence on students' learning outcome and they also play a crucial role in the educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). Both teaching and learning depends on teachers, no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna 2001).

Students' Attitude to Learning and Learning Outcome

Attitude refers to someone's basic liking or disliking of a recognizable object (Hannula 2002). Beverley and Darrell (2001) defined students' attitudes about learning to be considered as both an input and outcome variable, because attitude towards learning of a course can be related to educational achievement in ways that reinforce higher or lower learning outcomes. That is, students who do well academically generally have more positive attitude towards learning, and those who have more positive attitude tend to perform better. Students' beliefs in the way they learn influence achievement outcomes. In general, the stronger the feeling of 'self-efficacy', the better the level of achievement.

In addition, the learners' feeling is influenced by the school he/she attended and if the teachers hold positive views about their ability and their teaching,

they are most likely to produce academic learning in their classrooms. The kind of attitude a child has affects his school work and learning in general because, if he has a positive attitude about the teacher and the subject, success is inevitable. It is observed that students' attitude to economics determines the degree to which they pass economics and negative attitude towards both the subject and teachers will definitely have adverse effect on their academic achievement in the subject. Understanding students' attitude towards learning of a particular course help teachers to support their interest in learning.

Parental Socio-Economic Status and Student Learning Outcome

A family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community (such as contacts within the community, group associations, and the community's perception of the family). Household income according to Croft (2002) is an important factor in determining access to education and students' learning outcome as schooling potentially attracts a range of costs, both upfront and hidden. He further explained that upfront costs include school fees while the more hidden cost include uniforms, travel, equipment and the opportunity costs of sending a child to school. The household income is seen as a determinant of children academic performance and it is linked to a range of factors; when children start school, how often they attend, whether they have to temporarily withdraw and when they have to dropout. Some research studies highlight the link between household income and how it interacts with dropping out from school.

UNICEF (2005), Cardoso and Verner (2007), while describing exclusions rather than dropout per se, indicated poverty as 'the most common primary and contributory reason for students to be out of school. According to Macionis, Janssen and Benoit (2005), formal schooling and especially learning that is not directly linked to work is most available only to wealthy people. Hunter and May (2011) call poverty 'a plausible explanation of school disruption. Dachi and Garrett (2003) asked a series of questions from parents and guardians about the financial circumstances surrounding children in school. On enrolment in Tanzania, virtually all households responding said the main barrier to sending children to school was financial and their inability to pay. In a study of gifted dropouts by Renzulli and Park (2000), they found out that the students they studied disliked school and felt disconnected from the groups in school. They further noted that in general, these pupils were from lower income families and had parents who were not as likely to monitor their school activities, and the gifted that had stayed in school were from high income families and had parents who were likely to monitor their school activities.

Government Policy and Student Learning Outcome

Government Policy is the written down plan, rule, strategy, procedure or principle that guide the operation and running of the educational system in Nigeria. Nigeria like any other developing nation has witnessed prolonged military rule and aborted civilian administration, which necessitated the promulgation of decrees, edicts and laws concerning educational practices at federal, state and local government levels. The inconsistent continuation of government, due to coup d'état de-emphasized the continuity in the implementation of educational laws and policies since 1970's till the present time. This however, gradually laid the foundation of fallen standard in education at the primary and secondary school levels which thereby affect the learning outcomes of the students (Shittu, 2004). Frequent changes of ministers and commissioners of education by successive governments coupled with the politicization of education by political parties that emerged in the country's political scene since 1979 have also brought about disparity in educational practices, which caused differential learning

outcomes and classroom functioning of both teachers and students, from state to state.

RESEARCH METHODOLOGY

The study adopted the descriptive survey research design of the ex-post facto type. The population was made up of Senior Secondary School two (SSS 2) students in Odo-Otin Local Government Area of Osun State.

SAMPLE AND SAMPLING TECHNIQUES

Eleven(11) of the public secondary schools in Odo-Otin local government area were randomly selected as the samples for the study. The selection was done so that all the towns and villages in the local government were represented in the sample, and at least a school was sampled in each of the towns and villages across the local government. A simple random sampling technique was also used to select 344 of SSS 2 students in each of the selected schools to constitute the entire samples for the study. The table below shows the name of the schools selected at random, the number of SSS 2 Economics students used in the study:

Table1: Showing the list of Schools Sampled, and Number of Students Sampled in Odo – Otin Local Government Area of Osun State, Nigeria

S/No	Name of Selected Schools	Total No of S.S.S 2 Students	No of S.S.S 2 Students Sampled
1	Oyan Grammar School, Oyan.	90	36
2	Ilaodo Community High School, Ilaodo.	40	29
3	Odo Otin Grammar School, Okuku.	87	34
4	Ekosin Community High School, Ekosin.	64	26
5	Agbeye Community High School, Agbeye.	68	28
6	Inisha Grammar School, Inisha.	180	79
7	Ekusa High School, Ekusa.	40	22
8	Okua Community High School, Okua.	48	21
9	Iyeku Community High School, Iyeku.	42	28
10	Faji Community High School, Faji	28	21
11	Igbaye Community High School, Igbaye	45	20
	TOTAL	732	344

RESEARCH INSTRUMENT

The instrument used in the study was "Relationship Between Student Learning Factors and Learning Outcomes in Economics Questionnaire". It was divided into three parts: (i) Biographical information (ii) Student Learning Factors Items (iii) 20 standardized WAEC Economics questions to test the learning outcome of the students.

of the instrument, the draft questionnaire was presented to the experts in the (i)Department of Educational Management, Faculty of Education, University of Ibadan (ii)Institute of Education, University of Ibadan. Useful suggestions and corrections were made on the instrument and this improved the quality of validity of the questionnaire.

VALIDITY OF INSTRUMENT

An instrument is valid if it measures what it claims to measure. For any data gathering procedures through questionnaires and or interviews, content, construct and face validity is important. To ensure the validity

RELIABILITY OF INSTRUMENT

An instrument is reliable if it measures under the same circumstances and consistently from one time to another what it is set out to measure, and reliability of the instrument used for this study was done two times (test-re-test) when pilot study was carried out

on SS2 students of some schools that were not finally part of the samples for this study. This allowed for comparison of first and second responses. The Cronbach method was used to measure the consistency of the instrument which yielded $r=0.86$

METHOD OF DATA ANALYSIS

Data obtained were analyzed by using simple percentage for the analysis of the biodata information of the respondents. Pearson Product Moment Correlation Coefficient was used to analyse hypotheses 1 to 5, while Multiple Regression Analysis was used to analyse hypothesis 6. All Analyses were carried out at 0.05 level of significance.

FINDINGS AND DISCUSSION

The analysis of the biodata information of the respondents is presented below:

Table 2: Gender Analysis of the Students

Gender	Frequency	%	Cum. Freq	Cumulative %
Male	146	42.4	146	42.4
Female	198	57.6	344	100.0
Total	344	100.0		

The above table shows that 146 (42.4%) male and 198 (57.6%) female students were sampled from public secondary schools in Odo–Otin local government area of Osun State which constitutes the samples of the study.

Table 3: Analysis of Age Distribution of the Students

Age	Frequency	%	Cum. Freq	Cumulative %
13 – 15	124	36.0	124	36.0
16 – 18	183	53.2	307	89.2
19 – 21	37	10.8	344	100.0
Total	344	100.0		

The table above shows the age distribution of the student respondents. It shows that the students between ages 13 and 15 were 124 which represents 36%, 16 and 18 was 183 which was 53.2% and that of 19 and 21 was 37 which was 10.8%. All the student respondents are 344.

TESTING OF HYPOTHESES

Six null hypotheses were formulated and tested using appropriate statistical tools, and the results are presented below:

Hypothesis 1: There is no significant relationship between the availability of instructional materials and the student learning outcome in Economics in public secondary schools in Odo Otin local government area of Osun State.

Table 4: Correlation analysis of relationship between availability of instructional materials and student learning outcome.

Variable	N	\bar{X}	SD	r	P value	Remark
Availability of Instructional materials	344	9.90	2.759	0.113*	0.036	Significant
Student Learning Outcome	344	5.09	2.093			

Significant at $P < 0.05$

Table 4 above revealed that the null hypothesis was rejected at 0.05 level of significance ($r=0.113$; $p<0.05$). This indicates that there was a positive significant relationship between the availability of instructional materials and the student learning outcome in Osun State public secondary schools. The findings of hypothesis one implies that instructional materials have significant relationship with the students’ learning outcome. The result was in line with the reports of Popoola (1980) who investigated the effect of instructional resources on the academic achievement of students in Ogun State. Five secondary schools in Abeokuta were used for the study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected WASC examination results for five years and compared achievements of students in schools with adequate material resources and achievements of students in schools with inadequate material resources. He found a significant difference in the achievements of the two sets of students.

Hypothesis 2: There is no significant relationship between the students’ attitude to learning of Economics and students’ performance in Economics in public secondary schools in Odo–Otin local government area of Osun State.

Table 5: Correlation analysis of relationship between students’ attitude to learning of Economics and student learning outcome

Variable	N	\bar{X}	SD	r	P value	Remark
Students’ attitude to learning of Economics	344	11.77	3.682	0.115*	0.033	Significant
Student Learning Outcomes	344	5.09	2.093			

Significant at $p < 0.05$

The result of hypothesis two as shown in the table 5 indicates that there is positive and significant

relationship between students' attitude to learning of Economics and student learning outcome in public secondary schools in Odo-Otin local government area of Osun State ($r = 0.115$; $p < 0.05$). This implies that students' attitude to learning of Economics has significant relationship with their learning outcome. Therefore, the null hypothesis is rejected. The findings from the study reveal that students with positive attitude to learning of Economics perform better academically than those with negative attitude. Thus, students' attitude to the subject and to the teacher determines their learning outcome. This is what Beverley and Darrell (2001) said that students who do well academically generally have more positive attitudes towards learning, and those who have more positive attitudes tend to perform better. The findings also reveal that the kind of attitude a child has towards the subject and teacher affects his school work and learning in general. That is, students with positive attitude about the teacher and the subject will perform better than those with negative attitude towards the teacher or towards the subject.

Hypothesis 3: There is no significant relationship between teacher's attitude with their method of teaching Economics and students' learning outcome in public secondary schools in Odo-Otin local government area of Osun State.

Table 6: Correlation analysis of relationship between teachers' attitude with their method of teaching Economics and students' learning outcome

Variable	N	\bar{X}	SD	r	P value	Remark
Teachers' attitude and method of teaching Economics	34	11.21	3.292	0.117*	0.029	Significant
Student Learning Outcome	34	5.09	2.093			

Significant at $p < 0.05$

Table 6 above reveals that there is a significant relationship between teachers' attitude with their method of teaching Economics and student learning outcome in Odo-Otin local government area of Osun State, ($r=0.117$; $p < 0.05$). Therefore, the null hypothesis earlier formulated was rejected. As stated in hypothesis 3, there is no significant relationship between teacher's attitude with their method of teaching Economics and student learning outcome in secondary schools in Odo-Otin local government area of Osun State. The study reveals that the teachers' attitude and methodology will not jointly determine the students' learning outcome. The result also negate the work of some scholars like Afe (2001) who submitted that teachers attitude have been shown to have an important influence on student learning outcome.

Hypothesis 4: There is no significant relationship between parental status and student learning outcome in Economics in public secondary schools in Odo-Otin local government area of Osun State.

Table 7: Correlation analysis of relationship between parental status and students' learning outcome.

Variable	N	\bar{X}	SD	r	P value	Remark
Parental status	344	15.51	3.660	0.058	0.281	NS
Student Learning Outcome	344	5.09	2.093			

NS – Not Significant

The above table presents the result of hypothesis 4 which reveals that there is no significant relationship between parental status and student learning outcome in Odo-Otin local government area of Osun State ($r = 0.058$; $p > 0.05$). Therefore the null hypothesis earlier formulated was accepted. As was predicted in the hypothesis, there was no significant relationship between parental status of the students and their learning outcome in secondary schools in Odo-Otin local government area of Osun State. The study reveals that the parental status of the students has nothing to do or will not determine the students' learning outcome.

Hypothesis 5: There is no significant relationship between government policy and students' learning outcome in Economics in public secondary schools in Odo-Otin local government area of Osun State.

The result is presented below:

Table 8: Correlation analysis of relationship between government policy and students' learning outcome

Variable	N	\bar{X}	SD	r	P value	Remark
Government policy	11	16.09	4.346	0.267	0.428	NS
Student Learning Outcome	34	5.09	2.093			

NS – Not Significant

The result of hypothesis 5 as shown in the table above indicates that there is no significant relationship between government policy and student learning outcome in public secondary schools in Odo-Otin local government area of Osun State ($r = 0.267$; $p > 0.05$). This implies that government policy like frequent review of curriculum, mass promotion of students, and frequent change of authorized textbooks has no relationship with students' learning outcome. Therefore, the null hypothesis was accepted.

Hypothesis 6: Instructional materials, students’ attitude, teachers’ attitude, method of teaching and parental socio-economic status will not jointly predict secondary school student learning outcome in SSCE

Economics in public secondary schools in Odo–Otin local government area of Osun State.
The result is presented in the table below:

Table 9: Multiple regression analysis of joint relationship among instructional materials, students’ attitude, teachers’ attitude, parental socio-economic status, and student learning outcome

Dependent variable	Independent variables	Beta (β)	t value	p value	Remark	R	R ²	F	Sig of F
Student Learning Outcome	Instructional Materials	0.443	2.500	0.013	Sig.	0.397	0.158	15.869	0.001
	Students’ Attitude	1.288	3.938	0.009	Sig.				
	Teachers’ Attitude	0.912	2.695	0.007	Sig.				
	Parental status	-0.051	-0.888	0.375	NS				

NS – Not Significant; Sig – Significant

The information provided in table 9 above shows the relative relationship of the independent variables with dependent variable. Instructional materials, students’ attitude and teachers’ attitude show significant relationship with students’ learning outcomes at 0.05 level of significance, while parental status do not show significant relationship with student learning outcome at 0.05 level of significance. The table also shows the joint relationship between the independent variables (instructional materials, students’ attitude, teachers’ attitude and parental status) and student learning outcome in public secondary schools in Odo–Otin local government area of Osun State at 0.05 level of significance (R=0.397; p<0.05). The multiple R value result obtained was 0.397 with R² value of 0.158. The multiple R value shows positive joint relationship between independent variables and student learning outcome while the R² value shows that the independent variables jointly contributed about 15.8% variation to student learning outcome.

CONCLUSION

Conclusively, it was found that instructional materials have positive significant relationship with students learning outcome in Economics. It was revealed in the study that the availability of instructional materials have relationship with student learning outcome. That is, when teachers make use of instructional materials in Economics teaching, the students’ learning outcome improve and thereby bring about higher performance in schools. As it was revealed in the study that only 14.3% of the students passed the test administered on them, it implies that the students’ learning outcome in Economics in Odo–Otin local government area of Osun State is very low and the finding of the study shows that instructional materials has significant relationship with student learning outcome.

In the study, the finding shows that students’ attitude towards learning of Economics and towards Economics teachers has positive significant

relationship with the students’ learning outcome. The percentage of students that passed the test administered was given as 14.3%, though very low, but the result revealed that students attitude towards learning of Economics and towards Economics teachers has relationship with their outcome. Therefore, there was positive significant relationship between student attitude towards learning of Economics and student learning outcome in public secondary schools in Odo–Otin local government area of Osun state.

Also, it was revealed in the study that teachers’ attitude with their method of teaching Economics has positive significant relationship with the students’ learning outcome. On the other hand, the finding of the study showed that parental status and government policy have no significant relationship with the student learning outcome. That is, the parental socio-economic status has nothing to do with the performance of students in school. Likewise, it was revealed that government policy has nothing to do with student learning outcome. Therefore, according to the data collected on the field in this study, there is no significant relationship between parental socio-economic status, government policy and student learning outcome.

It was also revealed in the study that the predictor variables such as availability of instructional materials, students’ attitude, and teachers’ attitude with their method of teaching jointly influenced the students’ learning outcome in Economics in public secondary schools in Odo–Otin local government area of Osun State. While parental socio-economic status and government policy do not jointly influenced and determined the students’ learning outcomes in public secondary schools in Odo–Otin local government area of Osun State

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made to improve the learning outcome of students:

Government should ensure adequate provision of instructional materials for the schools, while adequate utilization and maintenance of these materials should be ensured. This will improve the learning outcome of students in schools.

The idea of anybody can teach or be a teacher should be removed, therefore, government, at both state and federal levels, should employ competent and qualified teachers with education background to fill the vacancies in the public secondary schools, thereby, putting the right peg in the right hole. This will remove the idea of assigning people from another fields to take up the teaching job.

Teachers should continue to have positive attitude towards teaching and towards their students. They should also try to study the situation and the students to employ the best method to adopt while teaching the students in different occasions. The students should also have positive attitude towards the subject and the teacher to enhance their learning outcome in schools.

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