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SCHOOL EFFECTIVENESS VARIABLES AS PREDICTORS OF SECONDARY SCHOOL STUDENTS'ACHIEVEMENT IN QUANTITATIVE ECONOMICS IN OSUN STATE

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Abstract

The viability of the schools and the students' achievement called for a special attention of the Education stakeholders nowadays, though several factors have been attributed to the school effectiveness and their contributions to students achievement have been investigated, but it seems there are dearth of literatures on the school effectiveness in the area of school administrations that include student welfare and school safety as well as school learning culture that used Active learning and Collaborative learning practices. Therefore, this study examines the extent to which these School Effectiveness variables predict secondary school student's academic achievements in quantitative Economics in Osun State. The study adopted correlation research design. The population of the study consists 14,346 Economics students for the 2023/2024 academic session in 364Government Senior Secondary Schools Students, in Osun State.

Multistage sampling technique was used. the state was stratified into three senatorial districts. Four Local Governments were purposively selected from each district, three schools were purposively sampled each Local Government Area, and thirty S.S.S.II Economics students were randomly selected from each of the sampled schools. A total of 1080 students were randomly sampled for the study

Three instruments were used for the data collection, two of them were validated using Cronbach Alpha; School Administration Practices Scale (SAPS) with reliability coefficient of 0.91, School Learning Cultures Scale (SLCS)with reliability coefficient of 0.90 while Quantitative Economics Achievement Test was validated using KR20 and the reliability coefficient was 0.88.

Findings revealed that School administrative practices and school learning culture as the variables of school effectiveness significantly predict Academic Achievement in Quantitative Economics ($R = 0.409$, $P<0.05$). It was concluded that School safety, student welfare, Active learning and collaborative learning practices significantly contributed to prediction of Academic Achievement in Quantitative Economics. The study recommended that school administrator should always prioritized students' welfare, and schools should spell out various welfare measures to improve

students' academic achievement, School safety should be considered as an important aspect of school effectiveness and learning cultures should include active and collaborative learning

approaches to aid students' academic achievement, and school learning culture should be officially guided by a written template to improve students' academic achievement.

Keywords: School Effectiveness, School Administrative Practices, Learning Culture, Quantitative Economics.

Introduction

Goals achievement of any organization is subject to their level of the organizational effectiveness, school as a formal organization is considered to be a goals achiever to make it an effective organization. School as the centre of learning, where knowledge and ideas are generated and shared, to ease human standard of living should always be considered as an effective place where effective manpower are produced. Likewise, widely acceptable school of thought refers to school as a place where effective mankind is nurtured to contribute effectively to societal development. Also larger percentage of formal education take place in the school. Therefore, schools must be effective to produce expected man that are more effective. Federal Republic of Nigeria (2014) expects that Education in Nigeria should among others, contribute to national development through high-level relevant manpower training.

In order to develop a more effective schools, Nigerian Educational Research and Development Council (NERDC) in May, 2008 set out new senior secondary school curriculum, which the usage started in September, 2011. The curriculum was planned to consolidate basic education in the area of human capital development. Meanwhile, Economics as one of the subjects at the senior secondary school considered appropriate to actualize the dreams outlined by NERDC, particularly on human capital development. Economics as social science subject plays a significant role in human capital development; it sensitizes students about ways to minimize cost and maximize profit. It explains the ways man make rational decisions on how to exercise many of his economic tasks. Economics as a social science subject, serves as the basis for understanding the complexities of how resources are managed to minimize cost and waste with a view to yielding more benefits (Adebisi, 2024).

The subject looks at how governments, businesses, societies, households and individuals make decisions about how, when and where to best use their resources. Economics used many theoretical and conceptual models to explain human behaviours and predict how entities used to respond to changes in market and fiscal policies (Zhao, Li, Wang, Zhou & Luo, 2022). It builds mathematical models to formulate hypotheses where theories are derived to explain interactions in markets and human behaviours. The use of Mathematics in Economics allows economists to precisely define and test economic theories against real world data. Similarly, use of mathematics models allow Economist to make concise, precise, and allows adequate treatment to the yet to be determined variables. Economic policies and decisions are rarely made without mathematical models; because mathematical models allow Economics concepts to be far away from ordinary abstractions as they present concepts in Economics in such a way that issues will be quantifiably presented (Adebisi, 2024).

The importance of Economics and the huge benefits derivable from using mathematical models and equations to explain human reactions and behaviours regarding ends and satisfactions are numerous and vital to human deal, but previous studies over the years indicate that there are continuous under-achievement in Economics at the secondary school level, some study describe the performance has been fluctuating, especially in the concepts that involve calculations and data responses. Abubakar (2013) opined that students' achievement in Economics fluctuates yearly. Besides, Akira (2013), Okoro (2013) and Duruji, Azuh and Oviasogie (2014) also explained that there is serious declining in students' achievement in SSCE, and this worries parents, teachers, school administrators, and other stakeholders in the educational system in Nigeria. Indeed, the achievement did not measure up with other subjects when compared with the resources invested on education in general, and specifically, Economics as an important subject that exposes students to developmental issues, then call for investigation and remediation, considering the enormous government investments on education in Osun state.

Though, Studies are concerned about the problem of under-achievement of students in Economics, but much has not been done in some areas, particularly in the section A of paper II of Economics questions that involves statistics and mathematical concepts, which is referred to as Quantitative Economics. In addition, WAEC Chief Examiner's reports pointed out that, students' performances in the essay part of Economics examination (section A) are not encouraging. It was reported that students had poor understanding of data presentation and basic mathematical skills to tackle the questions in the data response section, also larger percent of the candidates show great deficiency in the application of graphical representation to economic analysis and this resulted in poor performance in questions where analyses are required (WAEC 2017; 2020 and 2021). Likewise, in the WASSCE Chief Examiner's Report, it was identified that the students' weaknesses include; poor graphical representations to economic analysis and simple calculations, use of wrong terminologies, failure to expatiate points, among others (WAEC 2017 & 2018 and NBC/FGN 2022).

Ejimonye, Eneogu and Ugwuanyi (2017) asserted that the under-achievement of students in Economics could generally be attributed to students' level of understanding of the subject, students' level of preparation for the examination as well as students' poor understanding of mathematical and statistics. Obiezu (2018) opined that, students with poor background in mathematical and statistical concepts usually observed to be frightened, while study Economics. Moreover, the use of wide range of complex mathematics and statistical procedures to analyse economic phenomena induce students' phobia for the

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Quantitative Economics, and thereafter affects their overall achievement (Dawson, 2013). Others include inability to understand questions that demand high level of thinking, shallow and poor answers to questions due to poor command of English among others. Kola and Sunday (2015) noted that when the foundation at the primary and junior secondary schools is not sound, there will be difficulties in understanding some critical problems in senior secondary schools which automatically lead to failure in examination at the senior secondary schools.

Other studies on students' achievement in Economics revealed that variables such as learners' readiness, engagement in other business apart from schooling, students' poor attitude and poor self-esteem, poor teaching methodology and length of time allocated for reading are equally responsible for the students' persistent under-achievement in senior secondary school Economics (Kola & Sunday, 2015; Obiezu, 2018; Spring, 2013). Although, studies mentioned several factors that have serious implications on students' achievement in Economics at secondary school, but variables that relate to school effectiveness have not been adequately and jointly investigated. Therefore, this study intends to investigate some of school effectiveness variables on students' achievements on the quantitative concepts of Economics.

School effectiveness is a construct that is diverse in content; it depends mainly on the direction the researcher is working towards. However, Scheerens (2019) claimed that at the heart of all school effectiveness study is an attempt to explain how school inputs, context of schooling, and school processes affect school's outputs. School effectiveness processes involved attainment and achievement of organizations' goals to produce meaningful output (Akanni, 2020, Dangara, 2016, Xie & Zhang 2020). Effectiveness explains way by which several parts work together to achieve the intended goal(s). In literatures, school effectiveness is a complex concept (Akay and Aypay 2016), and researcher defines school effectiveness in different ways. Ramberg, Laftman, Almquist, and Modin (2019) define School effectiveness as the degree to which the educational, organizational and administrative goals of the schools are achieved. When the outputs of the school system perform the expected functions, the public will termed the school to be effective. School effectiveness is often viewed as the school's ability to achieve its planned goals and objectives (Cobanoglu and Yurek, 2018). Effectiveness of any school do not just happen, It involves various administrative practices put together and coordinated by effective administrator, these administrative practices are guided by several factors and this study considered two of the obvious and centered variables of school effectiveness, which are school administration and school learning culture

School administration and school learning culture has been outlined as part of the variables of school effectiveness (Adewale and Abiodun 2009, Reynolds, Teddlie, Creemers and Scheerens, 2019), and at the nucleus of every school administration is student welfare and school safety measures (Bethell, Carle, Hudziak, Gombojav, Wade and Braveman 2017). Manafa (2020) defined school administration as the ability of the school manager to plan, control, organize and direct the operations of an educational enterprise for the purpose of achieving the objectives, target, and the goal of the educational system as a whole, and the school administration significantly predict learning outcomes. Valmores (2021) defined administration of the school as the competencies required for effective and efficient planning, staffing, organizing, coordinating, controlling and decision- making, and He equally found that school administration positively correlates the staff engagement in an organization.

School administration is a broad concept that explains all the areas related to school operations as an academic entity. Administrator of school oversees the daily operations of the school and coordinates the schools' system of operations (Suleima, Mustapha and Bukar 2016). Similarly, Administrator schedules several activities in the school to keep the system moving towards its stated goals. School administration encompasses categories of administrative practices that aid smooth process of the schools' inputs to achieve the desired outputs that represent the school in the society (Kieti, Maithya & Mulwa 2017). Rusok, Samy & Bhaumik (2023) refers to school administration as the leadership operations that aid the schools in the day to day running of the school affairs in order to guide the system to achieve its goals and meet societal expectations. Meanwhile, part of the school administrative operations is safety, and one of the administrative variable for school effectiveness in this study is school safety. Moreover relative and positive learning can only take place in a safe environment, therefore school safety is highly necessary for school effectiveness. School safety encompasses measures put in place by the school administrator to create secure and supportive learning environment.School safety has been included as a dimension of educational quality in several school climate models, including the Child-Friendly Schools (UNICEF, 2012).

Lukumon, Abraham and Haftamu (2018)opinedthatschool safety is not only focuses on factors within the school but also involves social factors which are in constant interaction with schools. School safety could be consider from several areas but this study examined it from the aspect of schoolproperty's security, student negative activities and visitor movement within the school. Adebisi (2024) opined that a safe school environment that is pollutant free is highly supportive to high academic achievement. Matthew, Elaine and David (2011) found that safe learning environment significantly correlate students' engagement and allow administrators to provide adequate welfare support, the study was centered on students' performance in chemistry, also school safety is considered to be part of students' welfare, and other variable considered as part of school administrative practices in this study is students' welfare.

Students welfare is one of the major concern of school administrators of an effective school, Mahmood and Shah (2020), opined that students' welfare include, listens to students complaints, counseling services with regards to academic career and social skill guidance, healthcare programs, accommodation services, and health services. Bethell, Carle, Hudziak, Gombojav, Powers, Wade and Braveman (2017) opines that provision of student welfare refers to how the school

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administration offer basic services and programs that guarantee relevant, efficient and effective support and assistance to the well-being of all learners. An Effective School Administrator always concern about the student welfare, because the welfares determine the emotional stability of the students in the school (Baria and Gomez, 2022). Also, student welfare promote discipline in secondary school, particularly at the cities center, more researches have shown that there is positive significant correlation between student welfare and high level of discipline among the secondary school students (Owuor, Kalai, and Okoth. 2022).

Moreover, with student welfare support provided by the schools, students will be rest assure of smooth and genuine learning environment, and this usually form the guided ways for the students to learn and become the school learning culture. School Learning Culture is based on past experience in the school, which provides a standing-rule for future action based on how things are done. School learning culture usually regulates the way people think and how they act to acquire learning. Personal achievement goal orientations, teacher's goals, students' goal structures in the classroom, achievement-related beliefs, attitudes, and strategies, perceptions of parents and self-efficacy are factors that determine the school learning culture (Claris and Sheela, 2015). There are several factors that predetermine, assist and fostering learning culture of an organization, particularly schools (Gooblar2019). Therefore this study examined two of the factors that support learning culture in the school. They are active learning practices and collaborative learning.

Active learning practices is the practices within the school that emphasizes participation, reflection, and critical thinking rather than passive absorption of information. Active learning practices encourage, critical thinking, collaborative syllabi, problem-solving activities, service-learning projects and this may include regular reading assignment, classwork class-test, speech presentation, class discussions, or group work. (Freeman, Eddy, McDonough, Smith, Okoroafor, Jordt, and Wenderoth, 2014). Active learning may be more effective than passive instruction and become the usual way to establish, source and ways to generate learning (Chadia, Aji and Khan, 2019), and as a factor that fosters learning culture, it is perceived to assist students to learn and achieve academically. Active learning can come inform of teamwork, and it may equally bring about collaborations. And collaborative learning practices could also aid school learning culture. Collaborative learning involves working together on a learning task in a group to ensure that everybody participate and learn. Learning culture as a value or norm of an organization to generate and passed knowledge across generations could be aid through collaborative learning (Wise, Knight and Shum 2021).

Nazeef, Khan and Ali (2024) found that collaborative learning significantly predict academic performance of higher institution students, and it occurs to the school as a way of solving problems and generate knowledge (ArianiandValiantien2022). Collaborative learning practices has becomes a value and norms that aid learning activities in the school, it grows the mindset of the learners and ignite their curiosity. It assist in the ways students learn in a normal school setting and appears as an instructional method where concepts are discussed and more ideas are generated through collaborative task, also it becomes the way inquisitiveness is invoked (Backer, Miller and Timmer 2018). This study considered collaborative learning practice as a factor of learning because it has been established as a culture in the schools.

Despite the significance of the school effectiveness variables which encompasses school administrative practices and school learning culture variables, it seems that literature has not been adequately relate it to academic achievement. Particularly school administrative variables that includes school safety and students' welfare and school learning culture variables that also cover active learning and collaborative learning practices are found not thoroughly investigated in relationship with academic achievement in Economics in general and academic achievement in Quantitative Economics in particular. Consequently, this study researched into the predictions of school administrative practices and school learning culture variables on academic achievement of students in Quantitative Economics. Likewise, the study ascertained which of the predicting variables is actually responsible for academic achievement of students in Quantitative Economics.

Objectives of the study

The objectives of this study are to:

1. examine school administrative practices and school learning culture variables as predictors of students' achievement in Quantitative Economic
2. investigate the variable which mostly predicts students' achievement in Quantitative Economics.
3. outline the predictor variables that do not contribute significantly to the prediction model of the study.

Research Questions

In order to guide the study, the following research questions were raised:

1. Do school administrative practices and school learning culture variables predict students' achievement in Quantitative Economic in Secondary Schools?
2. Which of the predictors is/are most influential in predicting students' achievement in Quantitative Economic in Secondary Schools?
3. Are there any predictor variables that do not contribute significantly to the prediction model of the study?

Methodology

The study adopted correlation research design. The population of the study comprises **consists 14,346 Economics students for the 2023/2024 academic session in364 Government Senior Secondary Schools Students** in Osun state. Multistage sampling technique was used. Already stratified educational district in the state were used. Four Local Governments were purposively selected from each educational districts, and twelve Local Governments were sampled in the State based on location (that is LGAs with Urban and Rural areas).Also, three schools were purposively selected from the sampled Local Government Areas (two schools from urban and one school from rural and schools that have 35-40 students offering Economics in S.S.S II class). And thirty S.S.S.II Economics students were randomly selected from each of the sampled schools. A total of 1080 students were randomly sampled for the study.

Three instruments were used for the data collection, two of them were validated using Cronbach Alpha; School Administration Practices Scale (SAPS) with reliability coefficient of 0.91, School Learning Cultures Scale (SLCS)with reliability coefficient of 0.90 and Quantitative Economics Achievement Test was validated using KR20 and the reliability coefficient was 0.88.Six research assistants were employed for data collection exercise, and the data collection lasted for five weeks. Multiple regressions were used to analyse data collected.

Result

Question One
Do school administrative practices and school learning culture variables predictstudents' achievement in Quantitative Economic in Secondary Schools?

Table 1: Model Summary of Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.409[a]	.167	.164	3.711

a. Predictors: (Constant), Collaborative_Learning, Active_Learning, school_safety, student_welfare

Table 1: (model summary) revealed that school administrative practice and school learning culture variables accounted for 16.7% the variation in the academic achievement in quantitative economics in Public Secondary Schools, as shown by the coefficient of determination, R square=.167. This was a sizeable effect from independent variable on the dependent variable.

Table 2: Analysis of Variance

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2974.385	4	743.596	53.995	.000[b]
	Residual	14804.540	1075	13.772		
	Total	17778.925	1079			

a. Dependent Variable: Quan_ Econs_ Achmt

b. Predictors: (Constant), Collaborative_ Learning, Active_ Learning, school_ safety, student_ welfare

Table 2 present the ANOVA. The multiple regression correlation coefficient (R) showing the linear relationship among school administrative practices (school safety and students welfare), school learning culture (active learning and collaborative learning) and Academic Achievement in Quantitative Economics in Public Secondary Schools shown in Table 1 is 0.409, the multiple R^2 is 0.167, and Adjusted R square value is 0.164. This means that the variation in Achievement in Quantitative Economics accounted for by the predictor variables is approximately 16.7% and it is statistically significant. Moreover Table

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2, shows the analysis of variance of the multiple regression data. This produced an F-ratio of f(4,1079) = 53.995 and found to be significant at 0.05 Alpha level.

Question Two
Which of the predictors is/are most influential in predicting students' achievement in Quantitative Economic in Secondary Schools?

Table 3: Relative contributions of School effectiveness Variables to Students' Academic Achievement in Quantitative Economics

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.872	.789		8.709	.000
	school_Safety	.148	.045	.127	3.276	.001
	student_welfare	.211	.047	.179	4.481	.000
	Active_Learning	.085	.033	.078	2.586	.010
	Collaborative_Learning	.180	.031	.173	5.869	.000
a. Dependent Variable: Quan_Econs_Achmt						

Table 3 shows the contribution of each of the independent variables to the prediction model and to the % of the variation of Academic Achievement in Quantitative Economics. All the independent variables contributed significantly to the prediction model at 0.05 Alpha Level. These variables are school safety ($\beta = .148$; $t(1075) = 3.276$; $p < .05$), students welfare ($\beta = .211$; $t(1075) = 4.481$; $p < .05$) active learning ($\beta = .085$; $t(1075) = 2.586$; $p < .05$) and collaborative learning ($\beta = .180$; $t(1075) = 5.869$; $p < .05$). The findings show that school safety and active learning correlate Academic Achievement in Quantitative Economics in Public Secondary Schools. The Table 3 shows that, school safety and active learning contributions are significantly correlated.

QuestionThree
Are there any predictor variables that do not contribute significantly to the prediction model of the study?

Table 3 revealed that all the variable contributed significantly to the prediction model for the Academic Achievement in Quantitative Economics in Public Secondary Schools.

Discussion of Findings

The performance of students nowadays in Economics and other social sciences subject is worry some, this made the stakeholders in Education stand to query the viability of schools. Therefore, this study examines school effectiveness variables and their relationship with academic achievement in Quantitative Economics.

The findings revealed that school effectiveness variables which include school administrative practice variable and school learning culture variables jointly and significantly predicts students' achievement in Quantitative Economics. The finding supported the view of Kieti, Maithya and Mulwa (2017) that school administrative practices correlate significant with students' academic performance. The result is also in-line with the findings of Rusok, Samy and Bhaumik (2023). Also, Akanni (2020) found that organizational leadership and culture influence the students' performance.

Moreover, school administrative variables that is school safety and students welfare individually contributed significantly to students' Academic Achievement in Quantitative Economics. Students' welfare practices significantly

contribute to the Academic Achievement in Quantitative Economics. This finding also corroborate the study of Emmily Owuor, Jeremiah, Kalai, and Ursula Okoth (2022) that students' welfare influenced management discipline in Kenyans' secondary schools. It also corroborate the findings of Baria and Gomez (2022) that school social support assists student welfare and learning.

This study also revealed that school safety significantly predicts students' achievement in Quantitative Economics. The finding supports the opinion of UNICEF (2012) and Lukumon, Abraham and Haftamu (2018)thatschool safety is not only focuses on factors within the school but students' achievement in their studies, that make the public referred to school as child-friendly school. Likewise, Elaine and David (2011) found that safe learning environment significantly correlate students' engagement and allow administrators to provide adequate welfare support.

Moreover, active learning was significantly correlate students' achievement in quantitative economics, this indicated that the active participation of the learners in the classroom have significant effects on the academic achievement. The finding corroborates the study of Freeman, Eddy, McDonough, Smith, Okoroafor, Jordt, and Wenderoth, (2014) that active learning increases student performance in science, engineering, and mathematics. Active learning aid the learners to learn 61 percent faster than traditional teaching approaches, and the active learning which has become a school learning culture aids students' engagement in the classroom activities and improve level of students' performance (Chadia, Aji and Khan, 2019).

The study also revealed significant correlation of collaborative learning practice to the students' academic achievement in Quantitative Economics. The finding corroborate Fakomogbon and Bolaji (2020), Nazeef, Khan and Ali (2024) that collaborative learning have significant effect on the performance of Students in Collaborative Mobile Learning Environment. Collaborative learning contribute significantly to the students' attitude to teamwork and problem Solving Abilities among Senior Secondary School Physics Students (ArianiandValiantien2022, Adolphus Alamina&Aderonmu 2013). Likewise Niyonsaba, Nkurunziza & Hakizimana (2022), Backer, Miller and Timmer (2018) assert that collaborative learning have significant effect on Learners' Academic Performance.

Conclusion

The findings of the study revealed that school effectiveness variables jointly and significantly predicted students' achievement in Quantitative Economics. The School Administrative practices variables (school safety and students' welfare) actively predicted the students' achievement in Quantitative Economics. Likewise, School Learning Culture (active learning practices and collaborative learning practices) predicted students' achievement in Quantitative Economics. It was concluded that the variables are significantly contributed to students' achievement in Quantitative Economics. Which means they are all vital in predicting the students' achievement.

Recommendations

The following steps are recommended

1. School administrators should always prioritized students welfare, and schools should spell out various welfare measures to improve students' academic achievement to make the schools more effective.
2. School safety should be considered as an important aspect of school effectiveness and should not be administratively overlook to assist students' academic achievement, particularly on students' achievement in Quantitative Economics.
3. School should set guided rules on learning cultures that will particularly include active learning and collaborative learning approaches to aid students' academic achievement particular in subjects that involve calculation such as Economics.
4. Teachers should be encouraged to use active learning and collaborative learning approaches to teach regularly.

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