

**SELF-CONCEPT TRANSFORMATIONAL STRATEGY ON SENIOR SECONDARY
SCHOOL STUDENTS' ACHIEVEMENT IN ECONOMICS IN PLATEAU STATE**

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Abstract

This study investigated the effects of Self-concept transformational strategy on senior secondary school students' achievement in Economics in Plateau State. Two objectives and research questions with two corresponding hypotheses guided the study. The study adopted a quasi-experimental design precisely non-equivalent, non-randomized, pre-test post-test control group design. The population for this study constituted 2,080 students offering Economics in secondary schools in Plateau State. The sample size consisted of 152 respondents made up of SS II Economics students from selected secondary schools in Plateau drawn using purposive sampling technique. The instrument for data collection was Economics Achievement Test (EAT) which was used for data collection. It contained 25 objective test questions selected from standardized items adapted from West Africa Examination Council (WAEC) past examination questions. The reliability of the instrument was established using Kuder-Richardson formular 20, which yielded a correlation coefficient of 0.83. Data collected were analyzed using descriptive statistics (mean and standard deviation) and Analysis of covariance (ANCOVA). The result revealed that there was a significant difference in the mean achievement scores of students for self-concept transformational strategy and exposed lecture method. The result also revealed that male students exposed to Economics using self-concept transformational strategy performed better than female counterparts. It was revealed that there was significant difference in mean achievement scores of male and female students exposed to Economics using self-concept transformational strategy. Based on the findings, it was recommended that teachers should be encouraged to adopt self-concept transformational strategy in teaching and learning to enhance academic achievement of students in Economics.

Keywords: Self-concept, Academic achievement, self-concept transformational strategy, Economics, Students' performance.

Introduction

Education has the power to uplift, strengthen, and heal a country. Although education has been a top focus for a number of Nigerian governments and regimes, the country's educational system is currently unprepared to handle the demands of the contemporary world. Poor student performance is still a problem and a source of concern for stakeholders in Nigeria's educational system, even after a number of reforms and policy changes, including the 8-6-2-3 system, the 6-5-2-3 system (1954), the 6-3-3-4 system (1983), and the current 9-3-4 system (Zalmon, 2017). In order to address the perceived need in the educational system to raise students' performance in disciplines, particularly Economics, the National Policy on Education (NPE) has been updated. However, it hasn't produced the expected outcomes (FRN, 2013). According to Ande, as cited in Danladi, Saidu, and Otaha (2021), economics is a social science that examines how human behavior is influenced by the interaction between limited resources and ends that have several applications. Herrera, Al-Lal, and Mohamed (2020) assert that economics is a beneficial subject in today's society. It provides the recipient with information about the possible outcomes of specific behavioral elements and aids the individual in selecting one option from a range of options. In the face of limitless resources and desires, it aids in making informed decisions that will meet human requirements. Furthermore, an individual's comprehension of his everyday life, particularly the essentials of clothes, food, and shelter, is enhanced by economic knowledge, transportation, employment, leisure, and so forth (Danladi, Saidu & Otaha, 2021).

Additionally, the study of life is the focus of the subject of Economics, which has many uses in the medical field as well as other industrial operations that benefit humanity. This supports the decision by the Federal Government of Nigeria to include it among the non-rational courses taught to senior secondary school pupils (FRN, 2013). One of the most popular subjects in the Senior Secondary School (SSS) curriculum is Economics, which addresses the basic issues of resource scarcity in human life. Students will be able to recognize the advantages of the topic and the necessity of performing well in it if they have a solid grasp of the fundamental idea. Regretfully, students continue to do poorly on internal and external exams in spite of the popularity of economics (Adu, Ojelabi & Hammed, 2019).

As a result, the 2019–2022 reports from the Chief Examiners of the West African Examination Council (WAEC) on the Economics proficiency of senior secondary school pupils showed subpar performance. According to available data, approximately 45.44 percent, 48.2%, and 49.7% of Nigerian students who took the senior secondary certificate examination (SSCE) in 2019–2020 and 2021 received credit passes ranging from A to C6 in Economics. In comparison to the well-recognized benchmark of 70%, this performance is subpar. As a result, the 2019–2022 Chief Examiners' reports from the West African Examination Council (WAEC) on the Economics proficiency of senior secondary school pupils showed subpar results. According to available data, around 45.44%, 48.2%, and 49.7% of Nigerians who took the senior secondary certificate examination (SSCE) in 2019–2020 and 2021 received credit passes of Economics grades range from A to C6. In comparison to the internationally recognized benchmark of 70%, this performance is subpar.

According to the WAEC Chief Examiners' reports from 2022, weak grasp of the concepts presented, insufficient syllabus coverage, improper drawing and labeling of demand curves, imprecise diagram and outline measurement, and poor demand equation manipulation are the main reasons why secondary schools perform poorly in economics. According to the Chief Examiners' reports from 2017 and 2018, 70% of students' shortcomings were in quantitative economics. In terms of computations, the majority of students struggle to determine price elasticity of demand as well as total, average, and marginal costs; they also struggle with graph analysis; they are unable to create a demand curve; and they are unable to comprehend total and marginal cost diagrams, all of which contribute to their subpar academic performance.

According to Amakiri and Ukwujie (2016), academic achievement is a performance result that shows how well a person has achieved particular objectives that were the main focus of activities in educational settings, particularly in school, college, and university. The majority of school systems have cognitive objectives that either encompass the acquisition of information and comprehension in a particular intellectual domain (such as science, history, reading, or numeracy) or apply to several subject areas (such as critical thinking). Thus, according to Chukwueloka (2015), academic accomplishment should be viewed as a four-faceted construct that encompasses many learning areas.

Numerous factors influence pupils' academic performance. Furthermore, it is challenging to research every element influencing academic success. This is due to the fact that these factors—which include students' IQ, the school environment, the competency of teachers, the availability of educational resources, students' attitudes, and their self-concept—are multifaceted. It has raised the possibility that the students' self-concept holds the key to the solution (Jeong, 2018). The intellectual and cognitive component of the self that allows a person to fully comprehend themselves is known as their self-concept. According to Hormuth (2010), self-concept encompasses self-awareness, self-evaluation, self-understanding, and self-insight.

Everybody has an opinion about themselves; hence truth is not always reflected in one's self-concept. When the ideal and actual selves are not the same, a person is more content. When the ideal concept is not realized, the individual may experience social and psychological incompatibility. As a result, one's self-concept is shaped by their interactions with the environment, particularly through self-evaluation, and encompasses their awareness, feelings, and attitudes regarding their talents, abilities, social acceptance, looks, and other characteristics (Adebule, 2014).

Furthermore, self-concept describes how a person views, assesses, and thinks about oneself. It combines self-identity, self-esteem, and self-awareness. Numerous elements, including individual experiences, other people's opinions, society and cultural standards, and one's own views and values, all have an impact on one's self-concept (Chamundeswari, Sridevi & Kumari, 2014). Through interactions with other people and the environment, one's self-concept is created and evolves over time. It can affect a person's ideas, feelings, and behaviors and can be either beneficial or negative. Healthy self-esteem, confidence, and a strong sense of self-worth are characteristics of people with a positive self-concept.

They are more likely to have healthy relationships, create and accomplish goals, and effectively handle difficulties (Opara, 2017). Conversely, people who have a poor self-concept could have low self-esteem, self-doubt, and self-criticism. They could struggle with confidence and assertiveness and have a skewed view of themselves. Their relationships, general well-being, and capacity to realize their full potential may all be impacted by this (Onuoha & Chisom, 2016). Therefore, strategies and tactics used to modify or improve one's self-concept—that is, how one sees themselves—are known as self-concept transformational strategies.

Therefore, it is thought that a person's degree of achievement can be positively transformed by the development of their self-concept. On the other hand, if a person cultivates a good view of themselves, they are more likely to alter their perspective in order to do better. However, gender bias cannot be the only factor in the development of a positive or negative self-concept. Additionally, kids' academic performance and self-concept in secondary schools are significantly influenced by their gender. There are conflicting findings from earlier research. Gender and the development of other people's personalities were positively correlated, according to research by Vleioras and Bosma (2005).

Moreover, Maddux and Brewer's (2015) research demonstrate that one of the distinctions between men and women that causes them to behave differently is their self-concept. According to Kemmelmeier and Oyserman (2001), the difference between male and female self-concepts can be linked to differences in excitement, motivation, cognition, and social behaviors. They added that men and women had quite different definitions of who they were. Additionally, Igbo, Onu, and Obiyo (2015) looked into how gender stereotypes affected secondary school students' academic performance and self-concept in Enugu State, Nigeria. They discovered that gender stereotypes significantly impacted students' academic performance and self-concept in favor of male students.

Given the application of Economic principles to almost every aspect of human effort, stakeholders in education, especially those involved in senior secondary education, are very concerned about the low academic performance of pupils in this level of education. Students' academic performance is a reflection of the way economics is taught and learned in secondary schools. Results released by WAEC (2016) show that students' performance in economics has been appalling. This can be linked to the way the subject is taught. Because of this, a single test is insufficient, and classroom assessment is therefore essential (Agbamu & Obi, 2014).

An undetected accomplishment 5 test was a defining feature of the previous teaching approach (lecture method), where students' success or failure was determined by the final exam. Given the importance of economics in today's society, teaching methods must be modified to help senior secondary school pupils gain the necessary scientific knowledge and abilities. In search of a more appropriate strategy, the researcher therefore sought to carry out this study on the effects of self-concept transformational strategy on senior secondary school students' achievement in Economics in Plateau State.

Purpose of the Study

The purpose of the study was to examine the effect of self-concept transformational strategy on senior secondary school students' achievement in Economics in Plateau State. Specifically, the study sought to;

1. ascertain the mean academic achievement scores of students exposed to Economics using self-concept transformational strategy and those exposed using the lecture method.
2. determine the mean academic achievement scores of male and female students exposed to Economics using a self-concept transformational strategy.

Research Questions

The following research questions guided the study:

1. What are the mean academic achievement scores of students in Economics exposed to self-concept transformational strategy and those exposed to the lecture method?
2. What are the mean academic achievement scores of male and female students in Economics exposed Economics to self-concept transformational strategy?

Hypotheses The following null Hypotheses were formulated and guided the study at 0.05 level of significance.

1. There is no significant difference between the mean academic achievement scores of students exposed to self-concept transformational strategy in Economics and those exposed to the lecture method.
2. There is no significant difference between the mean academic achievement scores of male and female students in Economics when exposed to self-concept transformational strategy.

Methodology

The study adopted a quasi-experimental design precisely nonequivalent, non- randomized, pre-test post-test control group design. The population for this study constituted 2,080 students offering Economics in public secondary schools in Plateau State. The population of male and female students was collected from Secondary Education Management Board, Jos, Plateau State, 2021. The sample size consists of 152 respondents made up of secondary school Economics students from selected secondary schools in Plateau drawn using two-stage sampling technique. In the first stage, five (5) co-educational secondary schools were drawn from the 20 public secondary schools in selected local government areas (Jos South, Shendam, Jos North and Mangu) using simple random sampling technique of balloting without replacement. In the second stage, two intact classes of 50 students each in SSII offering Economics were purposively selected as a sample for the study. Then, the simple random sample technique was used to assigned the two classes into two groups (A and B). Group A was exposed using self-concept transformational strategy while Group B were not exposed to self-concept transformational strategy.

The instrument for data collection was Economics achievement test (EAT) which was used to assess the students' achievement. It contains 25 objective test questions on Economics selected from already standardized items produced by the West Africa Examination Council (WAEC) as contained in the past examination questions, based on the secondary school Economics SS II syllabus in demand and supply theory. The reliability of the instrument was established using Kuder-Richardson formular 20, which yielded a correlation coefficient of 0.83. Data collected were analyzed using descriptive statistics (mean and standard deviation) and Analysis of Covariance (ANCOVA) in testing the hypotheses

Results

Research Question 1: What are the mean academic achievement scores of students exposed to self-concept transformational strategy in Economics and those exposed with the lecture method?

Table 1: Pretest and Posttest mean academic achievement scores of students exposed to self-concept transformational strategy in Economics and those exposed to lecture method

Groups	Pretest			Post test		
	N	\bar{X}	SD	\bar{X}	SD	Mean gain scores
self-concept transformational strategy	69	37.85	4.71	57.15	5.34	19.30
Lecture method	83	31.71	4.32	45.63	4.03	13.92

Data in Table 1 show that the students exposed Economics using self-concept transformational strategy had a pretest mean of 37.85 with standard deviation of 4.71 and a posttest mean of 57.15 with standard deviation of 5.34, while those exposed to lecture method had a pretest mean of 31.71 with standard deviation of 4.32 and a posttest mean score of 45.63 with the standard deviation of 4.03. The results further showed that the students exposed to self-concept transformational strategy in Economics had a mean gain of 19.30 while those exposed to lecture method had a mean gain of 13.92. This showed that self-concept transformational strategy has increasing effect on the students' academic achievement in Economics; having recorded higher mean gain than the lecture method. In other words, the use of self-concept transformational strategy in Economics resulted to higher mean achievement scores of students in Economics.

Hypothesis 1

There is no significant difference between the mean academic achievement scores of students exposed to self-concept transformational strategy in Economics and those exposed to the lecture method.

Table 2: Analysis of Covariance (ANCOVA) of Achievement Scores of Students in taught Economics using self-concept transformational strategy and those exposed using lecture method

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	20821.185 ^a	2	10410.593	425.669	.000
Intercept	3274.189	1	3274.189	133.875	.000
Pretest	3547.791	1	3547.791	145.062	.000
Group	11639.153	1	11639.153	475.903	.000
Error	3668.554	150	24.457		
Total	195493.000	152			
Corrected Total	24489.739	151			

Table 2 shows that the p-value of 0.000 obtained was less than 0.05 level of significance. Thus, the value obtained provide significant evidence to reject the null hypothesis of no significant effect between the mean achievement scores of students exposed to Economics using self-concept transformational strategy and those exposed using lecture method. Therefore, self-concept transformational strategy has statistically significant effect on students' academic achievements in Economics.

Research Question 2: What are the mean academic achievement scores of male and female students exposed to Economics using self-concept transformational strategy?

Table 2: Mean academic achievement scores of male and female students exposed to Economics using self-concept transformational strategy**Table 3: Pretest and posttest mean achievement scores of male and female Students taught Economics using self-concept transformational strategy**

Gender	Pretest			Post test		Mean gain scores
	N	\bar{X}	SD	\bar{X}	SD	
Male	32	31.14	5.30	57.86	5.24	26.72
Female	37	29.36	4.02	52.10	5.14	22.74

Data in Table 3 show that male and female students exposed to Economics self-concept transformational strategy had pretest mean of 31.14 with standard deviation of 5.30 while the female had a pretest mean of 29.36 with standard deviation of 4.02. Similarly, the posttest mean scores of male and female students exposed to **self**-concept transformational strategy were 57.86 and 52.10 respectively with standard deviations of 5.24 and 5.14 respectively. The table

further indicated that male students had higher mean gain of 26.72 than their female counterparts with mean gain of 22.74 indicating that concept transformational strategy had an increasing effect on the male students' academic achievements in Economics than their female students.

Hypothesis Two:

H0₂: There is no significant difference between the mean academic achievement scores of male and female students taught Economics using self-concept transformational strategy.

Table 4: Analysis of covariance (ANCOVA) of mean achievement scores of male and female Students taught Economics using self-concept transformational strategy

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected	2438.08 ^a	2	1219.04	22.887	.000
Intercept	4147.110	1	4147.110	77.862	.000
Pretest	3597.641	1	3597.641	67.546	.000
Gender	11721.146	1	11721.146	220.066	.110
Error	3586.561	67	53.262		
Total	195493.000	69			
Corrected Total	24489.739	68			

The data in Table 4 revealed that the P-value of .110 obtained which is greater than 0.05 level of significance. The decision therefore was not to reject the null hypothesis. This implies that there was no significant effect in the mean achievement scores of male and female students in Economics exposed self-concept transformational strategy

Discussion of Findings

The findings of revealed that students exposed using self-concept transformational strategy performed better than those exposed lecture method. This is in line with the work of Danladi, Saidu and Otaha (2021) who found that self-concept transformation package had positive and significant effects on students' self-concept and academic achievement in Economics. Hence, a general consensus is that self-concept transformational strategy of teaching is effective in enhancing students' understanding of concept in Economics.

Based on the findings of research question two, it was discovered that the male students performed better than their female counterparts. The test of null hypothesis one shows that there is significant difference in the mean achievement scores of students exposed to Economics using self-concept transformational strategy and those exposed without. The results further

shows that there was a significant difference in the mean achievement scores of male and female students exposed to Economics using self-concept transformational strategy. Hence, it can be deduced that self-concept transformational strategy of teaching contributes to the academic achievement of students. This finding disagreed with that of Omirin and Toba (2022), who reported that female students were found to be of higher level of self-concept compared to their male counterparts, thus, had better achievement in Economics.

Conclusion

The study examined the effect of self-concept transformational strategy on senior secondary school students' achievement in Economics in Plateau State. Based on the findings of the study, it was concluded that students exposed using self-concept transformational strategy performed better than those exposed without. Also, there was significant difference in the mean achievement scores of male and female students exposed to Economics using self-concept transformational strategy. Further, this study also concluded that there was no significant effect of gender on students' academic achievement in Economics.

Recommendations

Based on the findings of this study, the following recommendation were made:

1. Teachers in senior secondary schools should be encouraged to adopt self-concept transformational strategy in teaching and learning of Economics as it enhances the academic achievement of students in Economics.
2. Seminars and workshops on teaching methodology should be organized for Economics teachers by the school management from time to time.

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