CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This Part consists of the presentation, analysis and the interpretation of data gathered through structured questionnaire. In addition to this, background information of respondents is presented. Finally, the statistical methods of analysis were discussed, which included a descriptive analysis, a correlation analysis, and a multiple regression analysis through SPSS version 26.

4.1. Data Presentation

4.1.1. Coding

The measurement items are main variables used in this study and they were coded in order to ease the analysis of data collected. Also, demographic information was collected from respondents and these variables were coded as well for analysis. Here is the coding of the variables for analysis.

Table 4.1: Measurement Items

Variables	Code	Number of Items
Demographic Information	(DM)	1-3
Economic Rationality	(ER)	1-10
Economic Knowledge	(EK)	1-10
Economic Literacy	(EL)	1-20
Self-Efficacy	(SE)	1-7
Cognitive Skills	(CS)	1-7

4.1.2. Reliability Coefficient Discussion

The internal consistency of the measurement dimension items was assessed by computing the total reliability scale. The total reliability scale for the study is 0.987 as shown in Table 4.2 below. This reliability value for the study is substantial considering the fact that the highest reliability that can be obtained is 1.0 and this is an indication that the items of the four dimensions are accepted for analysis.

Table 4.2: Reliability for all Items

Case Processing Summary

		N	%
Cases	Valid	33	100.0
	Excluded[a]	0	.0
	Total	33	100.0

a. Listwise deletion based on all variables

Reliability Statistics

Cronbachs Alpha	N of Items

.987	34

4.1.3. Socio Demographic Data

Thirty-three (33) questionnaires were administered physically to respondents and all the questionnaires were collected with a response rate of 100% i.e. all questionnaires were retrieved. Hence, responses were valid with complete answers. The demographic characteristics include: gender, age, highest educational qualification. The demographic part of the analysis was dealt with the personal data on the respondents of the questionnaires given to them. The table below shows the details of background information of the respondents.

Table 4.3: Demographic Data of Respondents

Measurement Items	Options	Frequency	Percent
Gender	Female	18	54.5
	Male	15	45.5
	Total	**33**	**100**
Age	20 – 29	4	12.1
	30 – 39	13	39.4
	40 – 49	10	30.3
	50 and above	6	18.2
	Total	**33**	**100**
Highest Educational Qualification	NCE/OND	2	6.1
	BSc/BA/LLB/HND	23	69.7
	PGDE	2	6.1
	MSc/Med/MA/LLM	6	18.2
	PhD	-	-
	Total	**33**	**100**

Source: Survey Result (2024)

In the above table (Table 4.3), the demographic data for public senior secondary schools in Ojo local government, Lagos, is presented. Out of the 33 respondents, 45.5% (15 individuals) are male, and 54.5% (18 individuals) are female. Regarding the age distribution, the majority of respondents, 39.4%, belong to the 30-39 age group. Additionally, 12.1% fall within the 20-29 range, 30.3% in the 40-49 range, and 18.2% are aged 50 and above.

Analyzing the highest educational qualifications, the data shows that 6.1% of respondents hold NCE/OND, 69.7% have BSc/BA/LLB/HND qualifications, 6.1% possess PGDE, and 18.2% have advanced degrees (MSc/MEd/MA/LLM).

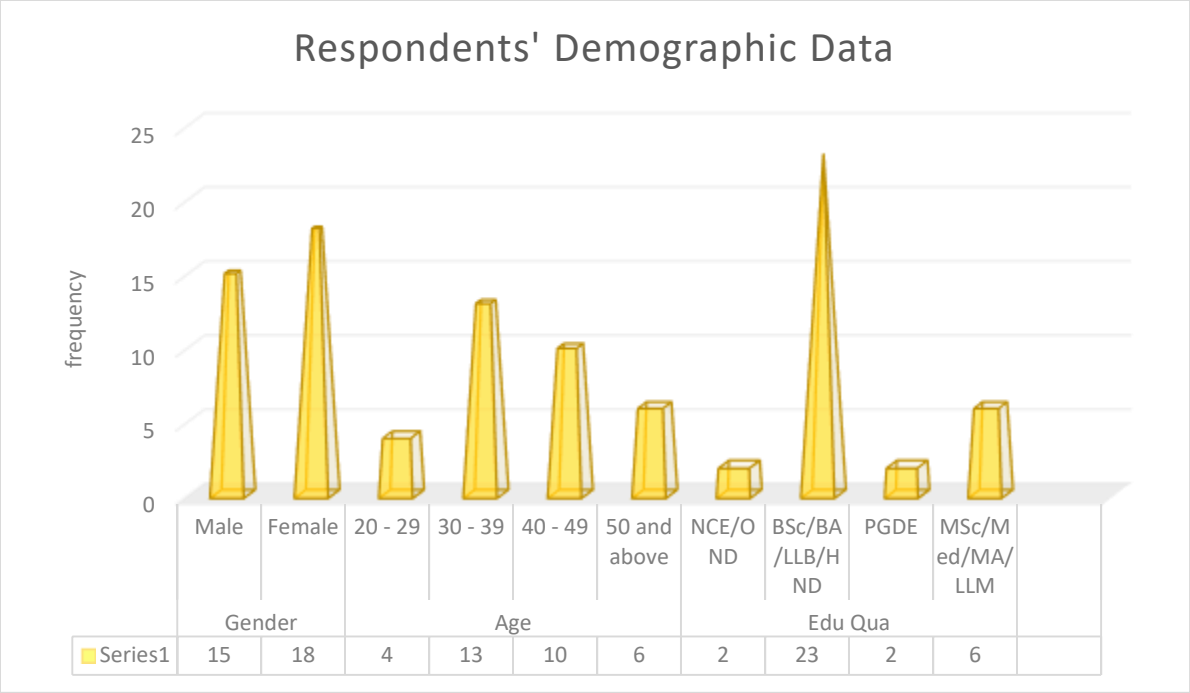

Figure 4.1: Demographic Data of Respondents

4.2. Data Analysis and Interpretation

4.2.1. Descriptive Analysis

The model this study used as the main guide for structured questionnaire was to collect data accurately on the employees' expectations and perceptions of the influence of economic literacy on teacher's self-efficacy and cognitive skills. The researcher used the three main dimensions (Economic Literacy, Self-Efficacy, and Cognitive Skills). As it was thematically categorized on questionnaire considering the results for the individual question of variables are discussed below individually.

4.2.2. Economic Literacy

Using a four-point Likert scale, this study aimed to gauge respondents' levels of agreement with statements related to the influence of economic literacy based on the rationality and the knowledge in senior secondary schools in Ojo local government. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were employed to summarize the responses. The findings are presented in Table 4.6 below.

Table 4.4: Economic Literacy

Measurement	**Items**	**Respondents Response (%)**	

No.	Economic Literacy Variable	Always	Often	Rarely	Never	Average Mean
1	**Economic Rationality**					
ER1	I seek sufficient price information before purchases	72.7	21.2	6.1	-	3.6667
ER2	I enjoy making economic-based decisions out of my instinct	42.4	51.5	6.1	-	3.3636
ER3	I prefer to buy shares rather save my salary	18.2	6.1	51.5	24.2	2.1818
ER4	I pay attention to present expenses and let future deal with itself	42.4	24.2	33.3	-	3.0909
ER5	Multiple investment reduces the chances of loss	42.4	30.3	21.2	6.1	3.0909
ER6	If the advertisement appeals to me, I decide to buy	21.2	54.5	24.2	-	2.9697
ER7	I believe money is intended to be spent without considering savings	9.1	6.1	30.3	54.5	1.6970
ER8	I take account into consideration my financial decisions	63.6	27.3	9.1	-	3.5455
ER9	I get tasks completed at the possible least cost without lowering standard	24.2	51.5	24.2	-	3.0000
ER10	I believe in equal economic opportunity for all	63.6	18.2	18.2	-	3.4545
2	**Economic Knowledge**					
EK1	An Increase in the exchange rate has negative consequences on the economy	78.8	18.2	3.0	-	3.7576
EK2	Borrowing from International Monetary Fund (IMF) has negative consequences on the economy	54.5	33.3	9.1	3.0	3.3939
EK3	Increasing national income improves citizen's standard of living	51.5	36.4	12.1	-	3.3939
EK4	The exportation of goods increases the country's foreign exchange earnings	66.7	27.3	6.1	-	3.6061
EK5	Scarcity of products leads a reduction in the prices of those goods	-	3.0	27.3	69.7	1.3333
EK6	Every country has enough resources to meet the needs of its people	6.1	15.2	33.3	45.5	1.8182
EK7	The new naira note policy is intended to reduce money supply	30.3	27.3	33.3	9.1	2.7879

EK8	An increase in interest rate encourages savings	48.5	18.2	9.1	24.2	2.9091
EK9	A drop in price of cylinder would increase sale of gas	33.3	30.3	21.2	15.2	2.8182
EK10	Inflation has positive consequences on the economy	9.1	18.2	24.2	48.5	1.8788

Source: Survey Result (2024)

In the economic literacy analysis presented in Table 4.7, respondents exhibit varying degrees of agreement on economic behaviors and knowledge. A notable finding is that a substantial 72.7% always seek sufficient price information before purchases, indicating a strong inclination toward informed consumer decisions. Additionally, 63.6% consistently consider financial decisions and believe in equal economic opportunity for all.

On the other hand, when exploring economic knowledge, the data reveals diverse perspectives. While 78.8% consistently believe that an increase in the exchange rate has negative consequences on the economy, there is less consensus on other topics. For instance, 33.3% always think that a drop in the price of a cylinder would increase gas sales, reflecting a more divided opinion on this economic scenario.

Overall, the mean values ranging from 1.3333 to 3.7576 suggest a moderate level of convergence, highlighting a mix of shared beliefs and diverse viewpoints among respondents on economic matters.

4.2.3. Self-Efficacy

Employing a four-point Likert scale, this study sought to know how confident the respondents are in their abilities in teaching economics in senior secondary schools in Ojo local government. Descriptive statistics, including frequency, percentage, mean were utilized to provide a comprehensive summary of the responses. The results are outlined in Table 4.7 for further examination.

Table 4.5: Self-Efficacy

Measurement	**Items**	**Respondents Response (%)**				
No.	**Self-Efficacy Variables**	VTM	TM	UM	VUM	Average Mean
SE1	I feel confident in my ability to teach economic concepts effectively.	84.8	15.2	-	-	3.8485
SE2	I believe I can adapt my teaching methods to enhance students' understanding of economic topics.	63.6	36.4	-	-	3.6364

SE3	I am capable of addressing students' questions related to economic literacy.	42.4	57.6	-	-	3.4242
SE4	I feel confident in my ability to manage a classroom when teaching economic concepts.	72.7	27.3	-	-	3.7273
SE5	I believe I can inspire students to engage with and enjoy learning economic principles.	57.6	42.4	-	-	3.5758
SE6	I believe my interactions with students positively impact their confidence in understanding economic concepts.	60.6	39.4	-	-	3.6061
SE7	I am open to experimenting with new teaching strategies to improve my self-efficacy in economic education.	54.5	42.4	3.0	-	3.5152

Source: Survey Result (2024)

In examining educators' self-efficacy in teaching economic concepts (Table 4.8), a notable trend emerges. A significant majority, 84.8%, expressed a high level of confidence in their ability to teach effectively (VTM). This confidence extends to adaptability in teaching methods, with 63.6% believing they can modify approaches to enhance student understanding (VTM). Further, 72.7% feel confident in managing a classroom during economic instruction (VTM).

In terms of inspiring students and positively impacting their confidence in economic understanding, respondents showed strong confidence levels, with 57.6% and 60.6% responding VTM, respectively. Notably, over half of the educators (54.5%) expressed openness to experimenting with new teaching strategies, indicating a willingness to enhance their self-efficacy in economic education. The mean values, ranging from 3.4242 to 3.8485, reinforce a positive overall outlook and confidence among educators in their ability to effectively teach economic concepts.

4.2.4. Cognitive Skills

Utilizing a four-point Likert scale, this study aimed to investigate the extent to which teachers' self-efficacy moderates the relationship between economic literacy and cognitive skills in senior secondary schools in Ojo local government. Descriptive statistics, such as frequency, percentage, mean, were employed to succinctly present the responses. The detailed results can be found in Table Z below.

Table 4.6: Cognitive Skills

Measurement	**Items**	**Respondents Response (%)**	

No.	Cognitive Skills Variables	VTM	TM	UM	VUM	Average Mean
CS1	I frequently incorporate activities in my lessons to promote cognitive skills development.	45.5	54.5	-	-	3.4545
CS2	I believe that teaching economic concepts enhances students' critical thinking abilities.	60.6	39.4	-	-	3.6061
CS3	I actively encourage students to analyze and evaluate economic information independently.	36.4	63.6	-	-	3.3636
CS4	I use diverse instructional methods to foster students' cognitive skills.	27.3	60.6	12.1	-	3.1515
CS5	I consider the development of cognitive skills an essential aspect of teaching economic literacy.	39.4	60.6	-	-	3.3939
CS6	I regularly provide feedback to students to enhance their cognitive skills in understanding economic principles.	54.5	42.4	3.0	-	3.5152
CS7	I believe collaborative learning activities contribute significantly to the development of students' cognitive skills in the context of economic education.	66.7	33.3	-	-	3.6667

Source: Survey Result (2024)

In exploring educators' strategies for cognitive skills development in teaching economic concepts (Table 4.9), the data indicates a strong commitment to enriching students' learning experiences. Over half of respondents (54.5%) frequently incorporate activities to promote cognitive skills, while 60.6% strongly believe that teaching economic concepts enhances critical thinking abilities. Educators actively encourage independent analysis of economic information (63.6%) and use diverse instructional methods to foster cognitive skills (60.6%).

Furthermore, a majority (60.6%) considers the development of cognitive skills an essential aspect of teaching economic literacy. Providing feedback for enhancing cognitive skills is a common practice among respondents (54.5%), and collaborative learning activities are deemed significant contributors by 66.7% of educators. The mean values, ranging from 3.1515 to 3.6667, collectively emphasize educators' dedication to a holistic approach in fostering cognitive skills within the context of economic education.

4.4. Estimation and Test of Hypothesis

Hypothesis 1: There is no significant influence of Economic literacy on teachers' self-efficacy in senior secondary schools in Ojo local government.

Table 4.7: Economic Literacy and Self-Efficacy

		EL	SE
EL	Pearson Correlation	1	.952**
	Significance(2-tailed)		.000
	N	33	33
SE	Pearson Correlation	.952**	1
	Significance(2-tailed)	.000	
	N	33	33

**. Correlation at 0.01(2-tailed):...

The correlation analysis shows a strong positive correlation between Economic Literacy (EL) and Self-Efficacy (SE) among teachers in senior secondary schools in Ojo local government. The Pearson correlation coefficient is 0.952**, and the significance level is 0.000, which is less than the conventional threshold of 0.05. The ** indicates that the correlation is significant at the 0.01 level (2-tailed).

In light of that, there is a statistically significant and positive relationship between Economic Literacy and teachers' self-efficacy. In other words, as Economic Literacy increases, there is a tendency for teachers' self-efficacy to also increase. The strong correlation coefficient of 0.952 indicates a high degree of linear association between the two variables.

Therefore, based on the correlation analysis, the null hypothesis "There is no significant influence of Economic literacy on teachers' self-efficacy in senior secondary schools in Ojo local government" would be **rejected** and that there is a significant influence of Economic Literacy on teachers' self-efficacy in senior secondary schools in Ojo local government.

Hypothesis 2: There is no significant influence of Economic literacy on teachers' cognitive skills in senior secondary schools in Ojo local government.

Table 4.8: Economic Literacy and Cognitive Skills

		EL	SE
EL	Pearson Correlation	1	.967**
	Significance(2-tailed)		.000
	N	33	33
SE	Pearson Correlation	.967**	1
	Significance(2-tailed)	.000	
	N	33	33

**. Correlation at 0.01(2-tailed):...

The correlation analysis indicates a very strong positive correlation between Economic Literacy (EL) and Cognitive Skills (CS) among teachers in senior secondary schools in Ojo local government. The Pearson correlation coefficient is 0.967**, and the significance level is 0.000, which is less than the conventional threshold of 0.05. The ** indicates that the correlation is significant at the 0.01 level (2-tailed).

Based on the analysis above, there is a statistically significant and positive relationship between Economic Literacy and teachers' cognitive skills. In other words, as Economic Literacy increases, there is a tendency for teachers' cognitive skills to also increase. The very high correlation coefficient of 0.967 indicates an exceptionally strong linear association between the two variables.

Therefore, based on the correlation analysis, the null hypothesis "There is no significant influence of Economic literacy on teachers' cognitive skills in senior secondary schools in Ojo local government" would be **rejected** and that there is a significant influence of Economic Literacy on teachers' cognitive skills in senior secondary schools in Ojo local government.

Hypothesis 3: There is no significant moderating effect of teachers' educational qualification on the relationship between economic literacy and cognitive skills in senior secondary schools in Ojo local government.

Table 4.9: Interaction between educational qualification, economic literacy and cognitive skills

1 Model	B	Std. Error	Beta	T	significance
(Constant)	.786	.224		3.499	.002
EL	.786	.072	1.252	10.884	.000
Edu Qualification	.181	.071	.343	2.542	.017
EL_Edu_Qualification	-.005	.031	-.013	-.175	.863

a. Dependent Variable: CS

Constant:

The intercept of the model. When all predictors are zero, the expected value of Cognitive Skills is 0.786.

Economic Literacy (EL):

For each unit increase in Economic Literacy, there is a 0.786 increase in Cognitive Skills ($p < 0.001$).

Educational Qualification:

For each unit increase in Highest Educational Qualification, there is a 0.181 increase in Cognitive Skills ($p = 0.017$).

Interaction Term (EL_Edu_Qualification):

The interaction term is not statistically significant ($p = 0.863$).

This implies that the moderating effect of Highest Educational Qualification on the relationship between Economic Literacy and Cognitive Skills is not significant.

Decision:

The interaction term (EL_Edu_Qualification) is not statistically significant ($p = 0.863$), suggesting that the impact of Economic Literacy on Cognitive Skills does not significantly vary based on teachers' educational qualification.

Therefore the hypothesis that there is a no significant moderating effect of teachers' highest qualification on the relationship between economic literacy and cognitive skills would be **accepted.**

4.5 Summary of findings

The correlation analysis uncovered a substantial and statistically significant positive relationship between Economic Literacy (EL) and Self-Efficacy (SE) among teachers in senior secondary schools in Ojo local government ($r = 0.952^{**}$, $p < 0.001$). This indicates that as teachers' Economic Literacy increases, there is a noteworthy tendency for self-efficacy to also increase, underscoring the significant influence of Economic Literacy on this professional attribute.

Similarly, the analysis revealed an exceptionally strong positive correlation between Economic Literacy and Cognitive Skills among teachers ($r = 0.967^{**}$, $p < 0.001$). As Economic Literacy increases, there is a substantial tendency for cognitive skills to also increase. This robust association highlights the considerable impact of Economic Literacy on enhancing teachers' cognitive abilities in the context of senior secondary schools.

Moving to the moderated regression analysis, the exploration of the moderating effect of Educational Qualification on the relationship between Economic Literacy and Cognitive Skills yielded interesting insights. However, the interaction term (EL_Edu_Qualification) was found to be not statistically significant ($p = 0.863$). Consequently, it can be concluded that the impact of Economic Literacy on Cognitive Skills does not significantly vary based on teachers' educational qualifications.

In summary, the first two findings emphasize the positive influence of Economic Literacy on both self-efficacy and cognitive skills among teachers. Contrarily, the moderation analysis suggests that the observed impact of Economic Literacy on cognitive skills remains consistent irrespective of teachers' educational qualifications. These nuanced insights contribute to a comprehensive understanding of the intricate relationships within the educational landscape of Ojo local government.