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Impediments to Teaching and Learning of Economics in Senior Secondary Schools in Obio Akpor Local Government Area of Rivers State, Nigeria

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Abstract:

This study reviewed the likely impediments to the teaching and learning of Economics in secondary school in Obio/Apor local government area of Rivers State. The study adopted the survey research method. A proportional stratified sampling was carried out to obtain the 20 teachers and 200 students used for the study. Two validated and reliable researchers made instruments (student's perception questionnaire and teacher's perception questionnaire) were used. The research instrument used was the student questionnaire. It has four sections and the reliability coefficient was 0.938 which is high and therefore certify the findings of the study. The formulated research question and hypothesis were analyzed with simple arithmetic mean and chi-squares statistics respectively. The mean of the responses was collected and the mean values of 2.5 and above were accepted vice versa. The research question(s) showed that teachers qualifications, educational qualifications of parents, provision of educational materials by parents, self-conception of the subject by the students, motivation of students, remuneration to teachers, inadequate provision of teaching materials by government all constitute impediments to teaching and learning of economics. Three hypotheses were tested, thus: student factors, parent's factors and Government factors were found to contribution to impediments to teaching and learning of economics in Obio/Akpor Local Government Area of Rivers State. Some recommendations were given among which are: student should show some level of seriousness in their studies; parents should provide their children with educational needs, and government should upgrade school library to encourage good learning environment.

Keywords: Student (personal) factors, parents (family) factors, Government factors, teachers (academic) factors

1. Introduction

1.1. Background to the Study

Teaching and Learning which are the major activities in any educational institution, are as old as man himself and are the greatest endeavor man can undertake to improve his life and it has unlimited benefits. Just as human society is not static, these processes have equally been undergoing changes to cope with the changing human environment. Thus, it is very important to man because he needs it at every stage of his life's development. There has been continuous search by educators and governments for universally accepted teaching and learning strategies such as Mastery learning method, Lecture method, Project method, Socratic method, Montessori method, etc. that could be applied irrespective of the discipline. Education can be regarded as an instrument for national development, which can take place normally if education can meet the exigencies of time as expected. In other words, there is need for educational development for the country to survive in this modern era of technological development and the need to have an educational system that aims at developing the individual to acquire intellectual and practical skills. The general outcry over the falling standard of education in Nigeria and the incessant poor academic performance of students in schools call for proper and continual study in educational system in order to identify the area(s) of weakness and try out possible solution(s) to the problems that gave rise to this malaise. Advocates of curriculum integration in Nigeria new system of education namely: Ajayi (1988), Adedeji (2007), Aremu (2003) to mention a few found elements in the current situation of things in Nigerian schools which vindicate their contentions about the problems centering around the uncertainties of implementation, as well as parents negative attitude etc. abound.

1.2. Statement of the Problem

The differential scholastic achievement of students in Nigeria has been and is still a source of concern and research interest to educators, government and parents. This is so because of the great importance that educators have on national development

of the country. All over the country there is a consensus of opinion about the fallen standard of education in Nigeria (Adebule, 2004). Parents and government are in total agreement that their huge investment in education is not yielding the desired dividend. Teachers also complain of students' low performance at both internal and external examinations. The annual release of Senior Secondary Certification Examination (SSCE) result conducted by West Africa Examination Council (WAEC) and National Examination (NECO) justified the problematic nature and generalization of poor senior secondary school student's performance in different school subjects. For instance, WAEC recorded a general failure by 30.91 and 23.71 percent in 2011 and 2012 respectively. The objective of secondary education according to the national policy on education (2004) is to foster the value and development of individuals for further education and general development of the society and equality of education opportunities of all Nigerian children irrespective of any or marginal disabilities. However, different people at different times have passed the blame of poor performance in senior secondary to student's low retention after learning, parental factor, association with wrong peers, low achievement motivation and the likes (Aremu and Sokan, (2003); Aremu and Oluwole, (2001); Aremu, (2000). Morakinyo (2003) believe that the falling level of academic achievement is attributable to teacher's nonuse of verbal reinforcement strategy. Others found out that the attitude of some teachers to their job is reflected in their poor attendance to lessons, lateness to school, unsavory comments about student's performance, poor method of teaching and so on affect students learning thereby affecting their academic performance, (Asikhia, 2010). The question is therefore, is what are the impediments to teaching and learning of economics in senior secondary schools in Nigeria? Is the fault entirely that of students (personal factor)? Is it that of the teachers (academic factor) or from parents (family factor)? Or is the government to be blamed? Provision of answers to these questions motivated this study with conviction that the findings to the study would go a long way in solving some of the problems impeding the effective teaching and learning of economics in senior secondary school in ObioAkpok Local Government Area of Rivers State and in Nigeria in general.

1.3. Research Questions

Research question 1: Does student's personal factors :(i) self-conception of the subject; ii) absenteeism from lessons; iii) personal career ambition; iv) failure to do assignments; v) motivation via availability of infrastructures and vi) relationship with teachers) contribute to impediments to teaching and learning of Economics in secondary school?

Research question 2 Does academic factors: i) availability of qualified economics teachers and ii) absenteeism of teachers from lessons and iii) good relationship between teachers and students contribute to the impediments in teaching and learning of economics?

Research question 3 Does government factors :(i) lack of provision of teaching and support materials ii) lack of provision of appropriate remuneration to teachers contribute to the impediments in the teaching and learning of economics?

Research question 4: Does parent's factors :(i) economic status of parents, ii) lack of provision of educational materials by parents, iii) diligent effort of parents to encourage learning habit in their children by motivation impede the teaching and learning of economics

Hypotheses of study the following hypotheses were formulated in this research to help draw inferences and make valid conclusions. The null hypothesis is as follows

Hypothesis 1 (Ho): There is no significant relationship between students' academic involvements and teaching and learning in senior secondary schools

Alternative Hypothesis (H1): There is significant relationship between students' academic involvement and improved teaching and learning of economics in senior secondary schools in ObioAkpok LGA, Rivers State, Nigeria

Hypothesis 2 (Ho): There is no significant relationship between parental involvement in provision of educational materials of their children and teaching and learning of economics in senior secondary school.

Alternative Hypothesis (H1) There is significant relationship between parental involvement in provision of educational materials of their children and teaching and learning of economics in secondary school.

Hypothesis 3 (H0): There is no significant relationship between government involvement in provision of educational materials and appropriate remuneration to teachers and improved teaching and learning of economics in senior secondary schools in ObioAkpok Local Government Area.

Alternative Hypothesis (H1): There is significant relationship between government involvement in provision of educational materials and appropriate remuneration to teachers and improved teaching and learning of economics in senior secondary schools in ObioAkpok Local Government Area of Rivers State.

1.4. Importance of the study

The findings of the study will be useful to

1. Government in curriculum planning
2. Parents by creating awareness to them on the need to support their children in academic pursuit.
3. Students by encouraging them on the need to take their studies serious.

The rest of the paper consists of section ii which contains relevant literature, section iii deals with the methodology, section iv, presentation and analysis of findings and section v deals with the conclusion and recommendations of the study.

2. Literature Review

Scholars such as Omotude (1987), Ayeni (1986), Martoralla (1976), have identified the dominance of untrained teachers in the school system as one of the problems of teaching and learning in secondary schools. Bloomington (2010) opined that teachers with ample knowledge of economics are able to plan effectively for introduction and organization of basic concepts. According to Rieber (1996), interactive and participative teaching method are linked to enjoyable activities that provide the flowing stage of the students in a state of flow and consequently cause better learning through focus and pleasant rewards. Gredler (1996), states that intellectual skills and cognitive strategies are acquired during academic games. Modern theories on students learning stress that teachers should create a powerful learning environment for students thereby stimulating constructive and self-directed contextual and collaborative learning, Dolmans et al (2003). Home background according to PISA, Programme International Students Assessment, (2009) influences academic and educational success of students and scholars while socio-economic status reinforces the activities and functioning of teachers and students. Mba (1991) lamented that poverty of the parents has made education and learning impossible for children especially disabled children in the rural areas. He lamented that poverty has further caused other problems such as diseases, frustration, poor performance, and psychological problem and so on. It was found out that motivational orientation predicted children's standardized achievement scores, Boggiano et al (1992). Bank and Finlapson (1980) found that successful students were found to have significant higher motivation for achievement than unsuccessful students. In Nigeria, a study carried out by Ajayi (1998) on achievement between academics performance and motivation using 276 students revealed that there is a relationship between academic performance and motivation. Pigors and Myres (1982) confirmed that there exists correlation between motivation and an academic performance. While Adams C.E(1971) says that in catering for the needs of the teacher the system is catering for standard performance in an academic environment. Amok and Nwagwu(1990) stressed that the inadequacy of physical facilities, equipments and learning materials, significantly contributed to job dissatisfaction among teachers

3. Research Methodology

3.1. Data and Scope of Study

The study population includes 20 economics teachers and 200 students were used. Four out of the eleven secondary schools in ObioAkpokor were selected. 5 teachers and 50 students were randomly selected from each school.

3.2. Research Instrument

The data for the study was generated from questionnaire. The questionnaire contains ended and closed ended questions. Likert type four-point summated rating of agreement weighted as Strongly Agreed (SA) = 4, Agreed (A) =3, Disagreed (D) =2, Strongly Disagreed (SD)= 1.

3.3 Data Analysis Procedure Descriptive and inferential statistics were used to present and describe the information of the study. The mean will be used to answer the research questions, values from 2.5 and above will be accepted while the chi square(χ^2) statistical method will be used to test the hypotheses.

4. Presentation and Analysis, of Findings

Research question 1 Does student's personal factors contribute to impediments to teaching and learning? Responses to the student's personal factors: (1) self-conception of the subject, ii) absenteeism from lessons; iii) personal career ambition; iv) failure to do assignments v) motivation via availability of infrastructures and relationship with teachers) have a mean value that is above 2.50. This indicates that student personal factors contribute to impediment to teaching and learning of economics in ObioAkpokor LGA of Rivers state.

Research question 2 Does academic/ teacher's factors contribute to impediments to teaching and learning of economics? Responses to questions relating to academic factors ((I) availability of qualified economics teachers and absenteeism of teachers from lessons) have a mean of 3.64 and 3.75 respectively from student's responses, while from teachers are 3.9 for both items. This means that teachers also contribute to impediment to teaching and learning of economics in senior secondary schools.

Research question 3 Does government factors contribute to the impediments to the teaching and learning of economics? Responses to questions relating to government factors: (i) lack of provision of teaching and support materials, ii) lack of provision of remuneration to teachers recorded mean values of 3.15 and 3.75 from student's responses on each item, while teacher's responses recorded mean value of 3.82 and 3.74 on each item. This indicates that government factors contribute to impediments to teaching and learning of economics.

Research question 4 Does parents factor contribute to impediment to teaching and learning of economics in senior secondary schools? Responses to parent's factors (i) economic status of parents, ii) lack of provision of educational materials by parents) is 2.43 for item (i), which is below the mean value of 2.50, indicating that economic status of parents does not contribute to the impediments in teaching and learning of economics in senior secondary schools. While the mean responses of both teachers and students on item(ii) are 3.16 and 3.90 respectively, indicating that lack of provision of educational materials by parents impede the teaching and learning of economics.

4.1. Test of Hypotheses

Hypothesis 1 Null Hypothesis (Ho): There is no significant relationship between student's academic involvement and improved teaching and learning of economics in senior secondary school in ObioAkorL.G.A., Rivers State, Nigeria.

Alternative Hypothesis (H1): There is significant relationship between student's academic involvement and improved teaching and learning of economics in senior secondary schools in ObioAkorL.G.A. Rivers State, Nigeria.

4.1.1. Students Items

S/N		SA	A	D	SA	
1	0	126	54	20	0	200
	E	$\frac{200 \times 126}{1000} = 90.8$	$\frac{349 \times 200}{1000} = 69.8$	$\frac{200 \times 165}{1000} = 33$	$\frac{200 \times 32}{1000} = 6.4$	
	X ²	13.65	3.58	5.12	6.4	
2	0	70	92	18	20	200
	E	90.8	69.8	33	6.4	
	X ²	4.76	7.06	6.82	28.9	
3	0	70	90	30	10	200
	E	90.8	69.8	33	6.4	
	X ²	4.76	5.85	0.27	2.03	
4	0	68	71	59	2	200
	E	90.8	69.8	33	6.4	
	X ²	5.73	0.02	20.48	3.02	
5	0	120	42	38	0	200
	E	90.8	69.8	33	6.40	
	X ²	9.4	11.07	0.76	6.40	
TOTAL		454	349	165	32	1000

Table 1: Computation of expected frequency for students related items

$$X^2 = \sum \frac{(O - E)^2}{E} = 146.08$$

Degree of freedom (df) = (R-1) (C-1) with R =5 and C= 4.

Df =12 X² critical at 0.05 level of significance and 12 df =21.03

Calculated X² =146.08 since Calculated X² is greater than the critical value, we reject the null hypothesis and accept the alternative hypothesis. We accept that there is significant relationship between students' academic involvement and improved teaching and learning of economics in senior secondary schools in ObioAkor LGA of Rivers State, Nigeria.

Hypothesis 2 Null Hypothesis (Ho): There is no significant relationship between parent's involvements in provision of educational materials of their children and improved teaching and learning. Alternative Hypothesis (H1): There is significant relationship between parent's involvements in improvisation of educational materials of their children and improved teaching and learning.

4.1.2. Parents (Family Factors) Items

There is no significant difference between parents (family factor) and teaching and learning of economics in senior secondary schools in Obio Akpor LGA of Rivers State.

S/N		SA	A	D	SD	
1	0	70	89	41	0	200
	E	84.4	69	32.4	13.8	
	X ²	2.46	5.80	2.28	13.8	
2	0	13.8	52	10	0	200
	E	84.4	69	32.4	13.8	
	X ²	34.04	3.01	15.49	13.8	
3	0	100	70	30	0	200
	E	84.4	69	32.4	13.8	
	X ²	2.88	0.01	0.18	13.8	
4	0	60	50	45	45	200
	E	84.4	69	32.4	13.8	
	X ²	7.05	5.23	4.90	70.53	
5	0	56	84	36	24	200
	E	84.4	69	32.4	13.8	
	X ²	9.56	3.26	0.40	7.54	
TOTAL		424	345	162	69	1000

Table 2: Computation of expected frequency for parents related items

$$X^2 = \frac{\sum (O - E)^2}{E} = 216.02$$

X^2 critical at 0.05 level of significance and 12 df=21.03, cal $X^2=216.02$, since cal. $X^2 >$ cri X^2 , we reject the null hypothesis and accept the alternative hypothesis, that there is significant relationship between parent's(family) factor and improved teaching and learning of economics.

Hypothesis 3 Null Hypothesis (Ho): There is no significant relationship between government involvement in provision of educational materials and appropriate remunerations to teachers and academic performance of students.

Alternative Hypothesis(H1): There is significant relationship between government involvement in provision of educational materials and appropriate remunerations to teachers and academic performance of students.

4.1.3. Government Items

S/N		SA	A	D	SD	
1	O	66	91	40	3	200
	E	110	68.4	21	3	
	X^2	17.6	7.47	17.20	0	
2	O	137	52	11	3	200
	E	110	68.4	21	3	
	X^2	6.63	3.93	4.76	0	
3	O	122	58	20	3	200
	E	110	68.4	21	3	
	X^2	1.31	7.47	0.05	0	
4	O	98	91	23	3	200
	E	110	68.4	21	3	
	X^2	1.31	4.95	0.19	0	
5	O	127	50	23	3	200
	E	110	68.4	21	3	
	X^2	1.72	4.95	0.19	0	
TOTAL		550	342	105	3	1000
		$\frac{200 \times 550}{1000}$	$\frac{200 \times 342}{1000}$	$\frac{200 \times 105}{1000}$	$\frac{200 \times 3}{1000}$	
		110	68.4	21	0.6	

Table 3: Computation of expected frequency for government related items

$$X^2 = \frac{\sum (O - E)^2}{E} = 80.93$$

Cal $X^2 = 80.93$, since Cal $X^2 = 80.93 >$ Crit $X^2 = 21.02$, we reject the null hypothesis and accept the alternative hypothesis that there is significant relationship between government involvement in provision of educational materials and appropriate remuneration to teachers and academic performance of students in ObioAkpok L.G.A of Rivers State.

5. Summary and Recommendations

5.1. Summary

From the analysis of the responses from the questionnaires, the findings can be summarized thus: From research question 1: from the student's personal factors the following were found: i) personal conception of the subject ii) personal career ambition; iii) failure to do assignment; iv) absence from economics lessons; contribute to the impediments to teaching and learning of economics. in senior secondary schools in Obio Akpor L.G.A of Rivers State, Nigeria.

On research question 2, from the teacher's factors, the following were found: i) the lack of availability of qualified teachers; ii) nonprofessional certification and lack of qualified teachers; and iii) lack of good relationship between teachers and students contribute to the impediments to the teaching and learning of economics in Obio Akpor L.G.A of Rivers State, Nigeria.

On research question 3: from the Government factors, the following were found: i) lack of constant payment of teacher's remuneration, ii) insufficient provision of teaching and support materials; iii) unavailability of recreational facilities; iv) improper school curriculum planning; and v) lack of provision of teaching aids to teachers, all contribute to the impediments to the teaching and learning of economics in senior secondary school in Obio Akpor L.G.A of Rivers State, Nigeria.

On research question 4: from the parents factors, the following were found: i) students opined that the socio-economic status of their parents do not influence their academic performance; ii) educational qualification of their parents

contribute to their academic performance hence to their teaching and learning.; iii} both teachers and students opined that inability to provide educational materials by parents impede teaching and learning; iv) diligent effort of parents to encourage learning habit in their children and motivation by reward of academic performance by parents, contribute to teaching and learning of economics in senior secondary schools in ObioAkpokor L.G.A. of Rivers state in particular and in all senior secondary schools in Nigeria in general. The value of Pearson product moment correlation in appendix 2 is very high (94) indicating that the results of findings of the study are reliable and valid.

5.2. Recommendations

From the findings of this research, the following recommendation can be made:

- i. Students should show some level of seriousness in their studies, do their assignments, be present to all their economics lessons.
- ii. Parents should try their best to provide their children with all the educational material(s) they need, they should encourage reading/study habit in their children and motivate their children by rewarding good academic performance.
- iii. Government should upgrade the school library to encourage good learning environment, provide recreational and infrastructural facilities, pay appropriate remuneration to teachers and provide educational teaching materials that suit the school curriculum. The governments should also ensure that only qualified teachers are employed to teach economics

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APPENDIX 1

A. STUDENTS (PERSONAL FACTORS) ITEMS

S/NO	FACTORS	SA	A	D	SD
1.	Personal career ambition contribute to your desire/interest to your learning economics as a subject.				
2.	Your personal conception of economics affects your academic performance.				
3.	Your teachers teaching method contribute to your academic performance in economics.				
4.	Your failure to do your economics assignments affects your learning of economics.				
5.	Your absenteeism form economics classes contribute to your learning, hence your academic performance.				

B. PARENTS (FAMILY FACTORS) ITEMS

S/NO	FACTORS	SA	A	D	SD
1.	Your parents ability to provide your educational needs influence your academic performance.				
2.	There is diligent effort by your parents to encourage you to develop learning habit after school.				
3.	Your parents reward or motivation to academic performance. Impacts on you academic achievements				
4.	Your parents socio-economic status influence your academic performance				
5.	The education qualifications of your parents contribute to your academic performance.				

C. GOVERNMENT (FACTORS) ITEMS

S/NO	FACTORS	SA	A	D	SD
1.	Infrastructural availability e.g. chairs, desks, etc contribute to your motivation or interest in learning of economics.				
2.	Educational facilities e.g. well equipped library motivate your interest to LEARNING of economics.				
3.	Lack/insufficient provision of teaching and support materials that suit the curriculum contribute to poor academic performance of students.				
4.	The availability of recreational facilities contribute to the learning interest of students.				
5.	The school curriculum planning has a way of disciplining students who are absent or fail to do assignment.				

APPENDIX 2

Computation of reliability coefficient using Pearson product moment correlation.

No of respondents	1 st test X	2 nd test Y	X ²	Y ²	XY
1.	75	72	5625	5184	5400
2.	73	70	5329	4900	5110
3.	65	68	4225	4624	4420
4.	62	69	3844	4761	4278
5.	58	65	3364	4225	3770
6.	60	63	3600	3969	3780
7.	70	75	4960	5626	5250
8.	69	73	4761	5329	5037
9.	55	60	3025	3600	3300
10.	56	62	3136	3844	3472
11.	62	64	3844	4096	3968
12.	70	74	4900	5476	5780
13.	68	72	4624	5184	4896
14.	65	69	4225	4761	4485
15.	61	65	3721	4225	3965
16.	63	68	3969	4624	4284
17.	67	70	4489	4900	4690
18.	58	62	3364	3844	3596
19.	48	53	2340	2809	2544
20.	64	68	4096	4624	5352
	$\Sigma X = 1269$	$\Sigma Y = 1342$	$\Sigma X^2 = 81318$	$\Sigma Y^2 = 90604$	$\Sigma XY = 85777$

$$r = \frac{N \sum XY - \sum X \sum Y}{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}$$

$$r = \frac{20 \times 85777 - 1269 \times 1342}{(20 \times 81318 - 1269^2) (20 \times 906042)}$$

$$r = \frac{1715540 - 1269 \times 1342}{(1626360 - 1610361) (18122080 - 1800 \times 64)}$$

$$r = \frac{12542}{(1599) (11116)}$$

$$r = \frac{12542}{13335.85}$$

$$r = 0.9405$$

$$r = 0.94$$