**TITLE PAGE**

**TECHNIQUES ADOPTED IN TEACHING ECONOMICS IN SENIOR SECONDARY SCHOOLS IN ENUGU EAST LOCAL GOVERNMENT AREA, ENUGU STATE.**

**BY**

**CHIADIKAOBI, ONYINYECHI P.L**

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**SUPERVISOR: DR. CHUKWUEMEKA OKOYE**

**JULY, 2017**

**APPROVAL PAGE**

This project has been approved for the Department of Arts and Social Sciences Education, Godfrey Okoye University Ugwu-Omu Nike, Enugu.

By

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Dr. Chukwuemeka Okoye *Date*

***Project Supervisor***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dr. Mrs. F. N. Ene *Date*

***Head of Department***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prof. A. E. Eze *Date*

***Dean***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ***External Examiner***  *Date*

**DEDICATION**

This project is dedicated to God Almighty, the creator of the whole universe who gives me the inspiration of writing this project, in whom all things are possible.

**CERTIFICATION**

This is to certify that, the researcher has a full claim to this work as originator except for some acknowledgements and references. In this regard, this work having been supervised, has never in any way been presented previously (in part or in full) in this great institution, as well as in other institutions of higher learning in Nigeria.

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**CHIADIKAOBI ONYINYECHI P.L DATE**

**U14/EDU/ECO/014**

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How can one ever acknowledge academic debts satisfactorily? Knowledge is a result of cumulative process spanning over many years and during these periods, the individuals pass through many people, institutions and ideas and to say where the influence of one stops that of the other begins. Nevertheless, I have to express my profound gratitude to all those who directly or indirectly contributed to the success of this study.

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***Abstract***

*The main aim of this study was to investigate the techniques used in teaching of economics in senior secondary schools in Enugu East Local Government Area of Enugu State. three specific purposes and three corresponding research questions were raised that guided the study. The instrument used to obtain information was a structured questionnaire. The data collected were analyzed using mean. The population of the study comprised of 13,681 students in 10 secondary schools in Enugu East Local Government Area of Enugu State. 100 students were sampled from five selected secondary schools for the study. The instrument used was validated by three experts, two experts in School of Education and one expert in the Department of Measurement and Evaluation of Enugu State College of Education (Technical) Enugu. The findings showed that demonstration methods of teaching promote academic and intellectual capacity of students in calculation in economics. Questioning method develop critical thinking skills to review previous lessons. Based on these the researcher recommended that secondary school teachers should be discouraged from the continuous use of conventional lecture method in the teaching of Economics as the method makes students perform poorly. The government should provide instructional materials to schools and teachers should also improve where necessary for effective teaching of economics.*

**CHAPTER ONE**

**INTRODUCTION**

**Background to the Study**

Education at any level is to bring out an essential change in the learner’s behaviour and a good teaching method increases learner’s knowledge and understanding. Teachers are to apply appropriate teaching methods that best suit specific objective at any given time. Many teaching practitioners applied teacher-centered method to impact knowledge to the students compared to student-centered methods or techniques. The importance of adequate teaching techniques in teaching and learning of economics cannot be over emphasized because it brings positive change in the learners. Effectiveness of teaching techniques indicates that the quality of teaching is often reflected on the achievement of learners. Teaching is a process that involves bringing about desirable changes in learners to achieve specific outcomes. Adunola (2011), maintains that teachers need to be conversant with numerous teaching techniques that take recognition of the magnitude of complexity of the concepts to be covered, if teaching is to be effective.

The challenges that educators face in the 21st century are so diverse that using better teaching techniques in teaching economics is more crucial now than ever before. Demonstration techniques of teaching is one of the many teaching style under the investigation or activity based. Demonstration method involves showing by reason or proof, explaining or making clear by use of examples or experiments, it means “to clearly show”. It is a techniques which is capable of improving learning through its diversity effect activity. Demonstration techniques often occur when students have a hard time connecting theories to actual practice or when students are unable to understand application of theories. This techniques enables concepts and processes to be observed directly, which in turn makes learning easier.

Demonstration as a teaching method is a valuable alternative to getting students to “learn by doing” and often accompanied by explanations. Here, the teacher engages students to learn, students are encouraged to ask questions. The student is viewed as an inquirer, a seeker of information. There is now a growing concern for the use of demonstration techniques of teaching economics, as an innovative instructional practice, which can only be effectively implemented if teachers possess the appropriate knowledge, skills, and abilities related to its use in the classroom situation. The topic “the technique adopted in teaching economics in senior secondary school in Enugu East Local Government Area of Enugu State” attempts to assess the level of impacts played by these techniques and its effectiveness on students’ achievement in secondary school. One of the most widely used method is the discussion teaching method; “it is a thinking together process”, or “a type of “co-operation in learning”. It is highly recommended by some educators as a good method or techniques of teaching economics in secondary schools in Enugu East Local Government Area of Enugu State. (Egbezor,2002) states that discussion method is organized on the principle that the knowledge and ideas of several people pooled together have merit than those of a single person. During discussion session students participate in the learning process, developing possible solutions to problems, placing the solution into action, and evaluating the results of the solution. As stated by Gokhale (2002), the professional success of a teacher is directly related to an ability to transfer knowledge gained in the academic environment to real-world situation.

Questioning teaching technique is largely used, and thus widely researched teaching method. Research by Maduka (2013), indicates that asking questions is second only to lecturing. Teachers typically spend from 35 to 50 percent of their instructional time asking questions. In general, research by Maduka (2013), shows that instruction involving questioning is more effective than instruction without questioning. Questioning teaching technique enable teachers to increase motivation or interest; to evaluate students’ preparation; to check on completion of work; to develop critical thinking skills; to review previous lessons; to nurture insights; to assess achievement or mastery of goals and objectives; to stimulate independent learning (Maduka, 2013).

One important findings is that questions that focus students’ attention on important elements of a lesson result in better comprehension than those that focus on unusual or interesting elements. Questions should be structured for more elicit correct responses

Questioning teaching technique is highly vital because of its positive effect towards quality teaching of economics in senior secondary school and it is highly recommendable in the sense that it helps to bring out the best in the learning processes, it encourages students to do more and brings out the best zeal in them toward learning for when there is teaching, there is learning.

Adejumobi, (2002), states “without effective teaching technique, a clear set of goals and carefully arranged content are likely to fail to produce satisfactory result on the part of the students. This tend to be so, since teaching techniques are the means by which the students are kept inspired in the teaching activities which result in learning. Teaching method serves as a communication link between the teacher, the student and the subject matter (Obaje, 2008). This study attempts to analyze the techniques adopted in teaching Economics in Secondary Schools in Enugu east local government area.

As we have different economists, so also do views on economics differs in their various ways. They view the nature of economics based on their individual understanding of the subject. Economics is about the choice people and societies have to make. A person might have to choose between buying a compact disc and buying a book. Economics by nature, meets those end by its study on price, costs, interest rate, unemployment, inflation, profit, budget deficit, trade deficit, exchange rates and so on. But economists sometimes turn their attention to other areas such as crimes, family relationship, war, politics, anthropology and the law.

David (2003), is of the view that economics study how society decides what, how and for whom to produce; goods are physical commodities such as steel and strawberries, service are activities such as messages, life concerts, consumed or enjoyed only at the instant they are produced. In a rare cases, some of the questions about what, how and for whom to produce have not been answered, until the arrival of a man. Friday, Robinson Crusoe can ignore the “for whom” question. In general, however, society must answer all these questions.

By emphasizing the role of society the nature of economics places economics within the social sciences, the science that study and explain human behaviour. The subject matter of economics is human behaviour in the production, exchange and use of goods and services. Economics in nature studies central economic problem of the society and how to reconcile the conflict between people’s virtually limitless desires for goods and services and the scarcity of resources (labour, machinery and raw materials) with which these goods and services can be produced. Awoke (2000), sees economics as the study of how man allocates their scarce resources to provide for their various wants or needs. As a science which studies human behaviour in the disposal of scarce goods. Robbins concluded by postulating that human beings exhibit four fundamental characteristics which are all embodies in the above definitions.

1. Man has various ends or wants to serve
2. His means of satisfying these ends such as times and money at his disposal are limited resources.
3. Those limited means are capable of being paid to alternative uses
4. Man, therefore, exercise choice in distributing these limited means (resource) between the competitive ends on the basis of relative importance.

Economics is about human behavior, yet we describe it as a science rather than a subject within the arts or humanities. This reflects the way economist analyzed problem not the subject matter of economics. Some definitions by some scholars were not good enough and did not embrace all aspects of economics. This made scholars and some students to wonder about the natures of economics over the years. However theses definitions were accepted to some extent. Marshall (2006) defines economics as a study of man’s action in the ordinary business of life, He considers how people receive money (incomes) they earn, how they spend it rationally due to the knowledge of economics. Agu (2004) sees economics as the organization and distribution of goods and service. He further states that economics is concerned with the scarcity and the activities of man that is pertaining to making or earning a living. In support of this, Alan (2011) view economics as “as social sciences” concerned with how people either individual or groups, attempt to accommodate scare resource of their wants through production substitution and exchange process.

Economics is an important subject that is why Paul (2009), believes that economics is the study of allocation of scarce resources among alternative and competing ends. Pigou (2008), states that economics is worthy of study because it makes it easier to institute practical measures to promote welfare. Some scholars in this field sees it as a social subject while others in another dimension came up with different ideas about the concept. For example Adam Smith came up with the first publication “An Inquiry into the nature” helps us to observe that economist views on this subject of wealth creation as a means of enduring increase in materials to improve the standard of living. However, conceptual framework of economics limits this study to micro economics that deals with small units of the economy (output of a product, individual demand, etc).

As this result the need to teaching economics to Senior Secondary Schools. As the techniques of teaching Economics have been highlighted earlier to be treated in full, the students comprehend the art teaching through these techniques. There also cannot be learning without teaching and vice versa.

Major concepts embodied in this research work are:

* Economics: this is the study of human behavior in relation to ends and scarce means which have alternative uses.
* Teaching: this implies the inculcation into a receptor or student using any working method the information that brings about the student’s intellectual development.
* Learning: as there is no teaching without a learner, this is the process by which the student assimilates the knowledge inculcated in him by the teacher using any of the appropriate methods.
* Classroom: the teaching and learning process of Economics all take place in a classroom. A classroom is therefore a place where teaching and learning takes place and this is usually a designated and conducive environment.

In conclusion, teaching Economics in Senior Secondary Schools is paramount to the techniques used which bring forth effective learning in students. However, to know the significances of economics as a school subject or a teaching subject, it is imperative to know the role economics plays in the senior secondary school that made it a teaching subject. Educational Encyclopedia (2007), states that the goals for economics education at the senior secondary school level may be placed in three broad categories:

* Helping students develop an awareness of their place in the economic decisions.
* Helping students develop the ability to apply economics in their responsibilities as consumers, producers or citizens, and
* Contributing to develop knowledge and skills for their general education, which can be achieved by drawing selective from a broad based content, by using diverse teaching and learning methods, and by capitalizing on multiple opportunities of economics understanding.

**Statement of the Problem**

Recent times, questions about the teaching methods on students’ learning effectiveness have consistently raised considerable interest in the field of educational research. Teachers have the greatest potential to influence the students’ education, while a student achievement is related to teachers’ competence in using different methods of teaching. Thus, students achieve more when teachers employ systematic teaching procedures that make teaching and learning processes easier.

Excellent academic performance by the students is not only attainable but could also be sustained through teacher’s method of teaching. However, the incidence of ineffective teaching technique of Economics in senior secondary school have resulted to poor achievement in both internal and external examinations. Most teachers while teaching do not involve learner centered approach like questioning techniques, demonstration techniques and discussion techniques that facilitate effective teaching and learning. This study therefore examined the effectiveness of some selected methods or techniques of teaching towards students learning.

**Purpose of the Study**

The main purpose of the study was to investigate into the techniques used in teaching economics in senior secondary schools in Enugu East L.G.A. and;

1. To find out the discussion techniques adopted in teaching Economics in senior secondary schools.
2. To find out the demonstration techniques adopted in teaching Economics in senior secondary school.
3. To find out the questioning techniques adopted in teaching Economics in senior secondary school.

**Significance of the Study**

It is expected that the findings of this study will be of immense benefit not only to the researchers but also to numerous people in the society and in the educational sector. The findings will be of great importance to students, in that; they will be well informed about various teaching techniques, and the effects will be on their academic performance.

Findings will be of great importance to educationist both private and public stakeholders, teachers. It will help increase awareness and understanding the use of the most of the teaching methods and provide feedback on the teaching competences in most commonly used teaching methods as a basis for improvement in instructional practice to enhance performance.

Curriculum designers, educational planners’ policy makers as well as government need empirical data on the overall teaching techniques and activity teaching competence of government teachers in senior secondary schools to facilitate proper curriculum policies and programmes for effective teaching.

Findings of his study will be of great benefit to school counsellors for proper guidance on effective teaching techniques to be adopted according to the needs of the students that could positively influence teaching.

**Scope of the Study**

The study aimed to cover the techniques used in teaching economics in senior secondary schools in Enugu East Local Government Area of Enugu State.

**Research Questions**

The study used the following research questions;

1. What are the discussion methods use in teaching Economics in senior secondary school?
2. What are the demonstration methods use in teaching Economics in senior secondary school?
3. What are the questioning methods use in teaching Economics in senior secondary school?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

This chapter reviewed related literature under the following sub-headings:

**Conceptual Framework**

* Economics as a subject
* Behaviorist Model
* Cognitive Constructivist Model
* State of the Art of teaching Economics in Enugu East L.G.A
* Method of Teaching Economics
* Factors Militating against Teaching of Economics
* Concept of Instructional Material
* Types and Impacts of Instructional Materials

**Theoretical Framework**

* Behaviorism Theory of Teaching
* The Contiguity Theory
* Classical Conditioning
* Brain Theory

**Empirical Studies**

**Summary of Literature Reviewed**

**Conceptual Framework**

**Economics as a subject:** Economics is the science which studies human behavior as a relationship between ends and scarce means which have alternative uses. This subject relates to one particular aspect of human behavior-maximizing satisfaction from scarce resources.

**Teaching:** Teaching is a systematic process of behavior that involves the improving a student’s understanding of a particular phenomenon. Therefore, teaching of economics is the inculcating of economic principles that enable the student to be conservative and apply the behavior of the said knowledge into practical uses.

**Behaviorist Model**

Behaviorist viewed that the transmission of information from teacher to students is essentially the transmission of the response appropriate to a certain stimuli. Thus, the point of education is to present student with the appropriate repertoire of behavioral responses to specific stimuli and to reinforce those responses through an effective reinforcement schedule. An effective reinforcement schedule requires consistent repetition of the material; small, progressive sequences of tasks: and continuous positive reinforcement. Without positive reinforcement learned responses will quickly become extinct. This is because learners receive some positive reinforcement.

Behaviorist teaching methods tend to rely on so-called “skill and drill “exercises provide the consistent repetition necessary for effective reinforcement of response patterns.

**Cognitive Constructivist Model**

Cognitivist teaching methods aim to assist students in assimilating new information to existing knowledge and enabling them to make to the appropriate modifications to their existing intellectual framework to accommodate that information. They viewed that because knowledge is actively active discovery. The role of the teacher is not to drill knowledge into students through consistent repetition or to goad them into learning through carefully employed rewards and punishments, rather the role of the teacher is to facilitate discovery by providing the necessary resources and by guiding learners as they attempt to assimilate new knowledge to old and to modify the old to accommodate the new. Teachers must thus take into account the knowledge that the learner currently possesses when deciding how to construct the curriculum and to present sequence and structure new material. The work of other cognitive theorists helps here. For example; researcher suggest that learners from a very young age make sense of the world, actively creating meaning while reading text, interacting with the environment, or talking with others. Even if students are quietly watching a teacher speak, they can be actively engaged in a process of comprehension, or minds on work as many teachers describe it. It is now known that young children are competent, active agents of their own conceptual development, (Bransford, 2000).

Furthermore, the V-A-K learning style model highlights that students in a classroom could have different learning styles- visual, auditory and kinesthetic. A visual learner learns best by viewing information in the form chart, diagrams, presentation, e t c. an auditory learner prefer to listen to the content in order to better understand it since they have strong language skills. Kinesthetic or tactile learners learn by touching or moving. They are “doors” or hands on learners. According to VAK model, most people possess a dominant or preferred learning style. However, some people have a mixed and evenly balanced blend of the three styles. The fact that learners may have a preferred style of learning imposes challenges on teachers to plan and structure their instructions so as to reach out to every child in the classroom. It is possible that a student whose preferred learning style is Kinesthetic is bored in a classroom where teaching caters to only auditory learners (Ambika, 2010).

**State of the Art of teaching Economics in Enugu East L.G.A**

The word teaching although appears simple at first, is very difficult to define, but when anybody used the word teaching we can interpret the speakers’ meaning thus;

1. Teaching can refer to an occupation.
2. Teaching can refer to an enterprise; that is the normal activity of a teacher in classroom.
3. Teaching can refer to the very act to teaching.

**Teaching as an Occupation:** Teaching is like any other occupation we are familiar with. In the same sense, it is simple the work we do and by means which we our living. Thus, teaching could be defined simply as what we do for a living. But what makes teaching a profession?

1. A professional needs a fairly long period of formal training.
2. It requires a body of specialized knowledge and skills.
3. A procedure for certification or validation of membership in the profession.
4. A set of standards of performance (intellectual, practical and ethical) which are defined and enforced by members of the profession.
5. Attachment or commitment to the profession with a willingness to advance its growth and effectiveness.
6. There is a bond of association between those who are in the profession.

**Teaching As An Enterprise (Activity):** In a school setting what the teacher is employed to do is “teaching” but if we enter a school compound, we can hardly find him “talking and chalking” more than half or two-third of his time. Even in the classroom, there are many of his activities which are strictly speaking not teaching such as making registers, opening the windows for ventilation, checking noise and maintaining discipline, filling the records book and so on, yet if we ask the teacher what he has been doing in school since morning, he would reply that he has gone to school to teach.

**Teaching as an Art:** In the act of teaching, there are so many movements of body and parts of the body. For example, talking pausing, writing, stretching and sitting, etc, but there are many more acts in teaching. For example, a teacher may be going round the students seats marking their procedures for solving a mathematical problem or how to draw graph in economics. He may be listening to students’ reading, he may be watching students carrying out their group project, he may be doing thousands and one things on the very acts of teaching apart from talking, explaining or writing on the chalkboard. Urevbu (2008), defined teaching as a conscious and deliberate effort by a matured or experienced person to impact information, knowledge, skills and so on. An immature or inexperienced person with the intention will learn more. Ughamadu (2002) sees teaching as a process that is obvious, but much depends on teachers’ ability to evolve a systematic means of identifying possible problems and its solution. Teaching is affected by the social relationship between students and the teacher. Rhyburn (2005), states that teaching will lose a very great deal of values no matter u to date in method or how efficient in organization unless it brings to the student the sense that he matters in teaching. In other word, this enables the child to be frank, sincere and that it minimizes the danger of the students harbouring feelings of guilt and inferiority. Having seen what teaching is, there is need to discuss the factors that affect teaching of economics.

Economics is taught in the senior secondary schools to allow students to understand today’s economic environment. This requires mastering the theory and practicing its application.

According to Adeogun (2003), any effort designed to increase or improve people’s understanding of economics as a teaching subject that the economic facts, concepts, principles, and problems. He went further to say that economics as a teaching subject refers to “the organized movement of increasing economic literacy. Awoke (2000), states that there are several reasons why economics can be studied;

1. For students to be aware of the present day economic problems both in our country and worldwide.
2. As a surest road to a rewarding career such as banking.
3. Economics is basically a utilitarian subject and helps us toward our existence in our daily activities.
4. Provision of policy, knowing how the economy works.

These can be achieved through studying various subjects like commerce (combination of economics), Integrated science (combination of Biology, Chemistry and physics), Social Studies which will enable the students understand government in secondary and political science in the higher institutions. However, economics in senior secondary school will help the child do well in economics as a discipline and statistics, mathematics etc. The following combinations point out the relationship between economics and other university courses. Having seen the table drawn above, one will understand the multi-disciplinary relationship of economics and other subjects strictly speaking for one to be able to study any of the courses shown; the person must do other related subjects. The university rule for admission states that for anyone to be qualified for admission into the university, he/she must have credit in mathematics and English language coupled with others as regards the individual’s field of study. Economics is therefore important in the senior secondary school curriculum especially in the senior certificate examination obtained through WAEC (West African Examination Council) and NECO (National Examination Council) which are the examination board in Nigeria.

According to Egbe (2010), the teaching of economics requires specific skills just as the teaching of other subjects dealt with but lack of trained manpower has led to the employment of the untrained teachers in many states of the federation. Educational Encyclopedia (2007), states that in the 12th grade, economics may be taught directly in a semester or yearlong course or it may be taught as an integral part of other senior social studies course, such as economic system, or in the context of economics for the consumer. In the other senior level, social studies course, economic units or dimensions which correlate effectively with basic aims, in contents of the courses may be added.

According to Ben (2001), Economics is taught in schools to help solve real world problems. For example, the economist Alfred Marshall (1843-1924), was greatly concerned with poverty, which he believes was the root of many social problems. He hoped that the study of economics would enable the students to better understand the causes of poverty and find a way to alleviate it. He went further to say that economics also helps students to look to economics for its explanatory predictive power, economics can help to answer many of their questions, explains why things are as they are, and it predict what in likely to happen under certain conditions. Economics study help to learn about certain ideas that have shaped the world.

**Method of Teaching Economics:**

The establishment of a pedagogical approach on the basis of which it is possible to design the proposing teaching methodology is essential. The pedagogical approach in which this paper is based is relying on the following points:

**Economics:** Economic thought can be implemented in the teaching process as a stimulus for attracting students’ interest. Economics can be a valuable for the education because economic theories are not just an expression of the economy, but a creation with educational value (Vrettos, 1999). This integration does not aim to overwhelm the student with knowledge, but to motivate in order to observe, investigate, experiment, imagine and make his/her own associations, through emotions. It aims in promoting reflection, critique, creative thinking and aesthetic experience to the student in order to develop the student’s system of values (Trilianos, 2009: 114-115). The use of economic analysis in the teaching process can be characterized as a didactic framework that completes the analytical curriculum because in order to be interpreted, it must be parallel with the corresponding historical, social and cultural environment. The economics education are not only simple illustrations or representations, but they stir the interest, because they offer the opportunity to complete the students’ knowledge of different subjects and correlate issues related to individual and social self, such as ethics, love, friendship, family, justice, social environment etc. (Efland, 2015).

**Project method:** The Project method is an experiential teaching method utilized in economics education and helps students develop many skills. It is a modern form of teaching, starting with specific considerations on a theme and aims to achieve a goal through collaboration between the students and their active participation, focusing on the participation, rather than the final result (Brinia, 2014). In particular, it supports and encourages the cooperation and multi-sensory approach in learning (Chissafides, 1994). Since this is a cooperative approach, it offers the chance to the students to take part in the management and implementation of "complex work plans, thus developing, critical thinking and collaborative skills", through social interaction between the classmates, the teacher and the broader social environment (Matsagouras, 2000).

**Interdisciplinary:**  The term refers to the teaching principle which seeks the approach of school knowledge through global study and process of issues (Matsagouras, 2004) that are selected and organized according to the interests and perceptual skills of the child (Matsagouras, 2003). The priority that is given to review important issues for children and the investigative process of processing issues make interdisciplinary approach child-centered both in terms of content and methodological approach (Matsagouras, 2003).

**Teaching methodology:** The proposed teaching methodology consists of five steps, which are the following:

1. Stimulation of Students’ Interest. The first step of our method is to integrate art as part of the teaching process. Specifically, economics education can be used as a stimulus for drawing students’ attention, enhancing their aesthetic experience and critical thought. Economics education can be included in the teaching process by selecting the appropriate and relevant economic theories from government, economy, literature, etc. In order to combine them with the teaching process. The teacher has to take into consideration that the selected theories will be relevant to students’ interests.

2. Presentation Of Teaching Material- The second step is the presentation of the didactic material. The teacher has to present the course in class by using the traditional lecture with combination of digital presentation tools or other teaching means to draw the students’ attention. It is important for the students to be familiar with the teaching material in order to integrate it into the activities.

3. Team Formation And Activities’ Determination- The third step consists of team formation according to the total number of students in class. In this step, the teacher has to determine the teams’ activities and inform the students about what they have to do. The activities can include processing of economic phenomenon and ideas from experiential learning with methods such as role playing.

4. Conduction Of Activities- The fourth step is the conduction of activities in class. During this step, students have to analyze the teaching material and implement it during the proposed activities. The teacher has to supervise the whole process and provide guidelines to students, due to the little experience of students.

5. Discussion And Assessment- The last step is the discussion in the class about the whole process and the expression of students’ emotions and thoughts. Afterwards, an assessment of the teamwork and the teaching process has to take place. The teacher distributes a questionnaire to the students with questions related to the abilities that they enhanced during the process, the benefits of the process and ways of improving the procedure (Brinia,2007). Consequently, the teaching approach is evaluated and the benefits for the students are rising up.

Since economics is a social science subject, there is need for teaching methods to be of greater standard. A variable instrument to convey its principles or theories should be used. It will be pertinent to examine the kind of economics that might be suitable for junior students and to consider whether or not the course should be towards the analytical or the descriptive is mainly the prosper of economics for twelve years old students or pupils tongues on whether or not the subject can actively be learned by these students. This leads us into field of teaching and learning methods of economics.

Christy (2010), is in support of this assertion, he says that the method to be adopted for economics should be scientific method of learning economics and it should be taught with activities like analyzing data, the testing of hypothesis and the establishing a causal relationships. It goes almost without saying that twelve years old students or pupils would operate at a lower level of sophistication. He noted that two problems which are the age of the learner and intelligence problem. This is why economics must be for much older students. Educational Encyclopedia (2009), states that for the teaching of economics to be most effectively the content should be organized and presented together positive on the context of:

1. What is being done or what is happening in the economy?

2. Why it is being done?

3. How can it be done?

This involves students in inquiry that will motivate them to learn.

Eze, (2004), contents that “very many teachers’ behaviour is commended and subsumed within the general descriptive way that teachers should choose the method they know best in the teaching of economics. Thus, simply means that there are a number of methods of teaching economics can be made successfully with teachers using his best to teach, to effects changes in the students live, some economists believe that economics can only be taught with the following methods:

Problem solving Approach, Activity method, Lecture method, Deductive method, Historical approach, Analytical approach, Inductive method, and Role-playing method.

Problem Solving Approach: whenever students take part in activities they will never forget the concept been taught easily. Sandra (2004), supports this by saying that children learn more by doing. This explains why activity method is important in the teaching of economics.

**Lecture Method:** this is also important because the teachers come in contact with the students, eyeballs to eyeballs as the teacher teaches. According to Ohucha (2000), economics students need the lecture method for them to be able to cope with economic analysis. In support of this, Aneke (2000), states that it is important because it will enable the teachers to relate economics issues to students.

**Deductive Method:** this involves reasoning with principles, theories or generalization to the fact. Aneke (2009), sees deductive method of teaching economics as the method that begins by investigating the principal forces determing a given class of phenomena and the general laws in accordance with which these forces operate. The fact of data observation is applied to the theory to ascertain the validity of a given theory. Onwukwe (2002), supports this idea, to him, economics is a social science that studies human behaviour. Since human beings unlike chemicals, animals or objects cannot be subjected to controlled laboratory experiments, they are to a large extent influential by the environment which they find themselves. This makes observation necessary.

**Inductive Method:** this is another method of teaching economics which has given to the abstract or deductive method. According to social Harassment (2011), the deductive method is based on prior examination of facts. Aneke (2009), states that inductive method is the reasoning process from particular cases to generalization. To him, inductive method is a method by which truths of scientific values are obtained, which are not directly deductible from principles already known. Inductive method may be employed to test the findings of economic theory. Onwukwe (2002), also states that the blame arises from the failure to the theories prediction due to the unpredictable nature of human behaviour.

Another method of teaching and learning of economics to connote learning is role-playing method as it implies role-playing means the assigning of roles to individuals to ensure a proper understanding of the subject. That is why Sturbridge (2011), contends that if this method is used well, they can reduce the artificiality of the classroom and provide a reason allowing the learner to meaningful role in the subject. This includes the use of visitations, learning representations of reality such as teachers using pictures, drawing, maps, film strips and other tools. The teaching of economics does not end itself to only those methods but also there are approaches which can be adopted; Historical approach, the past is precedent to the future. The past provides a background to the future events. If a problem is to be solved, there is need for me to look into history to find out what was adopted to get a solution. Egbe (2010), supported this view by saying that “time is a relevant factor in solving problems as a result, time lag may affect decisions”. He further stated that this is why of course unprecedented problems are difficult to solve and are subjected to hit and run tactics. Egbe also states that the teachers of economics should create economic problems as sub-set of institutional problems. An approach helps the students to apply the principles in the solution of economic problems because the method learns more towards traditional discussion, which is devoid of emotional judgment.

This cycle starts with teachers investigating what students need to know and do to meet goals valued by the communities in which they live and are educated. Students‟ engagement, learning and well-being are the touchstone. When teachers have a deep understanding of the profiles of their students, they then move to inquire about what knowledge and skills they need if they are to be more effective in addressing the needs of individuals and groups of students, particularly those not achieving as well as others. From there, teachers engage in new professional learning to intentionally deepen their knowledge and refine their professional skills in the focus areas. This new professional learning frames the kinds of new learning experiences that they can bring to their students. But that’s not the end. Given that the effectiveness of all teaching practice is influenced by context and no particular practices can be guaranteed to result in particular outcomes, the final stage of the inquiry involves examining the impact of changed actions on the outcomes for the students who were the focus of the inquiry. The purpose is to understand what has been effective and what has not. The findings from this examination then lead to another, and usually deeper, cycle of inquiry and knowledge-building.

**Factors Militating against Teaching of Economics**

**Corruption and Indiscipline:** Corruption has deeply affected the teaching of economics in senior secondary schools in Nigeria and has been extended to Enugu East Local Government Area.

According to Odey (2004), states that secondary school students are corrupt, they are introduced to examination malpractice by inducing them to pay big sum of money to enable them pass their economics examination. This reduces their skill as students do not have much zeal to learn because they have the feelings that they must pay money on the examination day depending on the nature of the subject, which may involve drawing of graphs, calculations and others alike. Economists in senior secondary schools examination boards in Nigeria are all corrupt. The misappropriation of funds that are meant for the buying of economics teaching aids.

**Shortage of Qualified Economics Teachers:** The shortage of qualified economics teachers affect students learning of economics in the content that qualifies economics and principles in operation, students can gain an understanding of the major activities of people in our economic system and institution through which the objectives of our economic system can be achieved. According to Wowl (2006), states that the Nigerian Certificate in Education (NCE) shall be the lowest qualification for the teaching profession. However, qualification like grade II teachers certificate should be seen as a prerequisite for the professional training to teach. Grade II teachers by this delimitation, are not professional teachers. They are rather teachers who intend to professionally trained and certified in the future. Ahmed (2004), support this view by reviewing the Nations’ policy on Education (NPE, 2001) which stipulated the Nigerian Certificate on Education (NCE) as a minimum teaching qualification in the country and also lists the goals of teachers education. Fafuwa (2009), states “the problem affecting the teaching today is as a result of people who cannot make good elsewhere but, because they have the minimum qualification required, joined the teaching profession from necessity rather than choice”. In addition to the context, according to Noah (2001), in the scare input on economics teaching are teachers, the ability to teach, and the desire to teach. On the student side, the scare input is the ability to learn that is William (2001), says “A less qualified tells, an average qualified teacher informs, a professional teacher teaches. On this note, Williams (2009), grouped teachers into two; pre-service and in-services. The less qualified teachers are classified to be under the pre-service education which includes all the stages of education, and training that precedes the employment of teachers to teach in a school. Teachers can also receive training after they might have begun teaching. He went further to mention the essential qualities of a teacher that can influence teaching and learning of economics. They include:

1. Teachers must have the knowledge of the subject matter. This means that teachers should be thoroughly justified on what he is called upon to teach. It also means that the economics teacher should have an in-depth knowledge of economics.
2. Teachers should have sincere interest in the teaching. This means that the love of the subject in teaching profession is an antidote to many difficult classroom situations. Due to the shortage in economics teacher in the secondary schools, the number of qualification seems to be enough. This shortfall continues because non-professional teaching lead to poor understanding of this subject, which will make the students not to do well. This notion was supported by Nna (2003), when he says that the personality of teachers has significant influence on students as teaching and learning takes place. According to Sotonwa (2008), the real problem of maintaining standard of teaching and learning economics in the school is that competent and qualified teachers are more or less not available. In the secondary schools, competent teachers are not recruited enough to teach.

**Poorly Equipped Libraries:** The library is a department in the school system that helps students and teachers to gain full knowledge of their various subjects. According to Nwadum (2004), asserts that library facilities are in short supply or non- existent. This is no doubt hinders the activities of the subject including teachers production. As the case may be most secondary schools under study in Enugu East local Government Area are not well equipped; some do not even have at all, while some have just a narrow and un-conducive environment which is not supposed to be so. The researcher attended about two secondary schools, but has never seen any existing library in the schools. This made the researcher to investigate on the causes, as regards the problems affecting teaching and learning of economics in Enugu East Local Government Area.

**Parental Influence and Family Background:** The parental influence and family background goes a long way to channel the child towards what the child becomes tomorrow. The fact remains the child’ education starts from the home or family. This will make the child to have full sense of belonging to his society and enable him participate actively in the affairs of the family and community. Alumode (2009), also states that parents are to make sure that their children according their age, aptitude and ability should receive education. This insists in the fact that children should attend to school regularly and parent must work hand in hand with their teachers to better the administration of education. In support of this, Ali (2001), observed that Parent Teachers’ Association is necessary for the school activities, and that serves as resource centre for the school, it gives the school the peoples’ belief concepts, ideologies, traditions and habits. Jude M. (2017)., opined that the pre-requisite of every child fundamental education and choice of career path emanates from the family. This is as a result of the child informally developing academically and formally the skills and talents he has acquired from home educationally making him/her better choose a career path.

Impact of the National policy on Education on the Teaching of Economics: The National policy on education came up when certain questions raised by the commissions, communities and meetings clearly showed that there were gulfs and gaps in the Nigerian educational system that needed to be closed. In addition to do just to that, the Nigerian Educational Research Council (NERC) now in 1969 sponsored a conference on curriculum development. This effort of NERC eventually gave birth to National Policy on Education (NPE-1977), revised in 1981, 1998, till date. The NPE in turn articulated general aims and objectives of Nigerian education and defined operational objectives of each aspect or level of education. The structure of Nigerian policy on education is six years of primary school, three years of junior secondary school, three years of senior secondary school and four years of the university education (6-3-3-4). The policy only favoured other subjects’ areas leaving economics untouched.

**Lack of Essential Teaching Aids:** The quality of the facilities and teaching materials used in teaching and learning appear to affect greatly the teaching and learning of economics. Oyobanji (2009), in his study noted that the problem facing any discipline is related to instructional materials, which includes; textbooks and models. However, for those instructional materials that are teaching aids to be relevant, the teacher must do as Howard and Nichuli (2005) posit.

1. Materials must be easily attainable as to cost and availability.
2. Have a wide range of choice of materials.
3. Such materials can be improvised by the teacher and his students.
4. Have a sufficient quantity of such teaching aids for students and him.

Learning will be meaningful and interesting when instructional aids are used. In a situation where there is no equipment the training of students becomes impeded and they end up not acquiring enough skills to make them reliant in the society.

Students and Teachers Attitudes towards Teaching Economics: The attitudes of teachers cannot be fully assessed without knowing who a teacher is. According to Hhawo (2004), teachers are directive agents in the educational system. On the side of students, in every teaching and process, their attitudes are been observed. This makes the purpose of teaching to bring about change in individuals behavior. According to Udensi (2006), teachers should try as much as possible to stimulate the students on some subjects they may exhibit ugly or good attitude lesson due to the person handling the subject. In the subject like economics, geography and Biology, students may have a good or bad attitudes of lesson due to the person handling them. Nevertheless, students find it difficult to understand or appreciate what the teacher means.

**Inadequate Accommodation (Classes):** Inadequate accommodation in the secondary schools is one of the problems affecting teaching and learning of economics in senior secondary schools. According to Onoyase (2011), “physical resources refer to the building, playground and equipment needed in the teaching and learning process”. They should be beautiful but not necessarily monumental in nature. What is necessary is that a building meant for the teaching of economics should serve the purpose for which it is meant. The possession of the physical resources is not all but the attention and maintenance on the part of the principal is crucial. The principal has to make proper arrangement for the sweeping of the classrooms and paths in the school compound, the building and environment should be kept safe all the time. According to Francis (2004), states that projects like erecting new classrooms, renovation of dilapidated school buildings and other related projects should as much as possible be community based. The village education communities (VEC) members should be part of the planning, management and monitoring of the project. This arrangement generates a sense of ownership and hence commitment on the part of the community, to facilitate the teaching and learning of economics. The provision of adequate infrastructures and facilities for conducive learning as in well-ventilated classroom is important. With effect of this, the Enugu state government provides some infrastructures such as buildings to some primary and post primary schools in the state. According to Ugwu (2001), “the size of the classroom determines students’ learning ability”. Some students do not pay attention to lesson because they do not feel comfortable in the classroom. This will definitely give room to noise making, a careless movement from seat to seat.

The problem of accommodation is not properly handled by the Enugu State Government because in some schools in Enugu East local government area like community secondary school, girls secondary school and so on, have no good classrooms, seats, and other necessary facilities for teaching and learning. Even the available ones, the classroom management by the teacher is below average and that affect negatively the teaching and learning of economics in the senior secondary schools in Enugu East local government area.

**Concept of Instructional materials**

Instructional materials are the tools used in educational lessons, which includes active learning and assessment. Basically, any resource a teacher uses to help him teach his students is an instructional material. Instructional materials are primarily a medium for delivery of content; the teacher reiterates and builds on the content. Curriculum is defined as the content of the textbook. The teacher’s job is to teach the textbook. Instructional materials are primarily defined as print materials. Instructional materials contain content that is cognitive in nature.

The concept of instructional materials is perceived differently by various authors. According to Olaitan, Nwachukwu, Igbo, Onyemaechi and Ekong (1990), instructional materials are those device developed or acquired to assist teachers in transmitting organized knowledge, skills and attitude to learners within an instructional situation. In the explanation, instructional materials in vocational technical education are those practical and skill development resources which facilitate the process of teaching/learning and evaluation of vocational technical skills.

Instructional materials include the electronic systems, tools, equipment and other resource materials that could be utilized for directing and controlling vocational technical operations and for reinforcing the teaching and learning of specified skills. Mkpa (1998) stated that instructional materials refer to the various information carriers employed in instructional delivery. He identified Television, radio, teaching machines, textbooks, computer, models and pictures as some of them. He also concluded that other means of instruction can exist beside teachers and that the students can learn without the teacher if they have access to media capable of presenting viable information. Ugonabo (1988), defined instructional materials as those materials which maximize learning in the various area of technology. He listed these materials as chalkboards, models, charts, overhead projectors, maps and simulations.

Nwandu (1994), explained that instructional materials are the resources which may be used by the teacher/learner in isolation or in combination formally to facilitate the acquisition of knowledge, skills and morals. Ike (1995) described instructional materials as information carrying technologies that can be used for instruction. He further explained that a teacher can describe a bucket but it is very hard to tell the students exactly what a bucket looks like without a picture for clarity. The picture of this bucket is an instructional material which would help students understand the lesson.

Ekong (1994), explained that the term instructional materials comprise all available and accessible practical and skill oriented resources which facilitate learning and acquisition of knowledge. These materials also assist teachers in transmitting facts, skills, attitude and knowledge to the learners within the instructional system. Ekong (1994) asserted that they are materials or equipment which is essential in teaching vocational technical subjects in schools. Such materials must be utilized in the teaching process to achieve the objectives of teaching. Olaitan (1992) warned that without the use of some materials, tools and facilities in teaching vocational technical subjects in schools, certain skills that might be required for entry into some vocational occupational area might not be imparted. It therefore means that these instructional materials are necessary for vocational skills to be learned by students.

Azikiwe (1994), explained that instructional materials are those devices used for the successful and maximal achievement of the objectives of teaching. To her, they have been found to facilitate the equality of instruction when used by teachers. Moore (1994), described instructional materials as devices that are presented in different varieties, they stimulate, motivate and arrest learner's interest.

**Types and Impacts of Instructional Materials**

The improvisation and use of instructional materials should take this into account. No single approach can cater for all teaching styles or satisfy the requirements of every situation in which the concept is acquired. The teacher can take a variety of decisions as to the most appropriate instructional material. Ohatoronye (1999) presented two principles for teacher participation in improvisation of instructional materials thus:

The first principle is that the materials may be learner-centred. The writer may use a didactic style in which the rule is first stated and then illustrated by the appropriate demonstration of forms/functions. The same content (that is expression of obligation) may be presented in format that engages the learner in practical work in Economics. What the learners do with the materials is of utmost importance. David (1990), stated that in improvising any instructional material for teachers, activities should be provided for practicing the concepts being studied in their integrative aspects. For example, practical activities should accompany listening activities.

The second principle is that instructional materials might be in form of magazine collections. Charles and Senter (2002), wrote that magazines collection comprises written presentation of sample of activities in Economics concepts organized in sequential units. Even where stretches of concepts are to be practiced orally, such as drills and dialogues, they are presented in written forms.

Esim (2003) stated that learners can also improvised teaching materials such as poster, wall charts, and nature corner.

**Textbook:** this is the primary type of instructional material as this embodies the utmost needs of the teacher. As the curriculum is in sequence with the textbook. The impact of the textbook as a type of instructional material supersedes all others.

**Audio Materials:** Ayogu (2002), noted that a resourceful teacher could make recordings of plays, discussions and passages to be read aloud for class work. The teacher could ask students to obtain interesting materials from authentic sources such as taped broadcast, speeches, lectures, debates, interviews, sketches.

**Visual Materials:** According to Egede (2004), this can be developed to accompany the textbook or to represent whole units in themselves. Students can take part in developing materials. They can be asked to bring to the class magazines, empty cans, food stuffs, video films, folktales or newspaper features. Ayogu (2002), stated that the teacher can draw from his own experiences in developing supplementary materials. He can introduce new topics and materials for practical work. He can also draw from his knowledge nutritional problems of students from a particular background. From such knowledge, he can develop his own resource materials for remedying difficulties in nutrition, for instance, writing a menu to ensure balance diet. Other materials may include films, games, cartoons, word puzzle, advertisement and all sort of media material. According to Esim (2003), such materials offer living examples of or stimuli for the understanding of Economics concepts in the real world. The third principle is that no one set of material can suit all learning purposes for all times (Romiszowski, 1996). When materials are improvised to supplement the textbook, they must not be regarded as permanent. The teacher should device a means of adapting instructional materials. He should bear in mind that his own supplementary materials will themselves be in need of constant review and modification (Ohatoronye 1999; Anaekwe 2004).

**Theoretical Framework**

A range of theories of teaching have developed over the past century. The most influential in terms of teaching practices have probably been behaviourism, which underlies a lot of the work on Direct Instruction, and constructivist theories such as those of Vygotsky (1978) and von Glasersfeld (1985) which have been influential in the development of more self-directed learning approaches. While influential, both theories have significant weaknesses and are increasingly being superceded by brain and neuro-scientific research (Muijs, 2008).

**Behaviorism Theory of Teaching**

Behaviourism is a teaching theory that only focuses on objectively observable behaviours and discounts any independent activities of the mind. Behavior theorist define learning as nothing more than the acquisition of new behavior based on environmental conditions.

Experiments by behaviorists identify conditioning as a universal teaching process. There are two different types of conditioning, each yielding a different behavioral pattern.

Classic conditioning occurs when a natural reflex responds to a stimulus. We are biologically “wired” so that a certain stimulus will produce a specific response. One of the more common examples of classical conditioning in the educational environment is in situations where students exhibit irrational fears and anxieties like fear of failure, fear of public speaking and general school phobia.

Behavioral or operant conditioning occurs when a response to a stimulus is reinforced. Basically, operant conditioning is a simple feedback system: If a reward or reinforcement follows the response to a stimulus, then the response becomes more probable in the future. For example, leading behaviorist B.F. Skinner used reinforcement techniques to teach pigeons to dance and bowl a ball in a mini-alley.

There have been many criticisms of behaviorism, including the following:

* Behaviorism does not account for all kinds of teaching, since it disregards the activities of the mind.
* Behaviorism does not explain some teaching–such as the recognition of new language patterns by young children–for which there is no reinforcement mechanism.
* Research has shown that animals adapt their reinforced patterns to new information. For instance, a rat can shift its behavior to respond to changes in the layout of a maze it had previously mastered through reinforcements.

**How Behaviorism impacts Teaching**

This theory is relatively simple to understand because it relies only on observable behavior and describes several universal laws of behavior. Its positive and negative reinforcement techniques can be very effective–such as in treatments for human disorders including autism, anxiety disorders and antisocial behavior. Behaviorism is often used by teachers who reward or punish student behaviors.

**Contiguity Theory**

Guthrie’s contiguity theory specifies that “a combination of stimuli which has accompanied a movement will on its recurrence tend to be followed by that movement”. According to Guthrie, all learning was a consequence of association between a particular stimulus and response. Furthermore, Guhrie argued that stimuli and responses affect specific sensory-motor patterns; what is learned are movements, not behaviours.

In contiguity theory, rewards or punishment play no significant role in teaching or learning since they occur after the association between stimulus and response has been made. Teaching or learning takes place in a single trial (all or none).

However, since each stimulus pattern is slightly different, many trials may be necessary to produce a general response. One interesting principle that arises from this position is called “postremity” which specifies that we always learn the last thing we do in response to a specific stimulus situation.

Contiguity theory suggests that forgetting is due to interference rather than the passage of time; stimulus become associated with new responses. Previous conditioning can also be changed by being associated with inhibiting responses such as fear or fatigue. The role of motivation is to create a state of arousal and activity which produces responses that can be conditioned.

Contiguity theory is intended to be a general theory of teaching and learning, although most of the research supporting the theory was done with animals. Guthrine did apply his framework to personality disorders. (Guthrine, 1938).

**Principles**

1. In order for conditioning to occur, the organism must actively respond (do things)
2. Since teaching involves the conditioning of specific movements, instruction must present very specific tasks.
3. Exposure to many variations of stimulus pattern is desirable in order to produce a generalized response.

**Classical Conditioning**

The theory of classical conditioning has its root as far back as the middle Ages of Renaissance. According to Susan Wise Bauer (1999), “Classical education depends on a three-part process of training the mind”, often referred to mass the trivium. The three stages of the trivium correlate naturally to the growth and intellectual ability of the children throughout their learning careers. Grammar, logic or dialectic, and rhetoric stages compose the trivium of classical education.

The grammar, or Poll-Parrott (Sayers, 1947) stage is the earliest of learning taking place in classical education. The time period this covers is approximately the entirety of elementary school as it used to be called. As Bauer (1999) point out, “these are the years in which the building blocks for all other learning are laid.” Students in this age range are eager to learn, where learning is mostly memorization of facts and rules. This memorization is fun for most in this age group (Bauer, 1999).

While students are not solely focused on grammar as they may imply, they are focused on learning all the basics, from arithmetic and multiplication, to simple anatomy and history, to spelling and actual grammar. Dorothy Sayers, the main authority on classical Theory in Education, (1947) states, “anything and everything which can be usefully committed to memory should be memorized at this period, whether it is immediately intelligible or not.” In order to be successful in the following stages of classical education, students must have a firm and solid foundation from the grammar stage.

On the other hand, “A student is ready for the logic stage when the capacity for abstract thought begins to mature.” (Bauer,1999). Regardless of how we know when the a child is ready for this stage, students, at this point, want to know more than just the basic facts; they learned much of ‘what’ in the grammar stage. Now they want to know the ‘who’, ‘how’, ‘where’, and ‘why’ involved in all the concepts discussed in school. Generally speaking, the goal is to continue to build students’ knowledge to such a level that they are able to make logical connections from different fields.

(Bauer, 1999) Teachers must also guide students to do their own thinking and finding of information in order to logically come to any sort of conclusion. In summary of the first two stages: “in the grammar stage, observation and memorization are critical; in the dialectic stage discursive, or logical reasoning are highly important.” (Hart, 2006, pg. 79).

In the final stage the rhetoric stage, will take what students have learned in the first two stages and continue to build on it.

The goal of the trivium and classical education is a rigorous education. This process of training the mind is repetitive and language-based. The grammar stage teaches students all the facts and rules of language and other subjects in school; the logic or dialect stage gives students the ability to connect subjects logically and be able to form logical arguments; lastly, the rhetoric stage builds on the first two and requires students to be able to defend, verbally and in written form, their own ideas. The trivium of classical education was more than enough training during the Middle Ages and some, particularly Sayers, would argue that it is still enough education for life during modern times.

**Brain Theory**

Especially important in brain theory is the role of memory in learning processes. The memory consists of three parts: the sensory buffer, the working memory and the long-term memory.

The memory works as follows: one’s experiences (tactile, visual or auditory) are registered in the sensory buffer, and then converted into the form in which they are employed in the working and long-term memories. The sensory buffer can register a lot of information, but can only hold it briefly. Some parts of the information in it will be lost, other parts will be transmitted to the working memory. The working memory is where „thinking gets done‟. It receives its content from the sensory buffer and the long-term memory but has a limited capacity for storing information, a fact that limits human mental processes. The working memory contains the information that is actively being used at any one time (Muijs, 2010).

**Empirical Studies**

Adu, and et al (2009), viewed that introduction of quantitative topics into the secondary school economics curriculum has attracted the interest of economics educators and researchers. This concern arose from the fact that student’s achievements in the secondary is poor. It is against this background that this study investigated the relationship between quantitative ability (knowledge of Venn diagram, measures of central tendency, and percentage) and secondary school students’ achievements in economics. The study adopted survey research design of the ex-post facto type. A purposive sampling technique was used to select sample for this. Data were analyzed using Pearson product moment correlation and multiple regression statistics. The findings revealed that the students’ knowledge of measures of central tendency and Venn diagram have great contribution, the students’ achievements in economics. It is therefore, recommended that these factors should be taken into consideration in order to enhance the understanding of economics.

Study by (Liston et al., 2009) compared how highly stressed and relatively non-stressed medical students performed on tasks that required that they shift their attention from one visual stimulus to another. Their results showed that the extremely stressed students scored lower on tests and had reduced processing in certain brain regions, implying that chronic stress disrupts the brain's ability to shift attention, a function certainly necessary for classroom learning (Carew & Magsamen, 2010). All of this has clear implications for classroom climate.

Olatoun (2010), studies on teachers and students’ academic performance in Nigerian secondary schools: Implications for planning. He examined the number of qualified teachers and its relationship to student’s academic performance in economics in public secondary schools in a sample of local government area of Enugu state. Twenty-one secondary schools, one in each local government area from a population of thirty-one Local government Area in the state, were sampled. The senior secondary school certificate examination result from 2000 to 2004 was used to analyze student’s academic performance and reflected some concerns in the school systems. The findings of the study showed that teacher’s qualifications, experience and teachers’-students’ ratio were significantly related to students’ academic performance. These findings can be used to guide planners about the need of qualified teachers to facilitate effective teaching and learning of economics in secondary schools in Nigeria.

Studies by Agbatogun, 2010, suggest that effect of teacher experience is small relative to the effect of other desirable teachers’ characteristics such as teachers’ content knowledge, and overall academic ability (Agbatogun, 2010). In view of the foregoing, this study therefore was set out to investigate the relationship between teachers’ characteristics (qualification, years of experience) and students’ performance level in Senior Secondary School Financial Accounting.

The following questions were raised and answered in the study;

i. Is there a significant relationship between teachers qualification and students performance level in Accounting?

ii. What type of relationship exists between teachers experience and students performance level in Accounting?

The study employs a correlational research design. The target population for the study is all the teachers of financial accounting and students offering Financial Accounting as a school subject in Ondo State. A total of 200 Financial Accounting Teachers and 200 Accounting Students were purposively selected from 5 local government areas in Ondo State. Two instruments were used for data collection; Teacher qualification and experience questionnaire (TQEQ) and Financial Accounting Achievement Test (FAAT).

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TQEQ was used to collect information from the teachers who participated in the study. The questionnaire was designed to get some personal information on the respondents’ sex, age qualification and years of service. The total number of the items in this questionnaire is seventeen. Validation of the questionnaire was done by expert judgment. The initial draft was given to some lecturers in the Faculty of Education, Adekunle Ajasin University Akungba for critique before the final version was administered. The TQEQ was administered to 20 teachers as a pilot test and the cronbach coefficient alpha was computed to determine its reliability and internal consistency. The alpha value of 0.84 was obtained. The Financial Accounting Achievement Test (FAAT) consisted of 50 multiple choice questions with 5 options per item. The face and content validity of FAAT was established by 3 experienced Financial Accounting Teachers. It also yielded reliability coefficient value of 0.75 using test retest technique. The item analysis of the instrument was also conducted in order to determine the difficulty and discrimination indices of the items. The difficulty index of the items ranged between 0.45 – 0.55; while the discrimination index ranged between 0.4 – 0.65. Regard procedure; the two instruments were administered to the teachers and students in their respective schools, after permissions were sought from the school Principals.

The findings of the study answered the following illuminated the significant relationship between teachers qualifications and students performance level in Accounting? And the Relationship between Teachers Qualification and Students Performance Level in Accounting

A significant outcome r value of 0.58 is an indication of a positive relationship. Hence positive and significant relationships exist between teachers’ qualification and students’ performance level in Accounting and r value of 0.65 is an indication of a positive relationship. Hence positive and significant relationships exist between teachers experience and students performance level in Accounting.

Results obtained from the analysis carried out on data collected on research question one revealed a positive relationship between teachers qualification and students performance level in Accounting. This agreed with the findings of (Rena, 2000; Elochukwu, 2001; Bangbade, 2004) that teachers attribute (teachers’ qualification and experience) and students’ academic performances are positively related. Teachers attributes in the first instance influences his/her performance which in turn enhance students’ performance. There is a logical linkage between these two variables. Findings from research question two showed a positive relationship between teachers experience and students performance level in Accounting. This findings support Salau (2010) who reported that teacher experience is a good predictor of students’ performance level in school subject. This finding is also in agreement with Adrew and Schwab 1995 that teachers’ years of experience are consistent predictor of higher test scores in school subjects. However, there are other factors that may also influence teacher’s quality of experience which are outside the scope of this study. The length of service put in by a teacher does not guarantee quality experience and quality service delivery, but how best he/she is able to apply and display the proficiency acquired from the training that earned him/her the qualification(s) at hand. Some motivational factors such as economic (salary and other emoluments) and non-economic factors (contentment, passions for the learners, natural interest in the profession, to mention but few) may encourage the teacher to be somehow productive, the resultant effect of which may reflect on the performance of the students. The substantial positive correlation obtained from the outcome of the analysis shown in table 2 above was as a result of low quality of experience the teachers possessed because evidence shows that majority of the teachers sampled had spent a good number of time in service. It is crystal clear that the performance of the students was on the average as the experience of the teachers was also on the average (see the obtained mean in table 2).

From the findings of this study, it is clear that teachers’ qualification and experience are good determinant of students’ performance level in schools. Base on the above, the following recommendations are hereby made;

Anyakoha and Arkhust (2004) conducted a study titled; Availability and Adequacy of Educational Facilities for the Implementation of the Senior Secondary School Clothing and Textile Curriculum in the Southern Zone of Ghana. The study was designed to find out which of the essential educational facilities for the implementation of the senior secondary school clothing and textile curriculum are available and also available in enough quantities in the selected schools. The study’s population was the clothing and textile teachers and the senior secondary schools clothing and textile students during the 2001/2002 academic year. The total respondents used were questionnaire, interview guided and observation checklist. Frequency, percentages, and means were used to answer the research questions and chi-square used to test the hypotheses. The study showed that not all the needed facilities are available. Most of the equipment available was not in sufficient quantities, only 17 out of 43 are available in enough quantities. The teachers were not enough to teach more of the practical curses effectively.

This study was carried out in senior secondary schools but the present study will be limited to Basic 7-9 schools. Since that study observed insufficient instructional materials, the present study would go further to investigate the extent of improvisation and utilization of instructional materials by Basic 7-9 Economics teachers, in the absence of professionally made ones.

Nwoji (2006) conducted a study on the assessment of resources available and utilize in Women Educational Centers in Enugu State. The main purpose of this study was to find out teachers’ qualifications and available learning resources in women education centers in Enugu State. Populations of 350 women were used for the study. Questionnaire was used for data collection. The study revealed lack of full-time qualified teachers and lack of learning resources (equipment and materials) in the centers. Nworji’s study is relevant to the present study because it investigates that availability and utilization of resources for teaching, among other things, Economics. This study was carried out in Women Education Centres in Enugu State but the present study will be limited to Basic 7-9 schools in Anambra State.

Another study conducted by Aquah (1998) focused on Identification and Evaluation of Instructional Materials for Teaching and Learning Business Subjects in Senior Secondary Schools in Cross-River State. The purpose of the study was to identify and evaluate the adequacy of the instructional materials available for teaching and learning Business subjects. The population for the study was 360 business subject teachers in all the senior secondary schools in the state. Five research questions guided the study and data were analyzed using Z-score statistics. (The instrument was a structured questionnaire). The study revealed a paucity of instructional materials and staff in the senior secondary schools. The Federal Government Schools were better equipped than the state schools. Aquah’s study also provides useful insights for the present one because it focused on instructional materials. However, it was carried out in Business Studies while the present study was in Home Economics. It also compared Federal and State schools while the present study will compare urban and rural economics teachers.

Ekong (1996) carried out a study titled: The perception of agricultural teachers on the criteria that could be employed in selecting instructional materials and teaching major areas of practical agricultural science curriculum. Three research questions and three hypotheses guided the study. A structured questionnaire was used to collect data and analyzed using mean, standard deviation and t-test. The finding of the study revealed that thirteen (13) criteria presently used for selection of instructional materials by agricultural science teachers were valid.

Study by Grotzer, 2009 revealed the evidence that elementary-age students view decomposition as a process that occurs in the absence of decomposers. Within a subset of these studies,, students conceptualized decomposition as either the physical disintegration (e.g., leaves being ground up into smaller parts, as opposed to chemical decomposition) or removal of a dead organism or its parts by humans. Ero-Tolliver et al. after conducting a random sample, suggested how student’s environment may influence their thinking. From the questionnaire prepared students left these replies:

1. The leaves disappeared
2. The leaves died
3. The leaves were blown away
4. The leaves were taken away by trash collectors.

All reasonable replies, given the experiences of these urban children.

In numerous studies has been established that SRL, and in particular metacognition has a significant impact on students‟ academic performance, on top of IQ and/or prior achievement [See for example the review of Pressley & Harris (2006), Ponitz, Mc. Clelland et al. (2008), and the Handbook of metacognition in education (Hacker, Dunlosky, & Graesser, 2009)]. Veenman, Wilhelm and Beishuizen (2004) and Veenman and Spaans (cited in Veenman et al., 2006, p.6) found that metacognitive skills and intelligence are moderately correlated. On the average, intelligence uniquely accounts for 10 percent of variance in learning, metacognitive skills uniquely accounts for 17 percent of the variance, whereas both predictors together share another 20 percent of variance in learning for students of different ages and background, for different types of tasks, and for different domains. The implication is, according to Veenman et al. (2006) that an adequate level of metacognition may compensate for students‟ cognitive limitations. So, additionally to the fact that SRL is an important new learning outcome, there is at least one other reason to include metacognition in educational effectiveness research. Metacognition is an important predictor at student level, independently from intelligence and prior achievement. The question, than, is whether metacognition is a cognitive aptitude that students develop – like intelligence – rather independently from education, or whether it could be trained or promoted by education, and if so to what extent and how?

**Summary of Literature Review**

Literature review suggests that the majority of the empirical literature about teaching is focused on student thinking. Although a subset of studies focused on changes in student thinking as a result of a particular instructional approach or instructional unit.

In the theoretical literature, patterns emerged across the aspects of the student thinking discussed. In addition, we noticed even broader themes in student thinking that run across the targeted ideas.

The conceptual literature elaborated the students’ everyday experiences as relating to economics education, including both what they observe in the natural world and hear in conversation. The following section outlines associated implications, as well as broader considerations for teaching about interdependent relationships in teaching and learning.

The work of various authors and scholars as shown so far, reviewed that there are problems with teachers in teaching of economics in secondary schools. Despite the measures taken to remedy the situation at hand, they include;

1. The teachers of economics to understand the nature of the subject.
2. The need to train persons such as counselors, teachers and contributors because one key factor of teaching process is the teachers knowing what to teach and the students knowing the nature of the subject, through the help of the counselor.
3. The instructional materials/teaching aids hinders teaching of economics in senior secondary school in Enugu East Local Government Area of Enugu State.
4. Government also contributes to the problems affecting teaching of economics in senior secondary school in Enugu East Local Government Area of Enugu State.
5. Parents also contribute to the problems of teaching of economics in Enugu East Local Government Area of Enugu State, this is because parent dot not perform their role because education of every child start at home.
6. Hence, the government on its part to remedy the problem in Enugu East Local Government Area of Enugu State should provide necessary resources for the teaching to thrive.

**CHAPTER THREE**

**RESEARCH METHOD**

This chapter discussed the method of the study. It focused on the following: research design, area of study, population of the study, sample and sampling techniques, instrument for data collection, validation of instrument, reliability of the instrument, method of data collection, method of data analysis and decision rule.

**Design of the Study**

The research design adopted for this study was a survey design. This design is used to elicit different opinions of people on an issue of wide concern. Survey design is a data collection method in which tools are used to gather information about an issue concerning the society (Cherry, 2005). This survey design will be used to elicit information from the respondents in this study to evaluate and examine the determinants.

**Area of the Study**

The study was carried out in Enugu East Local Government Area of Enugu State. It has an area of 383 km² and a population of 279,089 at the 2006 census. The postal code of the area is 400.

**Population of the Study**

The population comprises of all the government secondary schools in Enugu East Local Government Area of Enugu State. And the population of the study consist of 10 secondary schools in Enugu East Local Government Area of Enugu State. Which are said to be (13,681) secondary schools student in Enugu East Local Government Area.

**Sample and Sampling Techniques**

The study adopted Cluster random sampling procedure for the study to sample five (5) selected government secondary schools in Enugu East Local Government Area of Enugu State by simple random samply techniques of balloting, 100 secondary school students were selected from the selected eight (8) schools for the sampling, 20 students were sampled from each school selected. It is obtained by using random sampling techniques the method is balloting without replacement.

**Instrument for Data Collection**

The instrument for data collection is the questionnaire. The questionnaire is simple, clear and specific with two sections namely: the biographic data of the respondents and the questionnaire items. The questionnaire is a Likert type on a four point rating scale viz: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

**Validation of the Instruments**

The instrument used was validated by three experts, one expert from faculty of Education, Godfrey Okoye University, Ugwu omu Nike, two experts in Measurement and Evaluation in Enugu State College of Education (Technical) Enugu. Their corrections were on face and content validity of the instrument. The experts were given a copy of each of the research questions and purpose of the study as a guide.

**Reliability of the Instrument**

The reliability of the instrument deals with the extent to which the results accruing from an instrument are stable and consistent. In order to determine how reliable the instrument was, the test-retest reliability procedure was adopted. The two sets of responses were scored and computed from the data collected from secondary school students in Enugu state, responses were statistically analyzed using Crombach Alpha, this gives a reliability index of 0.75 indicating that the instrument is reliable.

**Method of Data Collection**

The questionnaire was administered personally to (100) respondents in order to retrieve a maximum number of the questionnaire issued out. At the end the researcher collected back 100 questionnaires issued out to the respondents in their different schools.

**Method of Data Analysis**

Mean statistic was used for data analysis, in order to determine the degree of respondent’s agreement/disagreement on each of the items in the questionnaire, nominal values were assigned to the response options as follow:

Strongly agree -------4; Agree ------3; Disagree ------2; Strongly disagree ----1

A cut off rule was determined by finding the mean of the nominal values assigned to the response options in the questionnaire, using the formula below

∑FX

Χ = N

Where X – Mean

X – The score

N ­ \_ total Number of the respondents

4+3+2+1 10 = 2.50

Thus X = 4 = 4

Therefore decision was taken that any of the questionnaire items that have mean rating of 2.50 and above were regarded as agree while any values below 2.50 were regarded as disagree.

**CHAPTER FOUR**

**PRESENTATION AND ANALYSIS OF RESULTS**

This data collection for the study was presented and analyzed in this chapter based on the research questions that guided the study.

**Research Questions** 1: What are the discussion methods use in teaching Economics in senior secondary school?

Table 1:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Items | SA | A | D | SD | N | ∑FX | X | Remark |
| 1  2  3  4  5  6  7 | Developing possible solutions to problems  Placing the solution into action  Evaluating the results of the solution  **Development of Democratic way of Thinking**  **Training in Reflective Thinking**  **Spirit of Tolerance is inculcated**  **Learning is made Interesting** | 50  60  55  60  70  40  10 | 30  20  15  25  10  30  10 | 10  15  15  10  10  20  30 | 10  15  15  5  10  10  50 | 100  100  100  100  100  100  100 | 320  335  310  340  340  300  180 | 3.2  3.3  3.1  3.4  3.4  3.0  1.8 | A  A  A  A  A  A  D |

From the computed mean in table 1: it was found that the mean of item (1-6) were above the cut- off point of 2.5 and therefore agreeing on the relationship between the use of discussion method of teaching and students’ learning effectiveness in economics. While item (7) was below the cut- off point and therefore not agreed on the relationship between the use of discussion method of teaching and students’ learning effectiveness in economics.

**Research Questions** 2: What are the demonstration methods use in teaching Economics in senior secondary school?

Table 2:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Items | SA | A | D | SD | N | ∑FX | X  Mean |
| 1  2  3  4  5 | It elicit students interest to participate  in economics practical  It enable students to use the  laboratory equipment  It makes students develop interest  in economics  It help to improve students  understanding of economics  It encourage and promote academic  and intellectual capacity of students  in calculation of economics | 50  50  70  50  60 | 20  30  10  20  20 | 20  10  10  20  15 | 10  10  10  10  5 | 100  100  100  100  100 | 310  320  340  210  335 | 3.1  3.2  3.4  2.5  3.3 |

From the computed mean in table 2: it was found that the mean of item (1 5) were above the cut- off point of 2.5 and therefore agreeing on the extent demonstration method of teaching enhance students’ learning effectiveness in economics. While item (none) was below the cut- off point and therefore not agreed on the extent demonstration method of teaching enhance students’ learning effectiveness in economics.

**Research Questions** 3: What are the questioning methods use in teaching Economics in senior secondary school?

Table 3:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/ N | Items | SA | A | D | SD | N | EFX | X  Mean | Remark |
| 1  2  3  4  5 | Questioning method of teaching enable teachers to actively involve students in the lesson  Questioning method increase motivation or interest  Questioning method evaluate students’ preparation  Questioning method check on completion of work  Questioning method develop critical thinking skills; to review previous lessons | 50  50  60  40  70 | 20  30  20  40  10 | 15  10  10  10  10 | 15  10  10  10  10 | 100  100  100  100  100 | 315  335  330  310  370 | 3.1  3.5  3.3  3.1  3.7 | A  A  A  A  A |

From the computed mean in table 3: it was found that the mean of item (1-5) were above the cut- off point of 2.5 and therefore agreeing on the relationship between the use of questioning method and students’ learning effectiveness in economics. While item (none) was below the cut- off point and therefore not agreed on the relationship between the use of questioning method and students’ learning effectiveness in economics.

**CHAPTER FIVE**

**DISCUSSIONS OF FINDINGS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter consists of the following: Discussion of the findings, Conclusions and Recommendation for Improvements. Also highlighted are Limitations to the Study and Suggestions for Further Studies.

**Discussion of the Findings**

From the research question 1 analysis, the researcher discovered that teacher’s qualifications affect teaching of economics. The findings revealed that inadequate qualified economics teachers, employment of unqualified economics teachers affect the effective teaching of economics. Economics teachers in the secondary schools have the idea of mathematic which enable them to teach mathematical aspect of economics effectively and boost the interest of students in learning.

However, the research question II analysis in the study, the researcher found that inadequate instructional materials affect the teaching and of Economics. The study therefore, through the findings show that the school library do not have current textbook of economics. No wonder Oyobani (2002), in his view study note that “the problem facing the teaching of any discipline is related to instructional material which includes textbooks and models.

The research question III analysis in the study, the researcher found that poor method of teaching economics affect its teaching. The findings in the study, reveals good teaching methods affect the performance of the student in economics. Time allotted to the teaching affects the teachers’ preparation and deductive method of teaching is preferred to inductive method teaching economics.

Research question IV analysis in the study, stresses on how the interest and attitudes of students, teachers and school administrators influence teaching and of Economics. The findings show that some students absent themselves from economics class with hope to copy from others. Poor preparation by teachers makes economics teaching uninteresting to students. The funds meant for the construction of more classroom blocks are usually embezzled by some school principals and education managers.

**Summary of the Study**

This researcher is centered on the factors affecting the effective studying of economics in the secondary schools in Enugu East Local Government Area. It has identified that employment of qualified economics teachers, improvement in the available instructional materials and method of teaching will enhance the teaching of Economics in the secondary schools as well as improve the students’ performance in the subject. Based on this, recommendations are made on how to facilitate teaching of Economics in Enugu East Local Government Area.

**Conclusion**

The results of the study have shown that there is no significant difference between academic achievement of students taught with the demonstration learning approach and those taught using the Conventional lecture Method in economics. The result also reveals that there is a significant difference in the retentive abilities of students taught using demonstration and lecture approaches with respect to understand and apply concepts in economics conclusively.

Techniques is essential in teaching of economics. In order to achieve good performance from the student good method is highly paramount.

**Limitation of the Study**

1. It was observed that some of the respondents were reluctant and dishonest in filling the questionnaire thereby made it difficult to elicit authentic information.
2. Lack of fund and short period required for the study. However, the researcher was able to carry out this study despite these problems.

**Recommendations**

Based on the findings of the study the researcher made the following recommendations:

1. Secondary school teachers should be discouraged from the continuous use of conventional lecture method in the teaching of economics as the method make students perform poorly.
2. More emphasis should be laid on economics as a core subject in senior secondary schools.
3. The government should provide instructional materials to schools and teachers should also improve where necessary for economics.
4. The government should try as much as possible to organize from time to time seminars, workshops for economics teachers on contemporary issues in the field.
5. Government should motivate teachers by ensuring good conditions of service.

**Suggestion for Further Studies**

The researcher suggests that further research should be undertaken in the following;

1. How to improve students’ performance in economics in senior secondary school in Enugu East Local Government Area.
2. The effects of teaching aids on the teaching and learning of economics in secondary schools.

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**APPENDIX I**

**QUESTIONNAIRE**

**Section A:**

Please carefully read the instructions in each section of this questionnaire before responding to the statements and or questions that follow. In each section of this questionnaire you are required to indicate how you “agree or disagree” with the statements and questions below where

Strongly agrees (SA)

Agreed (A)

Disagreed (D)

Strongly Disagree (SD)

Using the key below, indicate your feelings by ticking ( √ ) at the appropriate column.

**Research Questions** 1: What are the discussion methods use in teaching Economics in senior secondary school?

Table 1:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Items | SA | A | D | SD |
| 1 | Developing possible solutions to problems, |  |  |  |  |
| 2 | Placing the solution into action, |  |  |  |  |
| 3 | Evaluating the results of the solution |  |  |  |  |
| 4 | **Development of Democratic way of Thinking.** |  |  |  |  |
| 5 | **Training in Reflective Thinking.** |  |  |  |  |
| 6 | **Spirit of Tolerance is inculcated.** |  |  |  |  |
| 7 | **Learning is made Interesting.** |  |  |  |  |

**Research Questions 2:** What are the demonstration methods use in teaching Economics in senior secondary school?

Table 2:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Items | SA | A | D | SD |
| 1 | It elicit students interest to participate in economics practical |  |  |  |  |
| 2 | It enable students to be used to laboratory equipment |  |  |  |  |
| 3 | It makes students develop interest in economics |  |  |  |  |
| 4 | It help to improve students understanding of economics |  |  |  |  |
| 5 | It encourage and promote academic and intellectual capacity of students in calculation of economics |  |  |  |  |
| 6 | Demonstration methods of teaching promote academic and intellectual capacity of students in calculation in economics |  |  |  |  |

**Research Questions** 3: What are the questioning methods use in teaching Economics in senior secondary school?

Table 3:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Items | SA | A | D | SD |
| 1 | Questioning method of teaching enable teachers to actively involve students in the lesson; |  |  |  |  |
| 2 | Questioning method increase motivation or interest; |  |  |  |  |
| 3 | Questioning method evaluate students’ preparation; |  |  |  |  |
| 4 | Questioning method check on completion of work; |  |  |  |  |
| 5 | Questioning method develop critical thinking skills; to review previous lessons; |  |  |  |  |