# CHAPTER ONE

* 1. **INTRODUCTION**
  2. **Background to the Study**
  3. Economics is one of an important subject taught in senior secondary schools. According to Anowor (2015), Economics is the study of how society decides what, how and for whom to produce goods which are physical commodities such as steel and strawberries and render services which are activities such as message or life concerts consumed or enjoyed only at the instant they are produced. This shows that the importance of economics to the society can never be overemphasized. This position is supported by the earliest economist Adam smith as the wealth and material welfare of the nations.
  4. Economics is the study of the economy, the economy is made up of instructional structures, individuals and interactions among one another in an attempt to coordinate their diverse wants and desires economics is an activity in which everyone is engaged but about which relatively few have any knowledge of economics is more vitally needed than ever before because economics is concerned with most of the societies complex issues. These includes: production, consumption, technological change, inflation, unemployment, wage increase retrenchment of workers raw materials shortage and so on.
  5. Oluwadamilare,(2011) defined economics as social science that studies economic agents behavior in finding solution to economics problems with most scarce resources at their disposal. According to this definition the world social science simply refer to that fact that it studies human beings the word social refers to the study of human behavior or man economics as a science simply implies that the tools of science or the process by which science or scientist find solution to problems is adopted by the economists in finding solution to economics problems.
  6. According to Iduma (2016) sees economics as the prudent management of scarce resources .the world scarce is derived from English word scarcity simply means limited in supply .This means that resources are not large in quantity and cannot be used to satisfy the wants or demand of the masses.
  7. According to Robbinson (2016), Economics is a social science which studies human behavior as a relationship between ends and scarce means which have alternative uses. Economics science thus precisely describes collects classifieds, and analysis data with a view to validating a theory.

According to Egwu (2015), sees economics as the social science they analyzed production, distribution and consumption of goods and services.  
Economics aims to explain how economics work and how economic agents interacts Economics analysisis applied throughout society, in business, finance and government, but also in crime. Education, the family, health, law, politics**,** religion, social institution, war and science.

# Economics according to Adu, Adeyanju and Sobola (2011) is the study of production and distribution of money and goods of a country. It is the study of how people of the society choose to use their limited resources like land, capital, labor, goods and technical knowledge to provide various goods and services for the consumption of man.

# Oleabhiele (2012) believed that economics makes it easier to institute practical measures to promote welfare, so that the society may build upon the work of economics. He concluded by saying that the study is not worthwhile for its own sake but only for the healing that the knowledge may help to bring. Economics is relevant to the field of science and art. It enables the individuals to think in the sense that he/she is able to apply its principles to solve practical problems and avoid unnecessary costly mistake. It also enables individuals to understand better the relationship between himself and his fellow human beings in his effort to make a living.

# All over the world, the importance of economics as an instrument of nation building and national development cannot be over-emphasized. It is based on this axiom that Nigeria as a sovereign nation requires excellent qualified teacher and teaching aids in the students understanding of the need to effect a change in National Development through the teaching and learning of economics in the senior secondary schools preferably those in SS1 to SS3.

# There has also been a traumatic growth in commerce and industry since independence which invariably calls for specialized and qualified manpower to make the various aspects of the economy become imperative. This led to the introduction of economics as a separate subject of study in the new National policy of education. Economics subject was also included in the curriculum that is geared towards producing a group of people who can study and improve the structure of Nigerian Economy. Economics as a field of study provides individuals with sound knowledge on how to be self-employed and better the lots of people in his or her own society.

# Profoundly, in Nsukka Local Government Area of Enugu State, there have been a lot of factors militating against the study of economics in public secondary schools, which invariably calls for the study of this research work.

# The performance of students here is regarded as their grades in examinations. Performance is directly linked to the teaching and learning. The researcher therefore sees Economics as the social science that deals with production, distribution and consumption of goods and services. Despite the different definitions of economics ,economist agree that economics is a social science which studies human behavior or man’s activities in relation to production ,exchange, distribution and consumption of goods and services.

# Economics deals with how people react to economic situations and how they behave while they engage in their daily economic activities for example how do people react if there is a fall in price of a commodity?

# Economics deals with the administration of scarce resources in society that is it is primarily concerned with the use of scarce resources to satisfy unlimited wants. A study of economics equip individuals with the tools of economic principle and tools of economic analysis which will enable to understand current issues and problems confronting society as well as contributed his quota towards increasing the wellbeing of the society.

# A study of economics develop the power of critical thinking ,make individual a particular man and also develop objectivity and rationality in the individuals.

# It is therefore demanded necessary that students especially those at secondary school level should have acknowledge of the discipline in other to apply the practical aspect of it to their lives. With the realization of its importance efforts have been made by the government towards expanding its studies that the entire students registering senior secondary school certificate in Nigeria must register economics as compulsory social science subject, hence, the study of economics principles and concepts is being encouraged in other discipline such as social studies and commerce.

# A higher institution of learning also the study of economics is being integrated in to sociology and political science. The curriculum has been designed by the comparative education study and adaptation center to meet the requirements of economics in the new system. Economics focuses on the question of choice and the way in which the scarce resources are organized.

# The proper application of teaching materials is very important in the effective have facilitated the teaching of the subject. The interest and attitudes of teachers and students over teaching and learning of economics in senior secondary schools are of great effects. Onyeji (2000) is of the view that the teacher’s attitude discourages and scares away students from studying the subject. This is so, if the students are not properly guided, they become scared of the teachers and the subject resulting in lack of interest and the student’s performance tend to be poor since effective teaching do not take place.

Academic performance according to the Cambridge university reporter (2013) is defined in terms of examination performance that is characterized by performance in test, in course work and performance in examination both internal and external.

The method of teaching is another factor responsible for poor performance.

Baja cited that ‘teaching at all levels of the country is out dated. The norm is the traditional approach with the teacher at the center of activities and with memorization as the prima means of learning. Although memorization has its place, it cannot on its own arouse the pupil’s real interest and imagination, nor can it capture their involvement in the process of learning.

According to Abdullah (2014), he stated that ‘in spite of orientation courses, some teachers still go back to their schools to teach by the lecture method or textbook method. In this regard, schools where teachers vary their methods of teaching, the students tend to understand more than schools were the teachers use the lecture method to impact knowledge to the students. Different methods of teaching help to cater for the different abilities of students in class and more able to understand better.

Economics is a subject taught is both theoretical and mathematical level in senior classes with the use of syllabuses .it is usually introduced in ss1 and also required thinking and reasoning. According to Okafor (2013) teaching of economics required specific skills just as the teaching of other subjects. In teaching of economics, it is responsibility of a teacher to select and plan for the contents of the course he is to teach.

According to Agusiobi, (2012) teachers factor in teaching is to address students and make sitting arrangement in the class during his lesson. Ogalanya (2014), motivation strategies, good teaching method, available instructional materials and encouragement. Bloom said it is to give much positive reinforcement and encouragement to students. The researcher sees teachers factor in teaching are stimulate learning as well as guiding, correcting the activities of students. Teaching and learning of economics is not something that one would acquire once in time, it requires gradually a step and a process for one to understandFollowing the introduction of the Universal Secondary Education, programme into the country, this caused a gigantic increase in student’s population in schools. Some schools have almost eight hundred students on roll. However, there is no doubt that less time is available for individual attention to the students. In most of the classroom, where group work is done, the classes are so noisy and rowdy and the teachers are unable to control the students. Such a situation does not allow for effective learning. Due to the number of students in the classroom, the teachers use much of the time meant for teaching in controlling the students, as such, much work is done in short time because the teachers will now try to teach everything for the period in less time. There will be no time left for the teacher to pay attention to individual students with individual difference. This does not give room for effective teaching of and it affects the performance of the students in Economics.

lack of sufficient instructional materials generally hinders the teaching and learning of Economics. This fact cannot be over-emphasized, as instructional materials are the only way open to teaching of Economics to support verbal illustration to sustain the pupil interest for a considerable length of times.

M. A. Maduabun( 2014) pointed out that if  is to be properly learned, the classroom for sole reliance on the inadequate school resources will create an undesirable class majority, he therefore suggested that it is described that teacher should endeavor to improve the quality of their teaching through improvisation, so as to make learning a bit more pleasurable and effective.

**Statement of the problem**

Declining achievement in the subject has elicited great concern among Economics educators within Nigeria and across its borders. Innumerable efforts in trying to improve the performance of Economics have been witnessed since independence. Various efforts have been geared towards improving the pedagogical approach and in shaping of the Economics curriculum.

The many reason put forward to explain the low students’ academic achievement could possibly be summarized under students related factors like lack of proper equipment, uncondusive environment and so on, home environment like poor parental upbringing, peer group influence, illiteracy of parents. The implication here is that teaching and learning of Economics needs urgent and effective remedies. The remedies among others are; Teacher support materials and provision of the relevant resources in all the secondary schools for improved teaching and learning of Economics.

This poor performance in Economics has raised a concern due to the fact that the country aims at achieving high technological advancement in the 21st century. It is the intension of this study to know if the assessment of factors influencing academic performance of senior secondary school students could amentionate the situation.

# Purpose of the study

The general objective of this study is to investigate the factors responsible for poor performance of senior secondary school students in Economics a case study of Nsukka Local Government Area, Enugu state.

**The specific objectives includes:**

1. To find out those factors responsible for poor performance of senior secondary school students in economics.
2. To determine school related factors contributing to senior secondary school student’s poor performance in economics.
3. To find out those home environment factors contributing to senior secondary school students poor performance in economics.

**Significance of the study**

# This study will help to make our educational administrators see the need to have qualified economics teachers if not available to handle the subject effectively for the benefits of the students and society at large. It will also help to sensitize the educational administrators to appreciate the need to make available the necessary materials, examples chalkboard, graph, audio-visual materials, etc that will enhance effective learning of economics if they are not available.

# This study will if need be direct the economics teachers’ attention to the need for them to adopt more appropriate teaching method in order to bring about the above mentioned desirable experience in the learners. This study will have a great significance to economists for formulation and evaluation of their plans.

# It will be useful for learners to identify the factors affecting the teaching and learning of economics. It will help to identify the factors affecting the teaching and learning of economics. It will help to produce sound economics students that will function well in the economy.

# This work will serve as a source of encouragement to students and teachers that will come across it. It is hoped that the findings of this study would also form the basis for further research work by future researchers on this issues.

# This work adds great knowledge to already existing literature in economics education and education in general.

# Scope of the study

This study aimed at identifying the factors that cause poor performance among senior secondary school students in Economics in secondary schools. It examined various factors which include; students related factors ,school related factors ,and home environmental factors that affect senior secondary school student poor performance in economics .it was delimited to Nsukka LGA of Enugu State.

**Research Questions**

To achieve the objective of the study, three research questions were raised

1. What are the student’s related factors that contribute to the student’s poor performance in Economics?
2. What are the school related factors that contributes to students poor performance?
3. What are the home environment factors that contribute to student’s poor performance in Economics?

**CHAPTER TWO**

* 1. **LITERATUREREVIEW**
  2. This chapter focus on the review of related literature on the following sub headings.

# Conceptual framework

# Concept of economics

# Method of teaching economics in senior secondary schools

# Concept of economics

# Theoretical Framework

# Learning theories

# Empirical studies

# Social learning theory

# Performance in economics

# Summary of related literature

# Conceptual framework

Since economics became as separate field of study, it has been variously defined. These various definitions can partly be attributed on the fact that economics is a social science that studies an aspect of human behavior. However, the various definitions appear to point at the same subject matter.

If one ask a layman in the street what is economics? He may define it or say that economic teaches demand and supply only. An economist to him is a very frugal person. Again, he may say that economics is concerned with all the activities which man engages in for his live hold such as trading, farming and tailoring.

Webster Dictionary defined economics as chiefly with the description and analysis of the production, distribution and consumption of goods and services.

According to Krugmen (2016) defined economics as the study of how human beings coordinates their wants and desires given the decision making mechanism ,social customs and political realities of the societies.

According to Colender (2016), economics is the study of how society manages its scarce resources. Mankiw (2011), sees economics as the social science that studies the choice that individuals, business, governments and the entire societies make as they cope with scarcity.

Alfred Marshall (2011) defined economics as “the study of mankind in the everyday business of life” Pigou (2012), defined economics as “the study of welfare”. To Pigou economics should concern itself with how to increase the material wellbeing of man by increasing total production. Based on the definition of Colendar (2012) regarded economics as related to material wealth and how society manages their scarce resources.

According to Edwin and “Aliva (2016) the term economics is derived from Greek “Oikomomike” denoting the management of the household. (Oikos) inquiring into the nature and results of choice and business firms make. Its focus is on the behaviour of the individuals organizations and institutional in the economy.

The definitions of these economist focused on the word “prudent management of scarce resources”. But later in (2013) Lord Lionel Robbins formulated one of the best definition of economics, defined it as; “the science or social science which studies human behavior as a relationship between ends and scare means which have alternative uses”. Based on Lord Lionel Robbins’s definition, Mackins and Oruta (2011) defined economics as “the study of how man allocate their limited cum scare resources to provide for their various wants or needs”.

Onwukwe and Agwu (2012) defined economics as ‘a science concerned with those institutions which are involved in; the use of scare resources to produce and distribute goods and services in the satisfaction of human wants”. They also defined it as “a discipline deal with how economics units or agents make the most efficient and optimal use of their improved their standard of living”.

Despite disagreements over what should be the appropriate definition of economics, economist agrees that economics is related to all kind of behavior that involves the production, exchange distribution and consumption of goods and services. Production deals with creating utility. By utility is meant that the amount of satisfaction derived from consumption of a commodity at a particular time. Exchange refers to giving out something in return for another thing. Distribution in the strict economic sense is a branch of economics which deal with what determines the share of National Income received by those who supply factors of production. Consumption refers to the process of using up resources in order to satisfy human wants.

Finally, economics deal with how individual’s businessmen and government make use of the limited resources at their disposal.

**Importance of Economics**

Economics is a very importance and existing subject because it deals with what we come across in our daily lives. There are many advantages which someone who has undergone a full course in economics is likely to derive both for him and society. The knowledge economics is useful for its own sake as a mental exercise, unlike other science. Its conclusions cannot be tested by experiment under laboratory conditions. Economics helps us to develop well balance logical judgment and a sense of evidence. Haromokeram (2014), commenting on why economics should be studies and he said that; economics help us to build up theories and tools of economics analysis’s which enable us not only to understand current economics problem but also to see the economic consequence of pursuing a particular time of policy. Such tools of economics analysis contained in the above statement is graph, graph consists economist in studying the realistic assumption.

Economics is useful because it helps to train students to think critically and make them effective members of the community. As (2015.p. 15) Anyanwnocha on the importance of economics said that, “Economics helps to develop the power of critical thinking and thereby makes students or individuals unwilling to accept all statements without clarification and thorough scrutiny”.

Economics is useful because it prepares students and individuals to contribute positively to rapid economic development of the nation. Also enable students and individuals to spend wisely so that the little resources at their disposal can be used to maximize their satisfaction.

According to Onwukwe and Agwu (2012) economics knowledge teaches the household and sector that is; individual consumers how best to use their scare resources. Also enables a consumer to make rational decision with regard to maximizing his total satisfaction.

Economics is useful because it helps the economists to translate their assumptions into graphical form. It also helps to suggest solution to problems and to improve human welfare. One of the economists, professor, Pigou in Jihingan (2015) asserted that “the study of economics is not worthwhile for its own sake, but only the feelings the knowledge may help to bring the economic trends”. The study of economics is very important because it deals with matter concerning us as individual like family matters, political decision business affairs, crucial issues challenging the society and the nation. Lord John Maynard Keyness (a famous economist) once wrote, the ideas of economics are of great value to governments, the National leaders and policy makers use economic ideas extensively on matter concerning unemployment and inflation, economics growth and productivity, taxation and public expenditures, international trade and balance of payment e.tc. Although, the study of economics is practical necessity and a moral obligation.

This is because economics consideration govern other daily lives. An economist has obligation to warn and advice individuals business and government about the consequences of their actions. For instance, if a worker who earns N7000 per month has decided to spend all the money on cloth, it is the duty of an economist to warn him on that action by telling the person the implications of his action. The economist always acts in an advisory to people.

Onwukwe and Agwu (2015) stated that “Economics knowledge is of practical importance in business because understanding of the overall operation of the economic system puts the business executive in a better position to formulate good policies that would ensure profit maximization for his organization”.

They went further to say that the Executive who understand the causes and consequences of inflation is better equipped during inflationary period to make more intelligent decisions than others

**Method of teaching economics in senior secondary schools**

A method refers to a way of doing things or an approach adopted or a position adopted to explain a subject – matter to a group of learners. A method of teaching is the plan or mean employed by the teacher to effectively impart or explain the subjects – matter to his pupils/students.

The variety of teaching methods is almost limitless; it may be help to think in terms of categories of method. For example:

**Teaching – centered approach to teaching**: Within this category such methods as lecture, storytelling, and demonstration would be included.

This approach lends themselves to large groups, coverage of much content, and groups of learners who have minimal preparation for the class time. It is easier to use, teachers with less training and experience tend towards this category.. **Student–centered approach**: This is a two-way-communication approach between teacher and student in the mutual quest for truth. The question and answer and discussion methods are typical examples of this approach.

Successful two-way teaching is dependent upon effective preparation by both teacher and student.

Group activities represent yet a different kind of teaching method which involved; debates, group discussion and all forms of drama could be included here, instructive play as a method category. They include various kinds of games and toys, use of a sand table, puppet, puzzles and contests, action songs and simple role-playing.

Final category consists of such method as field trips, guided research, and various kinds of projects.

The teacher who wishes to be really effective will be sure that his teaching is characterized by variety. The teacher must try and familiar with these variety which implies that the use of lesson plans and keep records that enable him to compare various teaching strategies.

The method described in this section are not new, they are presented here so that teachers can recognize the strengths and limitations of each, and some principles for their affective use.

**Types of methods of teaching**

a. Problem solving or inquiry method

b. Discussion method

c. Demonstration method

d. Role playing method

**Problem Solving/Inquiry Method:** This method encourages pupils or students to probe into a problem in order to find out why such problems exist and the solution to such problem. Problem solving method also called inquiry methods, inquiry method of teaching economies provides an opportunity for the students to identify and clarify a purpose for inquiry.

In teaching economics, problem solving method is used to involve students in activities of investigation, collection and the understanding of information or data.

In problem-solving approach, the students is not primarily asked to write a discursive essay or recall definitions but to resolve problem that will yield an answer only if concepts particular to economics are carefully.

**Discussion Method:** Discussion methods are effective in getting the learners to think constructively while interacting with the rest of the group. Conduct discussions with large or small groups of students, however, small groups are more desirable to control and direct than larger group. If a group is extremely large, break it into smaller groups or teams with a discussion leader for each team.

The use of the terms class discussion and directed discussion in the text refer to a method in which you direct and control the verbal exchange of the class.

Basic to a good discussion is a problem which is clearly defined. The problem must be limited in scope so that it can be understood by members of the group and satisfactorily dealt with in the allotted time.

The teacher go extra miles to prepare for discussion class, although the learners supply the ideas meanwhile, the teacher must have a thorough knowledge of the subject matter to be able to sift out pertinent ideas. Teacher must beware of ideas that may lead the learners off on a tangent.

Teacher and student are engaged in a cooperative effort to seek information or solution to a problem in the classroom.

**Values of the Discussion Method**

1. Teaching by discussion utilizes one of the best principles of the learning process. A good discussion will help students express themselves verbally, crystallize their thinking in conjunction with the thinking of their peers and develop a tolerance for those with whom they may disagree.
2. People who tend to isolate themselves physically or mentally will become set in their way and resist innovation in their lives or thought patterns.
3. Teaching by discussion is a motivational technique which encourages a student to think through concepts which have been hazy. Wrong conclusion may be corrected through the influence of the group rather than the unilateral actions of the teacher.
4. A discussion setting also provides an atmosphere which can enhance group rapport and camaraderie in the class.

**Whole group discussion as a teaching method**

Whole Group Discussion is a modified from of classroom lecture where the focus is shared between the teacher and the students for information transfer. Typically, a teacher will stand before a class and present information for the students to learn but the students will also participate by answering questions and providing example.

**Advantages of whole group discussion as a teaching method**

1. Whole group discussions provide for greater interaction between teacher and students.
2. Teachers maintain a greater control over what is being taught because they are able to steer the discussion.
3. Auditory learners find them appealing to their learning style.
4. Students have a tendency to stay focused on the lesson because they might be called on to answer question.

**Disadvantages of whole group discussion as a teaching method**

1. Whole group discussions require setting up and enforcing ground rules for students.
2. Students who are weak in note-taking skills will have trouble understanding what they should remember from group discussion.
3. It required much amount of time to cover any given amount of materials.
4. Some teachers feel safer with the lecture method.

**Small group discussion**

To keep discussion focused, you might initially pose several key questio2s. If the group is large, some participants will likely dominate while others remain silent. To ensure that everyone has the opportunity to speak, you may want to divide participants into smaller units. When any discussion concludes, summarize the main points orally and in writing.

**Small Groups**: Size will depend on time and the sensitivity or complexity of the subject. In most cases each group selects a reporter to summarize its discussion.

**Buzz Groups**: Participants discuss in pars for a limited period. This method is especially effective for articulating idea in preparation for a general discussion or to give expression to personal response to a film, presentation, or experience, after talking in pars, pairs might be asked to combine in groups of four and compare their opinions.

**Opens Questioning:** Facilitators need to develop the skills of keeping the goal of discussion clearly, in mind and of asking questions that encourage participation and analysis.

**Demonstration Method**

This method is one of the best ways of introducing various skills to learners in class. Sometime there are limitations to what oral explanation or reading up volumes or lecture can achieve.

Demonstration method involved their skill to explained are performed. Demonstrate stop-by-step the procedures in a job task using exact physical procedure if possible. To be effective, plan the demonstration method in advance so that you will be sure to show the steps in the proper sequence and to include all steps. There is need to used enlarge devices or training aids when using large group or class in demonstration method when practical, allow learners to repeat the procedure in a ‘hands’ practice session to reinforce the learning process. This method is used in some skill oriented subjects such as Home Economics, fine and Applied Arts, Technical Education, Typing.

**Techniques used in the demonstration method**

1. The basic method of instruction for teaching skill-type subject matter is the demonstration – performance method of instruction. This method is recommended for teaching a skill because it covers all the necessary steps in an effective learning order.
2. The demonstration step gives learners the opportunity to see and hear the details include the necessary background knowledge, the steps or procedure, the nomenclature
3. The repetition step helps the average and slow learners and gives the learners an additional opportunity to see and hear the skill being taught.

As a general rule, the more complex the skill, the greater the need for repetition steps. Another element you must consider is the nature of the skill. In some skills, speed is an essential element. In other skills, ease of manipulation, conservation of materials, or safety is the essential element.

Consider the ability of the learners to acquire the skill and the amount of time available for training.

**Using the following repetition steps:**

**Teacher Repetition**: Repeat the job without noticeable interruptions, restating the procedures and the important safety factors while performing the steps.

**Learner Repetition**: Ask a learner to act as an assistant teacher by repeating the job and restating the procedure and the important safety factors while performing each step.

**Group Performance Repetition**: Repeat the job slowly, one step at a time, while the learners watch and imitate your actions, one step at a time.

**Coach-and-Pupil Repetition**: Divide learners into small groups. If a group consists of two learners, one (as a pupils) performs the job while the other as the coach)

**Performance Step**: Acquaint the learners with the activity will complete when using a skill. Then organize the learners into working groups, supervise their practice of their practice of the skills involved, re-teach the skills, and evaluate and record the results.

**Theoretical Frame Work**

Social learning theory is a theory of learning and social behavior which proposes that new behaviors can be acquired by observing and imitating others. It states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. When a particular behavior is rewarded regularly, it will most likely persist; conversely, if a particular behavior is constantly punished, it will most likely desist. The theory expands on traditional behavioral theories, in which behavior is governed solely by reinforcements, by placing emphasis on the important roles of various internal processes in the learning individual.

**History and theoretical background**

In the 1940s, B.F. Skinner delivered a series of lectures in Sunyani Fiapre, Ghana on verbal behavior, putting forth a more empirical approach to the subject than existed in psychology at the time. In them, he proposed the use of stimulus-response theories to describe language use and development, and that all verbal behavior was underpinned by operant conditioning. He did however mention that some forms of speech derived from words and sounds that had previously been heard (echoic response), and that reinforcement from parents allowed these 'echoic responses' to be pared down to that of understandable speech. While he denied that there was any "instinct or faculty of imitation", Skinner’s behaviorist theories formed a basis for redevelopment into social learning theory.

At around the same time, Clark Lewis Hull, an American psychologist, was a strong proponent of behaviorist stimulus-response theories, and headed a group at Yale University’s Institute of Human Relations. Under him, Neil Miller and John Dollard aimed to come up with a reinterpretation of psychoanalytic theory line terms of stimulus-response. This led to their book, social Learning theory, published in 1941, which posited that personality consisted of learned habits. They used Hull's drive theory, where a drive is a need that stimulates a behavioral response, crucially conceiving a drive of imitation, which was positively reinforced by social interaction and widespread as a result.

Julian B. Rotter , a professor at Ohio State University published his book, Social Learning and Clinical Psychology in 1954. His theories moved away from the strictly behaviorist learning of the past, and considered instead the holistic interaction between the individual and the environment. In his theory, the social environment and individual personality created probabilities of behavior, and the reinforcement of these behaviors led to learning. He emphasized the subjective nature of the responses and effectiveness of reinforcement types. While his theory used vocabulary common to that of behaviorism, the focus on internal functioning and traits differentiated his theories, and can be seen as a precursor to more cognitive approaches to learning.

In 1959, Noam Chomsky published his criticism of Skinner's book Verbal Behavior, an extension of Skinner's initial lectures. In his review, Chomsky stated that pure stimulus-response theories of behavior could not account for the process of language acquisition, an argument that contributed significantly to psychology's cognitive revolution. He theorized that "human beings are somehow specially designed to" understand and acquire language, ascribing a definite but unknown cognitive mechanism to it.

Within this context, Albert Bandura studied learning processes that occurred in interpersonal contexts and were not adequately explained by theories of operant conditioning or existing models of social learning. Specifically, Bandura argued that "the weaknesses of learning approaches that discount the influence of social variables are nowhere more clearly revealed than in their treatment of the acquisition of novel responses." Skinner's explanation of the acquisition of new responses relied on the process of successive approximation, which required multiple trials, reinforcement for components of behavior, and gradual change.

Social learning theory integrated behavioral and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world. As initially outlined by Bandura and Walters in 2014 and further detailed in 2016, key tenets of social learning theory are as follows:

1. Learning is not purely behavioral; rather, it is a cognitive process that takes place in a social context.

2. Learning can occur by observing a behavior and by observing the consequences of the behavior (vicarious reinforcement).

3. Learning involves observation, extraction of information from those observations, and making decisions about the performance of the behavior (observational learning or modeling). Thus, learning can occur without an observable change in behavior.

4. Reinforcement plays a role in learning but is not entirely responsible for learning.

5. The learner is not a passive recipient of information. Cognition, environment, and behavior all mutually influence each other (reciprocal determinism).

Observation and direct experience

Typical stimulus-response theories rely entirely upon direct experience (of the stimulus) to inform behavior. Bandura opens up the scope of learning mechanisms by introducing observation as a possibility. He adds to this the ability of modeling – a means by which humans "represent actual outcomes symbolically". These models, cognitively mediated, allow future consequences to have as much of an impact as actual consequences would in a typical theory. An important factor in social learning theory is the concept of reciprocal determinism. This notion states that just as an individual's behavior is influenced by the environment, the environment is also influenced by the individual's behavior. In other words, a person's behavior, environment, and personal qualities all reciprocally influence each other. For example, a child who plays violent video games will likely influence their peers to play as well, which then encourages the child to play more often. This could lead to the child becoming desensitized to violence, which in turn will likely affect the child's real life behaviors.

**Modeling and underlying cognitive processes**

Social learning theory draws heavily on the concept of modeling as described above. Bandura outlined three types of modeling stimuli:

1. Live models, where a person is demonstrating the desired behavior

2. Verbal instruction, in which an individual describes the desired behavior in detail and instructs the participant in how to engage in the behavior

3. Symbolic, in which modeling occurs by means of the media, including movies, television, Internet, literature, and radio. Stimuli can be either real or fictional characters.

Exactly what information is gleaned from observation is influenced by the type of model, as well as a series of cognitive and behavioral processes, including:

Attention – in order to learn, observers must attend to the modeled behavior. Experimental studies have found that awareness of what is being learned and the mechanisms of reinforcement greatly boosts learning outcomes. Attention is impacted by characteristics of the observer (e.g., perceptual abilities, cognitive abilities, arousal, past performance) and characteristics of the behavior or event (e.g., relevance, novelty, affective valence, and functional value). In this way, social factors contribute to attention – the prestige of different models affects the relevance and functional value of observation and therefore modulates attention.

**Retention**: In order to reproduce an observed behavior, observers must be able to remember features of the behavior. Again, this process is influenced by observer characteristics (cognitive capabilities, cognitive rehearsal) and event characteristics (complexity). The cognitive processes underlying retention are described by Bandura as visual and verbal, where verbal descriptions of models are used in more complex scenarios.

**Reproduction:** By reproduction, Bandura refers not to the propagation of the model but the implementation of it. This requires a degree of cognitive skill, and may in some cases require sensor motor capabilities. Reproduction can be difficult because in the case of behaviors that are reinforced through self-observation (he cites improvement in sports), it can be difficult to observe behavior well. This can require the input of others to provide self-correcting feedback. Newer studies on feedback support this idea by suggesting effective feedback, which would help with observation and correction improves the performance on participants on tasks.

**Motivation:** The decision to reproduce (or refrain from reproducing) an observed behavior is dependent on the motivations and expectations of the observer, including anticipated consequences and internal standards. Bandura's description of motivation is also fundamentally based on environmental and thus social factors, since motivational factors are driven by the functional value of different behaviors in a given environment.

**Evolution and cultural intelligence**

Social learning theory has more recently applied alongside and been used to justify the theory of cultural intelligence. The cultural intelligence hypothesis argues that humans possess a set of specific behaviors and skills that allow them to exchange information culturally. This hinges on a model of human learning where social learning is key, and that humans have selected for traits that maximize opportunities for social learning. The theory builds on extant social theory by suggesting that social learning abilities, like Bandura's cognitive processes required for modeling, correlate with other forms of intelligence and learning. Experimental evidence has shown that humans over imitate behavior compared to chimpanzees, lending credence to the idea that we have selected for methods of social learning. Some academics have suggested that our ability to learn socially and culturally have led to our success as a species.

**Social learning in neuroscience**

Recent research in neuroscience has implicated mirror neurons as a neurophysiology basis for social learning, observational learning, motor cognition and social cognition. Mirror neurons have been heavily linked to social learning in humans. Mirror neurons were first discovered in primates in studies which involved teaching the monkey motor activity tasks. One such study, focused on teaching primates to crack nuts with a hammer. When the primate witnessed another individual cracking nuts with a hammer, the mirror neuron systems became activated as the primate learned to use the hammer to crack nuts. However, when the primate was not presented with a social learning opportunity, the mirror neuron systems did not activate and learning did not occur. Similar studies with humans also show similar evidence to the human mirror neuron system activating when observing another person perform a physical task. The activation of the mirror neuron system is thought to be critical for the understanding of goal directed behaviors and understanding their intention. Although still controversial, this provides a direct neurological link to understanding social cognition.

**Applications Criminology**

Social learning theory has been used to explain the emergence and maintenance of deviant behavior, especially aggression. Criminologists Ronald Akers and Robert Burgess integrated the principles of social learning theory and operant conditioning with Edwin Sutherland 's Differential Association Theory to create a comprehensive theory of criminal behavior.

Burgess and Akers emphasized that criminal behavior is learned in both social and nonsocial situations through combinations of direct reinforcement, vicarious reinforcement, explicit instruction, and observation. Both the probability of being exposed to certain behaviors and the nature of the reinforcement are dependent on group norms.

**Developmental psychology**

In her book Theories of Developmental Psychology, Patricia H. Miller lists both moral development and gender-role development as important areas of research within social learning theory. Social learning theorists emphasize observable behavior regarding the acquisition of these two skills. For gender-role development, the same-sex parent provides only one of many models from which the individual learns gender-roles. Social learning theory also emphasizes the variable nature of moral development due to the changing social circumstances of each decision: "The particular factors the child thinks are important vary from situation to situation, depending on variables such as which situational factors are operating, which causes are most salient, and what the child processes cognitively. Moral judgments involve a complex process of considering and weighing various criteria in a given social situation."

For social learning theory, gender development has to do with the interactions of numerous social factors, involving all the interactions the individual encounters. For social learning theory, biological factors are important but take a back seat to the importance of learned, observable behavior. Because of the highly gendered society in which an individual might develop, individuals begin to distinguish people by gender even as infants. Bandura's account of gender allows for more than cognitive factors in predicting gendered behavior: for Bandura, motivational factors and a broad network of social influences determine if, when, and where gender knowledge is expressed.

**Management**

Social Learning theory proposes that rewards aren't the sole force behind creating motivation. Thoughts, beliefs, morals, and feedback all help to motivate us. Three other ways in which we learn are vicarious experience, verbal persuasion, and physiological states. Modeling, or the scenario in which we see someone's behaviors and adopt them as our own, aide the learning process as well as mental states and the cognitive process.(citation? more description).

**Media violence**

**Main article: Media violence research**

Principles of social learning theory have been applied extensively to the study of media violence. Akers and Burgess hypothesized that observed or experienced positive rewards and lack of punishment for aggressive behaviors reinforces aggression. Many research studies have discovered significant correlations between viewing violent television and aggression later in life and many have not, as well as playing violent video games and aggressive behaviors. The role of observational learning has also been cited as an important factor in the rise of rating systems for TV, movies, and video games.

Many classroom and teaching strategies draw on principles of social learning to enhance students' knowledge acquisition and retention. For example, using the technique of guided participation, a teacher says a phrase and asks the class to repeat the phrase. Thus, students both imitate and reproduce the teacher's action, aiding retention. An extension of guided participation is reciprocal learning, in which both student and teacher share responsibility in leading discussions. Additionally, teachers can shape the classroom behavior of students by modeling appropriate behavior and visibly rewarding students for good behavior. By emphasizing the teacher's role as model and encouraging the students to adopt the position of observer, the teacher can make knowledge and practices explicit to students, enhancing their learning outcomes.

**Social learning algorithm for computer optimization**

In modern field of computational intelligence, the social learning theory is adopted to develop a new computer optimization algorithm, the social learning algorithm. Emulating the observational learning and reinforcement behaviors, a virtual society deployed in the algorithm seeks the strongest behavioral patterns with the best outcome. This corresponds to searching for the best solution in solving optimization problems. Compared with other bio-inspired global optimization algorithms that mimic natural evolution or animal behaviors, the social learning algorithm has its prominent advantages. First, since the self-improvement through learning is more direct and rapid than the evolution process, the social learning algorithm can improve the efficiency of the algorithms mimicking natural evolution. Second, compared with the interaction and learning behaviors in animal groups, the social learning process of human beings exhibits a higher level of intelligence. By emulating human learning behaviors, it is possible to arrive at more effective optimizers than existing swarm intelligence algorithms. Experimental results have demonstrated the effectiveness and efficiency of the social learning algorithm, which has in turn also verified through computer simulations the outcomes of the social learning behavior in human society.

Another example is the social cognitive optimization , which is a population-based metaheuristic optimization algorithm. This algorithm is based on the social cognitive theory, simulating the process of individual learning of a set of agents with their own memory and their social learning with the knowledge in the social sharing library. It has been used for solving continuous optimization, integer programming, and combinatorial optimization problems.

There also several mathematical models of social learning which try to model this phenomenon using probabilistic tools.

**Empirical studies**

# There are many scholars who have looked into factors that influence academic performance. The empirical studies reviewed have answers to the research question.

# Considine and Zappala (2012) in their study on the influence of social and economic disadvantage in the academic performance of school students in Economics. They found that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. They also found that these parents provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school.

# Morakinyo (2013) carried out a study to find the factors on high academic performance in Economics in senior secondary schools in Kenya. He found that passing level of academic achievement is attributable to teachers’ use of verbal reinforcement strategy; he also found that attitude of teachers towards their jobs was reflected in their good attendance to lessons, early arrival at school and savory comments about students’ performance.

# Cookson (2013) conducted a research on the family factors contributing to academic performance in Economics in Uganda. He used qualitative approach so as to explain the matter. He found that teachers worked as a team as well as the students attended the classes on time. He further recommended that early fees payment and parents’ involvement in school sustained an acceptable performance to students.

# McMillan and Westor (2011) argue that social economic status is comprised of three major dimensions: education, occupation and income and therefore in developing indicators appropriate for high education context, researchers should study each dimension of social economic status separately. They add that education, occupation and income are moderately correlated therefore it is inappropriate to treat them interchangeably in the higher education context. An argument similar to Considine and Zappala (2012) who argue that the social and the economic components of the socio-economic status equation may have distinct and separate influences on educational outcomes. The researcher therefore reviewed literature on each of the components of social economic status in relation to academic performance.

# King & Bellow (2011), used parents’ occupation as a proxy for income to examine the relationship between income and achievement and found that children of farmers had fewer years of schooling than children of parents with white-collar jobs. They also determined that the schooling levels of both parents had a positive and statistically significant effect on the educational attainment of Peruvian children. They argue that how much education a child’s parents have is probably the most important factor in determining the child’s educational opportunities. They observe that the higher the attainment for parents, then the greater their aspirations for children.

**Summary of Literature Review**

This chapter has presented a pungent and trenchant analysis of the causes and remedies of students poor performance in economics and draw lessons that would be useful to the interested read and who loves reading. This was done in other to identify the key determinants of students poor performance in the past and improve on the performance in the future. It was found that one of the determinants of students poor performance in economics was the lack of interest in economics by students, lack of equipment and instructional aids, short supply of qualified economics teachers in secondary schools, lack of motivation and how students perceive economics and so on.

From the various view and references cited in this chapter, it has become obvious that those problems review above exist and affect the performance of students in economics subject in Nsukka local Government Area of Enugu State. Economics is a science or social science which studies human behavior as relationship between ends and scarce means which have alternative uses. Economics is a social science that studies an aspect of human behavior as pointed out by Robbinson (2013).Economics is a very important and exciting subject. It helps students to develop well balance logical judgment and sense of evidence .it helps students to think critically and become effective member of the society. It deals with what we come across in our daily lives. Therefore it should be taught well in secondary schools. Teachers in economics should be qualified in subject concerned because the personality of teacher has significant influence in student’s performance. Short supply of economics teachers causes students poor performance in Nsukka local government area of Enugu state. Therefore adequate supply of qualified economics teachers should make available. A supply of competent economics teachers in an essential ingredient for good economics teaching.

Unqualified economics teachers made teaching of economics unattractive and non-enjoyable to students thereby causes poor performance in economic subject. Students negative interest in economics should been stop effort and interest in learning economics so that they should accrue those basic benefits from economics students should see economics as an easy subject so that they would not find the subject difficult. This study proposes to establish the state of physical facilities in public secondary school in Nigeria in order to evaluate how it is impacting on academic performance of public secondary school.

# 

**CHAPTER THREE**

* 1. **RESEARCH METHODO**

# Research design

Descriptive research survey was used for the study as this research design was considered appropriate for the study. Survey design is a form of descriptive research that is aimed at collecting large and small samples from population in order to examine the distribution, incidence and interaction of educational sociological phenomena. The choice of survey research is carried out over a wide area with a view to ascertaining what exists at the time of the research in their natural settings.

**Area of the study**

This research is conducted in an urban setting specifically in Nsukka Local government of Enugu state. Nsukka has an area of 1,810km .the local government headquarters is located in hilly and green sites in Nsukka Town. the postal code of the area is 410001 and 410002 respectively referring to university of Nigeria campus and Nsukka urban. Nsukka has seventeen communities which are :Edem, Obukpa, Okpuje, Obimo, Opi, Ehaalumona, Orba, Edeoballa, Nru, Ihe Owerre, Aloruno, Ovoko, Ibagwa, Ileja, Ngwuru, Nsukka town and Okwutu.

# Population of the study

# The target population for this study consists of all Economics teachers in public selected senior secondary schools in Nsukka LGA, Enugu State. The estimated population is (3000) for both teachers and students.

# Sampling technique and sample size

# The sample was made up of 30 teachers who were randomly from five public schools which were randomly selected from all the public secondary schools in Nsukka Local government area. Simple random sampling technique is employed.

**Instrument for Data Collection**

The instrument for the study is a well-structured questionnaire that consists of two parts namely; section A and B. section A consist of respondents bio data while the other section is made up of questions given to the respondents.

# Validity of the instrument

# The instrument is face validity by two experts in measurement and evaluation and also by my supervisor for proper scrutiny. The instrument was critically looked at and corrected. Based on the corrections made by experts and my supervisor , additions and subtractions were affected before the final draft of the instrument.

**Reliability of the instrument**

# To ascertain the internal consistency of the instrument the researcher adopted a test retest reliability technique. Two hundred and fifty 250 copies of the questionnaire were administered to secondary school students and fifty 50 c0pies to the teachers in Nsukka local Government of Enugu state.

**Method of Data collection**

The relevant data and information were collected by a teacher questionnaire. It is based on the 4-point Likert scale responses.

* + 1. 1. Strongly Agree (SA)
    2. 2. Agree (A)
    3. 3. Disagree (D)
    4. 4. Strongly Disagree (SD)

The respondents were asked to tick (√) only one option. The structured questionnaire is in two sections.

Section A: demanded demographic information on the personal details of the teacher, qualification, teaching experience, sex, school type and class taught.

* + 1. Section B: Contain (25) twenty five items, measuring; the teacher factor, students’ attitude and commitments, the methods of teaching Economics, the use of instructional materials in teaching Economics and the school environment factor.
    2. **Reliability of Instrument**

Reliability is the degree to which an assessment tool produces stable and constant results. The idea behind reliability is that any significant results must be more than a one off finding and be inherently repeatable. Other researchers must be able to perform exactly the same experiment under the same conditions and generate the same results (Moskal et al, 2015). While reliability is necessary, it alone is not sufficient .For a study or a test to be reliable it also needs to be valid (Moskal et al, 2015). Cronbach alpha reliability test was used to test the reliability of the instrument and a coefficient of 0.90 was obtained.

# 

# Method of Data analysis

Simple means used to analyze the data. Numerical values 4, 3, 2 and 1 were assigned to the options respectively. The mean value for acceptance is X≥2.5 otherwise rejected. For each cluster the acceptance point is 12.5.

**CHAPTER FOUR**

**ANALYSIS AND INTERPRETATION OF RESULTS**

**Introduction**

The data were analyzed using frequency count and the mean score responses.

**Table 1: The Teacher Factor**

The teachers’ opinion on factor as being responsible for students’ poor performance in Economics in Nsukka local government of Enugu State.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **SD** | **D** | **TOTAL** | **X** | **DEC** |
| 1 | Teachers fails to explain the subject properly and with the absence of instructional materials | 50  200 | 20  60 | 20  40 | 10  10 | 200 | 3.1 | Accepted |
| 2 | Teachers have low motivation , due to poor remuneration by the government | 40  160 | 20  60 | 30  60 | 10  10 | 190 | 2.9 | Accepted |
| 3 | Teachers do not spend time to prepare his/her lesson plan and lesson note. | 20  80 | 30  90 | 40  80 | 10  10 | 260 | 2.6 | Accepted |
| 4 | Teachers do not have enough time to cover up his/her syllabus. | 50  200 | 30  90 | 10  20 | 10  10 | 320 | 3.2 | Accepted |
| 5 | Laxity on the side of the teacher due to not paying their salary on time | 20  80 | 25  75 | 25  50 | 10  10 | 235 | 2.35 | Accepted |
|  | Grand Mean |  |  |  |  |  | 2.83 |  |

From the above table 1,item one to five dealt with research question, which mean score is above 2.83.the result of findings revealed that the teachers opinion towards the poor performance of students in economics is that they fail to explain the subject properly and with absence of instructional materials, teachers have low motivation due to poor remuneration by the government, teachers do not spend time to prepare his/her lesson plan and lesson note, teachers don’t have enough time to cover up his/her syllabuses, laxity on the side of the teacher due to not paying their salary on time.

**Table2:** On Students’ Attitude and Commitment in the poor performance in Economics:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **SD** | **D** | **TOTAL** | **X** | **DEC** |  | |  |  |  |
|  |  |  |  |  |  |  |  |  |  | |  |  |  |
| 1 | Students lack interest in Economics while learning | 50  200 | 25  75 | 15  45 | 10  10 | 330 | 3.3 | accepted |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | |  |  |
| 2 | Lack of hard work on the part of students result in poor performance | 25  100 | 15  45 | 50  100 | 10  10 | 255 | 2.55 | Accepted |  | | |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | Students fails to attend economics class regularly. | 30  120 | 40  120 | 20  40 | 10  10 | 290 | 2.9 | Accepted |  | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | Students have psychological fear of Economics | 40  160 | 30  90 | 20  40 | 10 | 300 | 3.0 | Accepted |  | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | Students pay less attention to class lesson. | 50  100 | 30  90 | 10  20 | 10  10 | 220 | 2.2 | accepted |  | |  |  |  |
|  | Grand mean |  |  |  |  |  | 2.79 |  |  | |  |  |  |

From the above table 2,item 1 to 5 dealt with research question, which mean score is above 2.79.the result of findings shows that students lack interest in economics while learning, lack of hard work on the part of students result in poor performance, students have psychological fear of economics, students fail to attend economics class regularly, students pay less attention to class lesson.

**Table 3:** the school environmental factor responsible for students’ poor performance in Economics in Nsukka LGA.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **SD** | **D** | **TOTAL** | **X** | **DEC** |
| 1 | Overcrowded classroom and libraries affects teaching and learning | 40  160 | 40  12 | 10  20 | 10  10 | 310 | 3.1 | Accepted |
| 2 | Harsh atmosphere affect the teaching and learning of the students. | 30  120 | 30  90 | 30  60 | 10  10 | 280 | 2.8 | Accepted |
| 3 | New school building arouses students’ interest in learning Economics | 15  60 | 35  105 | 40  80 | 10  10 | 255 | 2.55 | accepted |
| 4 | Inadequate instructional materials for effective teaching and learning of economics. | 10  40 | 20  60 | 60  120 | 10  10 | 230 | 2.3 | accepted |
| 5 | Unventilated environment affects the effective teaching and learning of economics | 60  240 | 20  60 | 10  20 | 10  10 | 330 | 3.3 | accepted |
|  | Grand mean |  |  |  |  |  | 2.29 |  |

From the above table 3, item 1 to 5 dealt with research question which mean score is above 2.29 the findings show that overcrowded classroom and library affect teaching and learning, harsh atmosphere affects teaching and learning of students in economics, new school building arouses students interest in learning economics, inadequate instructional materials for effective teaching and learning of economics, unventilated environment affective teaching and learning.

# CHAPTER FIVE

# DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

# Discussion of the findings

# This last chapter is tailored on the presentation of full details of the discussion of for findings by the researcher. The researcher also discussed the implication of the findings recommendations and conclusion as the outline may demand.

# Subsequently the sole objectives of the research where to review Investigation of factors responsible for poor performance of senior secondary school students in economics in Nsukka Local government Area of Enugu State. The information gotten where critically analyses with mean. From the response on research question 1, which asked to find what are students related factor that contributes to poor performance in economics. The researcher use questionnaire item 1- 5 to answer the question, it is observed that: teachers fails to explain the subject properly and with absence of instructional materials, teachers have low motivation due to poor remuneration by the government, teachers do not spend time to prepare their lesson plan and lesson note, teachers do not have enough time to cover up their syllabus, and laxity on the side of the teacher due to not paying their salary on time.

# In table 1, 70 respondent strongly disagreed and agreed to the question and 30 respondents strongly disagreed and agreed to the question.

# From the response on research question 2 which asked what are the school related factors that contributes to the students poor performance: the researcher use questionnaire item 1-5 to answer the question, it is observed that students lack interest in economics while learning, lack of hard work on the part of students results in poor performance, students fails to attend economics class regularly, students have psychological fear of economics, students pay less attention to the class lesson.

# In table 2, 75 respondents strongly agree and disagree to the question,25 respondents strongly disagree and disagree to the question.

# From the response on research question 3 which asked: What are the home environmental factor that contribute to students poor performance in economics: the researcher use questionnaire item 1-5 to answer the question, over-crowded classroom and libraries affects teaching and learning ,harsh atmosphere affects the teaching and learning of the students, new school building arouses students interest in learning economics, inadequate instructional materials for effective teaching and learning of economics, unventilated environment affects the effective teaching and learning of economics.

# In table 3, 80 respondents strongly agree and disagree to the question 20 respondents strongly disagree and disagree to the question.

**Implication of the Study**

Economics learning should be viewed as an active process of construction of knowledge as a meaningful whole. This implies that the teacher will engage in classroom behavior that aims at developing autonomy and the learner’s own interest in Economics. Several studies carried out in the recent past indicate that, for student to construct meaningful knowledge in Economics sciences, the teaching approach should be inquiry oriented. Designing of hands-on materials that are inquiry oriented have shown great potentials in assisting teachers change their attitudes, beliefs and classroom behavior in the teaching learning process. This study focused on investigating the causes of poor performance in Economics in secondary schools with a view of investigating from teachers and students whether the teaching methods use dare appropriate or not. The study was based on the premise that the greater the knowledge of different learning resources and methodology, the more freedom the teacher had in the chosen teaching approach. Methodologies which involve use of computer aided instruction have a great potential in developing interactive teaching and learning. Example of such studies includes the use of MBL in activity based teaching in physics by Tilya, (2014).

The findings of this investigative study imply that a lot has to be done in our secondary schools in order to raise the performance standards of the Economics subjects. To begin with, the government, parents and the society at large must ensure that schools are well equipped with the necessary materials that they require for effective implementation of the curriculum. The government should provide incentives to encourage more teachers to train as Economics teachers. In-service training for teachers should also be carried out regularly throughout the country so as to equip the teachers with modern teaching methodologies and train them how to modify the locally available materials to be used as teaching aids.

# Conclusion

# The findings of this study indicate that there is significant effect of performance in Economics due to lack of enough teaching and learning resources. The Economics performance in our secondary schools can be improved if students are involved in practical lessons under the guidance of well trained and qualified personnel. This will increase their motivation hence change their attitude towards Economics hence raise the performance.

The main conclusions drawn from this study are:

Availability of teaching and learning materials generally affects the performance of students. These materials should be made available and they should be of good quality in order for them to produce accurate results during a practical session. Other schools had no equipment at all and they opted for alternative to practical which is not applicable since these students require this knowledge for their future careers as scientists.

The teaching and learning environment in some of the secondary schools was found to be unfit for Economics lessons. Some had no laboratories and the practical lessons were done in the classroom. Parents, the government and the society at large should ensure that the environment is conducive for learning to take place effectively.

The findings of this study indicated that one of the major difficulties that the teachers face while teaching Economics is the students’ negative attitude towards Economics. They have apperception that the Economics sciences are always very tough compared to other subjects which discourages them hence affecting their performance.

The curriculum developers must always involve the curriculum implementers in the process of revising the curriculum. The syllabus should be revised regularly despite the current trend of revising them after every five years. This will ensure that the views of the implementers and other stakeholders are incorporated well.

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# Recommendations

# It is therefore recommended that in this study,

The low achievement level in Economics at senior secondary level demands for revolutionary ideas to motivate students in learning Economics. Teachers should use modern methods of teaching including use of computers in teaching Economics in order to motivate and sustain students’ interest in Economics sciences as far as possible and in most Economics topics.

The government, parents, school administration and the society at large should work together to ensure that the teaching and learning environment is conducive to the teachers and students for effective learning to take place.

Teachers should be more innovative in preparing teaching and learning materials to help them modify their teaching strategies in order to embrace the benefits of interactive teaching, including longer and increased students’ conceptual understanding.

Comprehension, enhanced learning and easy remembering are enhanced by inquiry and interactive teaching approach. Therefore, Economics educators should employ computer, modeling and animations through technological innovativeness while preparing educational materials. Curriculum material preparation principles should also be observed while preparing these materials.

# 

# Limitations of the study

# The research work covered only five sampled selected schools in only one local government area. It also covered only public senior secondary schools.

# Suggested areas for further studies

Following this study we suggest the following areas for further studies,

1. Similar studies focusing on performance of Economics topic wise in order to diagnose the specific areas that need to be given more attention and this will enable the educators to know the areas which are not well covered.
2. The causes of failure in different courses apart from Economics should also be investigated. This could be extended to non-science subjects like Geography, English, History or other arts subjects.

**Summary of the finding**

The researcher found out the factors contributing to the poor performance of students in economics, in the summary, the following was observed” table 1,.the result of findings revealed that the teachers opinion towards the poor performance of students in economics is that they fail to explain the subject properly and with absence of instructional materials, teachers have low motivation due to poor remuneration by the government, teachers do not spend time to prepare his/her lesson plan and lesson note, teachers don’t have enough time to cover up his/her syllabuses, laxity on the side of the teacher due to not paying their salary on time.

table 2,item the result of findings shows that students lack interest in economics while learning, lack of hard work on the part of students result in poor performance, students have psychological fear of economics, students fail to attend economics class regularly, students pay less attention to class lesson.

table 3, the findings show that overcrowded classroom and library affect teaching and learning, harsh atmosphere affects teaching and learning of students in economics, new school building arouses students interest in learning economics, inadequate instructional materials for effective teaching and learning of economics, unventilated environment affective teaching and learning.

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**APPENDIX I**

Department of Arts and Social,

Science Education,

Faculty of Education

Godfrey Okoye University,

Thinkers corner,

Enugu state

30th June, 2018

Dear Respondents,

I am a final year student of the above named institution and department conducting a research on Investigation of factors responsible for poor performance of senior secondary school students in economics.

I will appreciate your kind co-operation in responding to these questions. The research is purely an academic exercise, and any information given by you will be treated confidentially and only be for the purpose of this study.

Thanks for your co-operation.

Yours faithful

**Ozioko Blessing N.**

**Appendix II**

**Research questionnaire**

Questionnaire for research study on: Investigation of factors responsible for poor performance of senior secondary school students in economics in Nsukka Government area, Enugu State

Section A: Respondent personal data

Please tick [ √ ] in the space provide appropriately

Sex: Male Female

Marital status: Married Single

Age: 21-30 41-50

Name of school: -----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Educational qualification: B.Ed HND NCE OND

Section B: instruction, please in the options that best represent your opinion on the items provided.

The response options below are coded as follow:

SA - strongly agreed

A - Agreed

D - Disagreed

SA- strongly disagreed

**SECTION B**

Please tick [√] the appropriate option **SA – Strongly Agree, A- Agree, D-**

**Disagree, SD- Strongly Dis agree.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | ITEMS | SA | A | D | SD |
| 1 | I will choose to teach Economics in place of any other job |  |  |  |  |
| 2 | I always find it difficult preparing for Economics class |  |  |  |  |
| 3 | Economics is dull and boring because it leaves no room for personal opinion. |  |  |  |  |
| 4 | I hate teaching Economics today because there is nothing creative in it, it is just memorizing formulas and answers |  |  |  |  |
| 5 | I teach Economics today because there is no alternative job and I do this as a waiting job |  |  |  |  |
| 6 | I am always late to school because the road is inaccessible |  |  |  |  |
|  |  |  |  |  |  |
| 7 | My students are not challenging because the school location is not conducive for them |  |  |  |  |
|  |  |  |  |  |  |
| 8 | In my own opinion location of school has nothing to do with student’s achievement in Economics |  |  |  |  |
|  |  |  |  |  |  |
| 9 | My students hate Economics because it make them feel uneasy and confused |  |  |  |  |
|  |  |  |  |  |  |
| 10 | My students enjoy Economics because it is stimulating to them |  |  |  |  |
|  |  |  |  |  |  |
| 11 | My students enjoy going beyond the assignment to solving new problems |  |  |  |  |
| 12 | My student are interested and willing to acquire further knowledge in Economics |  |  |  |  |
|  |  |  |  |  |  |
| 13 | My students show interest in Economics and this will help to develop their skills and study the subject more. |  |  |  |  |
|  |  |  |  |  |  |
| 14 | I always use varieties of teaching methods when teaching a lesson in Economic |  |  |  |  |
|  |  |  |  |  |  |
| 15 | I always like using lecturing method whenever I am teaching a topic in Economic |  |  |  |  |
|  |  |  |  |  |  |
| 16 | I always find it difficult adopting a particular teaching method in any mathematical lesson |  |  |  |  |
|  |  |  |  |  |  |
| 17 | I love demonstration method and i always use it when teaching economics |  |  |  |  |
|  |  |  |  |  |  |
| 18 | Whenever I am teaching Economics, I do not even consider the method I am using because I if it is not important |  |  |  |  |
|  |  |  |  |  |  |
| 19 | There are no functional library in my school |  |  |  |  |
|  |  |  |  |  |  |
| 20 | I prefer teaching any concept in Economics without using instructional materials |  |  |  |  |
|  |  |  |  |  |  |
| 21 | In my opinion, teaching aid is very important in every economics lesson |  |  |  |  |
|  |  |  |  |  |  |
| 22 | My school principal will prefer buying football and other athletics facilities rather than economics teaching aids |  |  |  |  |
|  |  |  |  |  |  |
| 23 | Instructional facilities affects Economics learning |  |  |  |  |
|  |  |  |  |  |  |
| 24 | Overcrowded classrooms and libraries affect negatively students’ performance in economics |  |  |  |  |
|  |  |  |  |  |  |
| 25 | I feel teaching aids will not make any impact on students’ achievement in economics |  |  |  |  |
|  |  |  |  |  |  |