**Students’ attitude towards the study of economics in Nigerian secondary schools**

**ABSTRACT**

This study will analyze students’ attitude towards the study of economics in Nigerian secondary schools. Despite the greater number of Economics graduates produced by our tertiary institutions; every year there are numbers of secondary schools where Economics teachers are not competent in the teaching of the subject. This makes the teaching of Economics ineffective and inefficient even where there are competent teachers to teach. It is on this premise, that this study is designed to investigate the attitudes of students in Akure South Local Government Area of Ondo State toward studying of Economics as a subject. Another objective of this paper is to make various recommendations for teachers and other stakeholders on how to arouse or improve students’ attitudes in the subject.

Concerning methodology, both secondary and primary sources of data was used for the study. A survey research design was used with a sample size of 100. Data was collected and analyzed using simple percentages. Key findings from the study showed that negative attitudes of the students are the functions of lack of interest erroneous believed that economics is volatile and poor motivation by teachers. Some science teachers especially economics, physics and mathematics is an offspring of negative attitude in the subject itself. Negative attitude towards the subject is influenced by the parents’ attitudes.

Recommendations for the study include; certain measures must be taken to improve the quality of economics teachers, this include better recruitment, better substantive education of economics teachers in training institutions, retraining programme for young teachers with shallow experience, in-services and long vacation courses, improvement in teachers’ salaries with special allowances for economics teachers and upgrading of the teaching profession. This could be ways by which economics teaching can be made more interesting to the teachers.

**TABLE OF CONTENTS**

Title Page - - - - - - - - - i

Approval Page - - - - - - - - ii

Declaration - - - - - - - - iii

Dedication - - - - - - - - - iv

Acknowledgement - - - - - - - v

Abstract - - - - - - - - - vi

Table of Contents - - - - - - - vii

**CHAPTER ONE – INTRODUCTION**

1.1 BACKGROUND OF THE STUDY **- - - - - -**

1.2 PURPOSE OF THE STUDY **- - - - - - -**

1.3STATEMENT OF THE PROBLEMS **- - - - -**

1.4RESEARCH QUESTIONS **- - - - - - -**

1.5SCOPE OF THE STUDY **- - - - - - -**

1.6SIGNIFICANCE OF THE STUDY **- - - - - -**

1.8DEFINITION OF TERMS **- - - - - - -**

**CHAPTER TWO – REVIEW OF RELATED LITERATURE**

2.1STUDENTS ATTITUDES AND SCIENCE ACHIEVEMENT **-**

2.2GENDER DIFFERENCES IN STUDENT ATTITUDES TOWARD ECONOMICS LESSONS **- - - - - - - -**

2.3CHANGES IN STUDENT ATTITUDE TOWARD ECONOMICS LESSONS ACROSS GRADE LEVELS.  **- - - - -**

**CHAPTER THREE – RESEARCH METHODOLOGY**

3.1INTRODUCTION **- - - - - - - - -**

3.2INTRODUCTION **- - - - - - - - -**

3.3RESEARCH DESIGN **- - - - - - - -**

3.4STUDY POPULATION **- - - - - - - -**

3.6RESEARCH INSTRUMENT **- - - - - - -**

3.7ADMINISTRATION OF INSTRUMENT **- - - - -**

3.8VALIDATION OF INSTRUMENT **- - - - - -**

3.9PROCEDURE FOR DATA COLLECTION **- - - -**

3.10DATA ANALYSIS PROCEDURE **- - -**

**CHAPTER FOUR – DATA PRESENTATION AND ANALYSIS**

4.0 Introduction **- - - - - - - - -**

4.1 PRESENTATION OF TABLES **- - - - - -**

4.2 Discussion of Findings **- - - - - - -**

**CHAPTER FIVE – SUMMARY, CONCLUSION AND RECOMMENDATION**

5.1 SUMMARY OF FINDINGS **- - - - - - -**

5.2 CONCLUSION **- - - - - - -- -**5.3 RECOMMENDATIONS **- - - - - - --**

 References - - - - - - - - - -

Appendix - - - - - - - - - -

**CHAPTER ONE**

**INTRODUCTION**

**1.1BACKGROUND TO THE STUDY**

Economics is the [social science](http://en.wikipedia.org/wiki/Social_sciences) that analyzes the [production](http://en.wikipedia.org/wiki/Production_theory_basics), [distribution](http://en.wikipedia.org/wiki/Distribution_%28economics%29), and [consumption](http://en.wikipedia.org/wiki/Consumption_%28economics%29) of [goods](http://en.wikipedia.org/wiki/Good_%28economics_and_accounting%29) and [services](http://en.wikipedia.org/wiki/Service_%28economics%29). The term economics comes from the [Ancient Greek](http://en.wikipedia.org/wiki/Ancient_Greek) word (oikonomia, "management of a household, administration") hence "rules of the house(hold)". [Political economy](http://en.wikipedia.org/wiki/Political_economy) was the earlier name for the subject, but economists in the late 19th century suggested "economics" as a shorter term for "economic science" that also avoided a narrow political-interest connotation and as similar in form to "[mathematics](http://en.wikipedia.org/wiki/Mathematics)", "ethics", and so forth.

A focus of the subject is how [economic agents](http://en.wikipedia.org/wiki/Agent_%28economics%29) behave or interact and how [economies](http://en.wikipedia.org/wiki/Economy) work. Consistent with this, a primary textbook distinction is between microeconomics and macroeconomics. [Microeconomics](http://en.wikipedia.org/wiki/Microeconomics) examines the behavior of basic elements in the economy, including individual agents (such as households and firms or as buyers and sellers) and markets, and their interactions. [Macroeconomics](http://en.wikipedia.org/wiki/Macroeconomics) analyzes the entire economy and issues affecting it, including unemployment, inflation, economic growth, and monetary and fiscal policy.

Other broad distinctions include those between [positive economics](http://en.wikipedia.org/wiki/Positive_economics) (describing "what is") and [normative economics](http://en.wikipedia.org/wiki/Normative_economics) (advocating "what ought to be"); between economic theory and [applied economics](http://en.wikipedia.org/wiki/Applied_economics); between [rational](http://en.wikipedia.org/wiki/Rational_choice_theory) and [behavioral economics](http://en.wikipedia.org/wiki/Behavioral_economics); and between [mainstream economics](http://en.wikipedia.org/wiki/Mainstream_economics) (more "orthodox" and dealing with the "rationality-individualism-equilibrium nexus") and [heterodox economics](http://en.wikipedia.org/wiki/Heterodox_economics) (more "radical" and dealing with the "institutions-history-social structure nexus").

Economic analysis may be applied throughout society, as in [business](http://en.wikipedia.org/wiki/Business_economics), [finance](http://en.wikipedia.org/wiki/Financial_economics), [health care](http://en.wikipedia.org/wiki/Health_economics), and government, but also to such diverse subjects as crime,[[education](http://en.wikipedia.org/wiki/Education_economics), the [family](http://en.wikipedia.org/wiki/Family_economics), [law](http://en.wikipedia.org/wiki/Law_and_economics), [politics](http://en.wikipedia.org/wiki/Public_choice), [religion](http://en.wikipedia.org/wiki/Economics_of_religion)[social institutions](http://en.wikipedia.org/wiki/Institutional_economics), war,and [science](http://en.wikipedia.org/wiki/Economics_of_science).At the turn of the 21st century, the expanding domain of economics in the social sciences has been described as [economic imperialism](http://en.wikipedia.org/wiki/Economic_imperialism_%28economics%29).

An attitude may be defined as a predisposition to respond in a favourableor unfavourable manner with respect to a given attitude object (Oskamp andSchultz 2005). The focus of this project is on school students’ attitudes towards Economicssubjects taught in secondary classrooms. The term ‘subjects’ refers to both theory and laboratory classes in secondary school. Thus, the scope of the present study was limited to Economics as experienced by students in secondary school rather than out-of-school experiences obtained from external sources such as the media, museums, field trips and friends. Attitude towards Economics or science denotes interests or feelings towards studying Economics or science. It is the students’ disposition towards like or ‘dislike’ science while attitude in science means scientific approachassumed by an individual for solving problems, assessing ideas and makingdecisions. Student beliefs and attitudes have the potential to either facilitate or inhibit learning (Yara, 2009).Many factors could contribute to student’s attitude toward studyingscience (Economics). Several studies (including Wilson 1983; Soyibo, 1985;Berg 2005; Adesoji, 2008) report that students’ positive attitudes to sciencecorrelate highly with their that, in general, the attitude of Nigeria studentstowards the basic sciences tend to decrease in the order, Biology, Economics,Physics and Mathematics. Defiana (1995) found that using integrated scienceenvironment activities improved high school student attitude toward andawareness about the environment. Armstrong and Impara (1991) in their studiesdetermined that fifth and seventh – grade students using nature score as acurriculum supplement developed more positive attitudes than those who didnot.Abimbola (1983) reported that students exposed to a programmedinstruction recorded higher and more favourable attitude towards mathematics.Ayelaagbe (1998) also reported a more positive attitude of studies afterexposing them to self learning strategy. Similar results were obtained byUdousoro (2000) after using computer and text assisted programmed instructionand Popoola (2002) after exposing students to a self learning device. Popoola(2008) also reported that students attitudes and interests to sciences, especiallyAgricultural science correlate highly with their science achievement.Halladyna and Shanghnessy (1982) and Adesoji (2008) have concludedthat a number of factors have been identified as related to students’ attitude toscience (Economics). Such factors include; teaching methods, teacher attitude,influence of parents, gender, age, cognitive styles of pupils, career interest,social view of science and Scientifics, social implicating of science (Economics)and achievement.The studies thus reviewed suggest that there is a relationship betweenattitude and methods of instruction and also between attitude and achievement;and that it is possible to predict achievement from attitude scores. What isneeded to complement the results of such studies however is the nature of relationship between students’ attitude and factors related to teaching andlearning of Economics? Results of these types of study are likely to broaden our knowledge as how we can influence students’ attitude positively towardsEconomics as a subject in Akure, Nigeria.

**1.2PURPOSE OF THE STUDY**

The purpose of the study is to investigate the attitudes of students inAkure South Local Government Area of Ondo State toward studying of Economics as a subject.The study is also designed to make various recommendations for teachersand other stakeholders on how to arouse or improve students attitudes in thesubject.

**1.3STATEMENT OF THE PROBLEMS**

Despite the greater number of Economics graduates produced by our tertiary institutions; every year there are numbers of secondary schools where Economics teachers are not competent in the teaching of the subject. Also, theattitude of the students in secondary schools towards Economics as a professionis not encouraging. This makes the teaching of Economics ineffective andinefficient even where there are competent teachers to teach.It is on this premise, that this study is designed to investigate the attitudeof students to teaching and learning of Economics in secondary schools.

**1.4RESEARCH QUESTIONS**

In order to investigate the attitude of students to Economics, the followingquestions were raised:

1. Do the students have positive attitudes towards Economics?
2. Do their negative attitudes a result of the attitude of their teacherstowards the subject?
3. Do their attitudes towards problem solving result of unavailability of textbook and other instructional materials?
4. Should Economics be made compulsory for all science students insecondary schools?

**1.5SCOPE OF THE STUDY**

The study was limited to secondary schools in Akure South LocalGovernment of Ondo State only. Based on the time frame and financialconstraints in covering all the secondary schools in the Local Government, thestudy was also limited to the students in Senior Secondary Schools (SS Class)

The names of the schools are:

* St.DominicGrammar School, Akure.
* C.A.C.GrammarSchool, Akure.
* OyemekunHigh School, Akure.
* St.Peter’sUnityHigh School, Akure.
* Fiwasiaye Girls Grammar School, Akure.

**1.6SIGNIFICANCE OF THE STUDY**

The study is aimed at looking at the students’ attitudes towards Economicsin some selected secondary schools in Akure South Local Government Area of Ondo State.The results of the study is hoped to assist Economics teachers to developnew learning experience for the students and reorganize these learningexperience in some ways enough to arouse the interest of the students.It would be of good assistance to teachers to create a habit were theywould improve on the obsolete teaching methods, use adequate, modern andrelevant instructional materials and textbooks at their disposed to the fullest.This study may also assist the students to improve their attitude towardsthe study of the subject.Finally, the government and parents would benefit from the study of their roles as these would be highlighted at the recommendation column.1.7Assumption of the StudyBased on the study, the following assumptions were made. Secondaryschool students constitute a valid source of data needed in the study.Also, that the respondents will give valid and unbiased responses to thequestionnaire items and that the samples drawn will be representatives of the population

  **1.8DEFINITION OF TERMS**

**Economics:-** This is a science subject taught in the Senior Secondary Schools.

**Learning:**- This is the process of acquiring knowledge in Economics amongSenior Secondary School Students.

**Attitude:**- This refers to students’ positive mind to the study of Economics.

**Teaching:**- Transmission of the knowledge of Economics to Senior SecondarySchool Students.Instruction

**Materials**:- These are aids used in teaching and learning of Economicsin Senior Secondary School.

**CHAPTER TWO**

**LITERATURE REVIEW**

The purpose of this chapter is to examine the numerous literatures written by many eminent schools researchers, scientists and educationists on economics education. It is therefore imperative to renew the works of these elites with a view of making them a strong background for the problem under study especially attitudes of students to economics learning in Secondary Schools.

**2.1STUDENTS ATTITUDES AND SCIENCE ACHIEVEMENT**

Review of relevant literature depicts varying opinions and findings on the students’ attitudes towards science and their performances. According to Yara, (2009), attitude of students can be influenced by the attitude of the teacher and his methods of teaching. He further showed in his work that teachers’ method of mathematics teaching and his personality greatly accounted for the students’ positive attitude towards the subject and that without interest and personal effort in learning by the students, they can hardly perform well in the subject. According to Keeves (1992), attitudes towards science, economics inclusive are, in general, highly favoured, indicating strong support for science and the learning of science. There is also consistency across countries and age levels within a country in the average level of attitude towards economics and general science. However, in countries where a high level of technological and industrial development had been achieved, the findings showed that attitude towards science were more neutral. Generally, boys held more favourable attitude towards science, the findings concluded. Kempa and Dude (1974) reported that pupils’ interest in science is associated with their achievement in science. Collaborating these reports, Olatoye (2001) found that students attitude towards economics have significant direct effect on student achievement in the subject. Adesokan (2002) asserted that in spite of the recognition given to economics among the science subjects, it is evident that student still show negative attitudes towards the subject there by teaching to prior performance and low enrolment. Our nation needs to attract all the academically gifted female students into the pursuit of economics. There is also the need to maximize the scientific literacy of young female students, and to achieve equity in participation in economics. Bennett

et al.,(2001) argued that girls and boys start off on equal footing in economics and other science subject but once physical science and mathematics become optional at the secondary school level, there is a downward spiral of female enrolment accompanied by decrease in achievement and interest. This implies that there are underlying factors affecting the attitudes of young female students towards economics that needs to be addressed at the high school level (Santonimo, 2005).To locate relevant previous student studies, computer (internet) searches of three database were conducted and nine reports (Barnes et al , 2005; Salta and Tzougraki, 2004; Dhindsa and Chung 1999; Menis 1983, 1989; Harvey andStables 1986; Steinkamp and Maehr 1984; Shannonet al ., 1982 and Hosfstein et al.,1977), their scope of study was limited to economics as experienced by students in Secondary School rather than out-of-School experiences obtained from external sources such as the media, museum, field trips, and friends. As indicated earlier none of these nine students explored the interaction effect between gender grade level on students attitudes towards economics lessons. A number of curriculum evaluation projects included student attitude to economics as one of the dependent variables (Adesoji and Raimi, 2004; Thompson and Soyibo, 2002), but they are not renewed in this project because they focused on the effectiveness of a curricular or instructional innovation rather than the attitudes of males and females toward economics lessons at different levels of schooling. Also, previous studies (Lang et al.,2005) which merely used student attitude toward economics as a variable to correlate with other constructs are not included in this review.

**2.2GENDER DIFFERENCES IN STUDENT ATTITUDES TOWARD ECONOMICS LESSONS**

Hofsteinet al.,1977 is probably the first published report on gender differences in secondary school students’ attitude toward economics lessons. They adapted the physics Attitude scale used by Trumper, (2006) to form a 76 – items Economics Attitude Scale. The items were placed in four categories: the study of economics in high school; the social and economic image of economics; the role of economics at the national-political level; and the masculine – feminine image of economics. Using the Economics Attitude Scale they surveyed300 grades 11 and 12 high school students (16-18 years of age) in Israel. Hofsteinet al.,1977 found that girls had a more positive attitude towards the study of economics than boys, but they pooled the date on the two grade levels. Steinkamp and Maehi (1984) conducted a meta-analysis of research on school science reported between the years of 1965 and 1981. They concluded that girls’ attitudes towards economics are more positive than boys’. Similarly, Buehl and Alexander (2001) reported that female students enjoyed learning economics more than male students but their research involved form 5 students only. They used a 22 – item Likert scale with four component: enjoyment, motivation, anxiety and importance of economics. They claimed that the items were obtained from published research, but no sources were given. Using a questionnaire with a semantic differential format, Shannonet al.,(1982)surveyed the attitudes to science subjects of 830 year 11 students in Sydney, Australia. They reported that females found economics more enjoyable than males. However, not all previous studies documented that girls had a more positive attitude towards the study of economics than boys. Salta and Tzougraki(2004), for example surveyed 576 high school students in Greece using an attitude scale with four subscales; the difficulty of economics course; the interest of economics course; the usefulness of economics course for students future career and the importance of economics for students life. They found no gender differences in students’ attitudes regarding interest, usefulness and importance of economics, but the interaction effect of gender and grade was not examined. In Israel, Menis (1983) adapted Aiken’s (1979) questionnaire to measure a sample of grade 10 students’ attitudes toward economics lessons. Questionnaire items were categories into four dimensions: interest and fascination in economics; use of economics; enjoyment of economics; and importance of economics. Menis concluded that boys showed a more positive attitude to learning of economics than girls, but his research examined one particular year group. Harvey and Stables (1986) reported an England study that surveyed 2,311 third-year Secondary School Students’ attitude toward Science, Physics, Economics, Biology and School. Boys were found to have a more positive attitude toward economics than girls. In Australia, Barnes et al ., (2005)explored sex difference in enrolment intentions expressed by 449 year 10students from five high schools in Sydney. They used three items to measure student interest in economics and concluded that males found economics more interesting than females.

**2.3 CHANGES IN STUDENT ATTITUDE TOWARD ECONOMICS LESSONS ACROSS GRADE LEVELS.**

The effect of grade level on students’ attitudes was rarely studies by economics educators; most past studies considered science generally. Only two previous studies examined changes in secondary school students’ attitudes toward economics lessons across grade levels. As indicate above, Hofstein et al .,(1977) surveyed 300 grades 11 and 12 high school students in Israel. They found a decline in the attitude toward the study of economics when student progressed from graded 11 to grade 12. However, how grade level interacted with gender was not investigated in their study. Apart from students’ attitudes to the study of economics, according to Abdullah (2009) he said ‘blame government for mass failure in economics and other science subjects’ why? He said ‘for more than a decade now the standard of quality of teaching and learning in our school system had fallen, beginning from primary. He said most teachers lack both content and methodology. Not less than 50% of than are under qualified. He further highlighted the following reasons why government is to blame: the little resources that are made available without the plant are subjected to very strict corruption in the management and servicing of education; No trained or not enough people for monitoring and evaluation of schools; collapsed infrastructure, lack of instructional materials; hostility of the environment, no laboratory training and experience, no enough professional teachers’ development and funding of the schools are inadequate.

**CHAPTER THREE**

**RESEARCH THODOLOGY**

**3.1INTRODUCTION**

In this chapter the research would endeavour to discuss the following sub-topics.

* Introduction
* Research design
* The study population
* Sample and sampling techniques
* Instrumentation
* Procedure for data collection
* Data analysis procedure
* Summary of the chapter.

**3.2INTRODUCTION**

This chapter is all about the procedure adopted in carrying out this study. It deals with the survey or investigation into the attitude of Senior Secondary School Students to economics.

**3.3RESEARCH DESIGN**

The study is a survey research type and there was no manipulation of the independent variables by the researcher.

**3.4STUDY POPULATION**

The population for this study consists of the SSS Students of Akure South Local Government Area of Ondo State, Nigeria. A total of three (300) hundred students classified into gender (i.e. male and female) were randomly selected from five secondary schools namely:

1St. Dominic Grammar School, Akure.

2C.A.C. Grammar School, Akure.

3.Oyemekun High School, Akure.

4St. Peter’s Unity Secondary School, Akure.

5Fiwasaye Girls Grammar School, Akure.

The students of the selected schools ages were between 15 and 18 years old.3.5Samples and Sampling Techniques The list here shows the five secondary schools randomly selected from the total number of the public schools in Akure South Local Government Area of Ondo State. The subjects were randomly selected from the target schools for this research purposes. The sample size was three hundred (300).

**3.6RESEARCH INSTRUMENT**

In carrying out the study the research employed the use of questionnaire to collect necessary data for the study (Appendix I). The questionnaire is of closed type which allows for either strongly agree (SA), Agree (A), Stronglydisagree (SD), or Disagree (D) responses from respondents. The questionnaires were for the final year students of Senior Secondary School that are randomly selected in the above schools. The questionnaire used for this study was a self constructed on the attitudes of students towards the study of economics, the instrument was divided into two sections. Section A consists of the bio-data of the students while section B consists of questions on their likeness for the subject, teachers’ attitudes, availability of textbooks and instructional materials.

**3.7ADMINISTRATION OF INSTRUMENT**

The questionnaires were administered to the students during the first term of 2009/2010 session. The study was conducted during normal morning periods. The questionnaires were answered individually and collected back the day they were administered. The questionnaire items were then scored based on the responses for the final analysis.

**3.8VALIDATION OF INSTRUMENT**

The draft questionnaire was shown to my supervisor and some economics teachers in some secondary schools for scrutiny and content validation to ascertain the contents face and construct validity.

**3.9PROCEDURE FOR DATA COLLECTION**

The questionnaire were distributed and answered in good and smooth atmospheric condition. Due permission was sorted from the school principals before the study was conducted. However, with the assistance of class and subject teachers, questionnaires were distributed to the students and they were filled, the researcher passed some vital instructions to them with regard to the whole exercise. The questionnaire were collected after completion from the students andverified.

**3.10DATA ANALYSIS PROCEDURE**

Responses from students’ attitudes to economics were collected and analysed using simple percentages (Appendix II).

**CHAPTER FOUR**

**DATA ANALYSIS AND INTERPRETATION**

**4.0 INTRODUCTION**

This chapter presents the outcome of the survey designed to study the attitudes of students towards economics in some selected Secondary School in Akure South Local Government Area of Ondo State. The data are presented as the mean of the results of analysis of student questionnaire in (Appendix II)

**4.1 PRESENTATION OF TABLES**

Research Question 1

Do the students have positive attitudes towards economics? This question was answered by making reference to Table 1.

**Table 1: Attitudes of Students towards Economics**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| Agreement | 37.1 | 28.7 | 56.0 | 72.7 | 72.3 | 35.7 |
| Disagreement | 62.3 | 71.3 | 44.0 | 27.3 | 26.7 | 64.3 |

Source: Field Survey, 2013

Table 1 reveals that 62.3% respondents did not consider the subject as their favourite subject, 71.3% did not intend to study economics at higher level, 72.7% prefer to opt out of the subject, 73.3% believed that the subject was difficult, while 64.3% believed that they do not understand economics. From the results obtained there is an indication that these students have negative attitude towards economics as a subject.

Research Question 2

Do their negative attitudes towards the study of economics as a subject is affected by unavailability of textbooks and other instructional materials?

Table 2: Responses of Students availability of Textbooks and other Instructional Materials.

Table 2: Attitudes of Students towards Economics

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  | 11 | 27 | 29 |
| Agreement | 23 | 50 | 40.3 |
| Disagreement | 77 | 50 | 50.7 |

Source: Field Survey, 2013

From the analysis (Table 2), 77% disagreed that they do not find it easy or understand few textbooks, 59.7% are of the opinion that few textbooks or instructional materials that are available are expensive or difficult to come by while 50% each agreed or disagreed on the uses of instructional materials to arouse students’ interest while teaching.

Research Question 3

Do their negative attitudes a result of the attitude of their teachers towards the subject?

This question was answered by making reference to Table 3.

**Table 3: Responses of Students to the Attitude of their Teachers.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |
|  | 7 | 8 | 9 | 19 | 20 | 26 | 27 | 28 |
| Agreement | 62 | 66 | 68 | 53.3 | 44.7 | 57.3 | 50 | 37.7 |
| Disagreement | 38 | 34 | 32 | 46.7 | 55.3 | 42.7 | 50 | 62.3 |

Source: Field Survey, 2013

Table 3 revealed the result of eight items. Items 7-9 depicted that most of the teachers were not motivators, approachable and did not give students regular assignment. In other items it was also discovered that some teachers are lazy in discharge of their duties, too harsh on students and some of them use obsolete teaching methods. From the foregoing, it could be deduced that attitude of teachers contributed to the negative attitude of the students to the subject.

Research Question 4

Should economics be made compulsory for all students in secondary schools?

To answer this question, eight items were analyzed and the results are presented in Table 4.

**Table 4: Response of students on making economics a compulsory subject**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  | 13 | 14 | 15 | 17 | 22 | 24 | 30 |
| Agreement | 39.3 | 66.7 | 53.3 | 74.7 | 91.3 | 88.7 | 86.0 |
| Disagreement | 60.7 | 33.3 | 46.7 | 25.3 | 39.3 | 11.3 | 14.0 |

Source : Field Survey, 2013

The results showed that larger percentage did not favour economics been made a compulsory subject. In items 14 and 15 it was found out that they offered economics because it is compulsory for science students and to enable them secure admission respectively. They said they would not have registered for it if not because it is compulsory for science students in external examinations. To crown it all, 86% (item 30) respondent preferred the subject being removed from secondary school curriculum. This clearly showed that students generally hate the subject.

**Discussion**

The findings of this study revealed that the negative attitudes of the students are the functions of lack of interest erroneous believed that that economics is volatile and poor motivation by teachers. This is in support of there ports of Cheung (2006) and Cousins (2007). They suggested that students should be motivated always to put in their best to the study of the subject. Eaglyand Chaiken (2005) in their works too, concluded that the hatred from some science teachers especially economics, physics and mathematics is an offspring of negative attitude in the subject itself.

They advised students to discard the misconception that economics is difficult and volatile. This findings also corroborates the findings of Cheung (2007) who concluded that apart from teachers background that hinders student teachers’ relationship in good academic performances in Senior Secondary School, students can be affected by teachers teaching methods, ability to arouse students interest towards learning topic, poor and shabby orientation to students on the part of the teachers when the teacher is not ready to discharge, when not motivate their students they are teaching.

The study also showed that negative attitude towards the subject is influenced by the parents’ attitudes. In the opinion of Aiyelaagbe (1998) he attributed this problem to the illiteracy idea on the part of the parents. Heemphasis on the need of the parents to encourage their wards on the choice of economics as a subject. Lastly, the study showed that teachers did not use adequate instructional materials and students complaint about textbooks not explicit enough for their private study. This attitude of the economics teachers were not in-agreement with ideas of Lang et al.,

(2005) and Popoola (2008) they believe, that they should use recent/modern and adequate instructional materials to teach their students, by this students interest would be aroused.

**CHAPTER FIVE**

**FINDINGS, CONCLUSION AND RECOMMENDATIONS**

**5.1 SUMMARY OF FINDINGS**

The findings of this study revealed that the negative attitudes of the students are the functions of lack of interest erroneous believed that that economics is volatile and poor motivation by teachers. This is in support of there ports of Cheung (2006) and Cousins (2007). They suggested that students should be motivated always to put in their best to the study of the subject. Eaglyand Chaiken (2005) in their works too, concluded that the hatred from some science teachers especially economics, physics and mathematics is an offspring of negative attitude in the subject itself. They advised students to discard the misconception that economics is difficult and volatile. This findings also corroborates the findings of Cheung (2007) who concluded that apart from teachers background that hinders student teachers’ relationship in good academic performances in Senior Secondary School, students can be affected by teachers teaching methods, ability to arouse students interest towards learning topic, poor and shabby orientation to students on the part of the teachers when the teacher is not ready to discharge, when teachers could not motivate their students they are teaching. The study also showed that negative attitude towards the subject is influenced by the parents’ attitudes. In the opinion of Aiyelaagbe (1998) he attributed this problem to the illiteracy idea on the part of the parents. Heemphasis on the need of the parents to encourage their wards on the choice of economics as a subject. Lastly, the study showed that teachers did not use adequate instructional materials and students complaint about textbooks not explicit enough for their private study. This attitude of the economics teachers were not in-agreement with ideas of Lang et al., (2005) and Popoola (2008) they believe, that they should use recent/modern and adequate instructional materials to teach their students, by this students interest would be aroused

**5.2 CONCLUSION**

From the results of the study it was reveals that right or positive attitudes of students is very essential if students want to perform well in economics both theory and practical. It seems we need to concentrate all efforts and energy on improving factors that tend to militate against the positive attitudes. Economics teachers should give intrinsic motivation to the students. They should be given the privilege to attend seminars, workshops and conferences so that they are conversant with the recent developments in chemical and teaching world. The children should be given sound foundation from homes as well as schools being partners in progress. Necessary, modern text books should be provided to learners and teachers. Teachers should employ modern methods of teaching that will facilitate individualized instruction. Government should encourage teaching profession admirable one through prompt payment of living wages (attractive salaries) and allowances to forestall strike actions. They should provide instructional materials to schools and should please find adequate schools to keep them going progressively.

**5.3 RECOMMENDATIONS**

The results of the study showed that the students who found the subject of the study were glaringly opposing economics as a subject. It is believed that their feeling is a reflection of their apathy and frustration created in part by the prevailing conditions surrounding to effect any meaningful change in the present situation economics teaching and learning facilitates must be provided into all schools.

Besides, certain measures must be taken to improve the quality of economics teachers, this include better recruitment, better substantive education of economics teachers in training institutions, retraining programme for young teachers with shallow experience, in-services and long vacation courses, improvement in teachers’ salaries with special allowances for economics teachers and upgrading of the teaching profession. This could be ways by which economics teaching can be made more interesting to the teachers. Teachers should involve all students in practical work as it is known that learners learn fast what they can do on their own. Teachers should assist in improving the attitudes of students towards the theory and practical in order to enhance achievement in school certificate examination. The following suggestions if well executed would assist students to pass with flying colours.

* **Teaching methods**: Teachers should realize that no single method is prefect for instruction.
* **Selection of suitable books:** modern and relevant textbooks should be recommended and should be used in schools.
* **Provision of enough exercise**: Teachers should endeavour to give substantial work to students to aid mastery of concepts. These must be cross checked, marked and give correction wherever the need arises.
* **Practical work:** Emphases should be laid on the practical aspects of the subject. This is just to arouse students’ interest and understanding in the subject.
* **Motivation of students:** Teacher can arouse and sustain students’ interest by giving enough motivation and reinforcement. Encourage groups work by pairing them into groups with regard to sex and brilliant/dull abilities.
* **Curriculum**: The curriculum should be drawn for continuity of the topic leading to step-by-step known ledge acquisition, it should not be lengthy, but be easily comprehendible by any layman.
* Finally, to the Government and Parents Teachers Association, the necessary instructional materials, equipment and personal needs in schools should be provided or in the alterative be supplemented such as: standard libraries, qualified teachers, textbooks, communal efforts in encouraging and motivating the teachers, encouraging the students towards sound learning and soon. To the general populace, there is no assistance that is too small or big to help our educational standard especially in the area of economics, since for any meaningful advancement in technology and industrial revolution, economics is part of the needed disciplines. If all the recommendations and appeals are followed we should expect positive attitudes and better performance of the students in science education.

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**APPENDIX I**

**NATIONAL TEACHERS’ INSTITUTE, KADUNA, AKURE STUDYCENTRE.POSTGRADUATE DIPLOMA IN EDUCATION STUDENT’SQUESTIONNAIRE**

This questionnaire aims at investigating into the factors affecting the teaching and learning of economics in Secondary Schools in Akure South Local Government Area, Ondo State. Kindly read through each statement, tick or fill appropriately in the spaces provided.

1NameofSchool:

2Class:

3Sex:

4. Age: 12-16 ( ), 16-18 ( ), 18-20 ( ), 20-24 ( ).

5. Is your parent/guardian educated? Yes ( ), No ( ).

6. What is your fathers’/guardian occupation? Farming ( ), Teaching ( ),Trading ( ), Civil Service ( ), Driving ( ).

7.What is your mothers/guardian; occupation? Farming ( ), Teaching ( ),Trading ( ), Civil Service ( ), Driving ( ).

8.Your proposed future career Engineering ( ), Scientist ( ),Teaching ( ), Medicine ( ), Business ( ), Others ( ).

9. Does any of your parent/guardians look through your class note books at home? Yes ( ), No ( ).

10. How do you spend your leisure tune? Playing ( ), Apprenticeship ( ),Trading ( ), Reading ( ), Ridding on bikes ( ), Any other (specify…………………).

**ANALYSIS OF STUDENTS QUESTIONNAIRE**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | QUESTIONS | SA | A | SD | D |
|  | Is economics your favourite subject? |  |  |  |  |
|  | Economics is one of the subjects you intend studying? |  |  |  |  |
|  | economics is needed of all in your work of course of study? |  |  |  |  |
|  | Do you believe that you know and understand economics? |  |  |  |  |
|  | Is your economics teacher (s) higly motivated while teaching? |  |  |  |  |
|  | Is he/she approachable? |  |  |  |  |
|  | Are you given assignments regularly? |  |  |  |  |
|  | Do you enjoy doing private practice with economics questions? |  |  |  |  |
|  | At home I find my economics text books to easy to practice |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |