**ASSESSMENT OF STRATEGIES TO ENHANCE TEACHING AND LEARNING OF ECONOMICS IN SENIOR SECONDARY SCHOOL IN AWGU LOCAL GOVERNMENT AREA ENUGU STATE**

**CHUKWU LOVETH OGADINMA**

**U16/EDU/ECO/036**

**DEPARTMENT OF ART AND SOCIAL SCIENCE EDUCATION**

**GODFERY OKOYE UNIVERSITY THINKERS CORNER ENUGU STATE**

**JULY, 2018.**

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**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR IN EDUCATION (B.Ed) DEGREE IN ECONOMCIS**

**SUPERVISOR: DR. CHUKWUEMEKA OKOYE**

**JULY, 2018.**

**APPROVAL PAGE**

This project was written under the direction of the candidate project committee and approved by the members of the committee has been presented to and accepted by the school of education.

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Dr. Chukwuemeka Okoye Date

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External Examiner Date

**CERTIFICATION PAGE**

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…………………….

Researcher

**DEDICATION**

This research work is dedicated to God Almighty who has sustained me throughout my stay in this school, and throughout the period of this work till this time.

I am also dedicating this research to my parents and siblings for them support towards me over this years, their undivided believe in me to always be the best I can be.

**ACKNOWLEDGEMENTS**

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**Abstract**

The main purpose of this study is to assess the strategies to enhance teaching and learning of economics in senior secondary schools in Awgu local government Area of Enugu state. The researcher used descriptive survey design for the study. The population of the study consisted of 593 respondents, that is made up of 573 SSII students and 20 economics teachers in the 27 secondary school in Awgu local government Area.10 secondary schools out of the 27 were sampled for the study and a sample size of 220 respondents were selected using random sampling technique. Three research questions rated on four scale were answered. The instrument was face validated by the project supervisor in the department of Art and Social Science education, programme Economics Education, Godfrey Okoye University, Enugu. The questionnaire was administered to the students and teachers and collected by the researcher. Mean and standard deviation was used to analyse the data collected. The result revealed that there are some basic strategies that could be adopted in order to improve the teaching and learning of economics in secondary school in Awgu local government area of Enugu State. It reveals that teaching of economics should be provided with adequate instructional materials and adequate qualified teachers with adequate techniques in teaching and learning of economics. Most teachers do not have qualification and lack competence to use the available materials and strategies. The recommendations includes that more economics teachers should be trained to enable students have relevant qualification and skill in learning economics. Instructional materials should be sufficient and funds should be made available to obtain these materials, government should equip the school library with sufficient economics textbooks to make teaching and learning more suitable.

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**CHAPTER ONE**

**INTRODUCTION**

**Background of the study**

One of the fundamental rights for every human being is education. Education prepares the individual for changes in life.

Consequently Gujjar, Khan, Baig, Ramzan, and Saifi (2010) opined that education does not only deliver information but for developing complete personality of the child.

In Nigeria there are three levels of education; primary, secondary, tertiary level. Secondary education is the level between primary and tertiary education. It equally prepares students to be productive members of the society (Jegede and Owolabi, 2003). In developed countries, secondary school is seen as the gateway to providing not only citizens but also a capable workforce.

According to the world bank in etim (2006), secondary education is now being recognized as the cornerstone of educational system in the 21st century. It is therefore means that quality secondary education is indispensible in creating a bright future for individuals and nations alike.

Economics is one of the subjects in secondary schools. It is an important subject that is being taught in the secondary schools. Economics is important both to the students and the society at large because it cuts across all spheres of human endeavors.

Professor lord Robbins, 1932 defined economics as a science that studies human behaviors as a relationship between ends and scarce means which have alternative uses. The above definition is widely accepted by the generality of economics and the main fundamental problems of man wants, scarcity, choice, exchange and opportunity cost.

Economics according to Horny, 1973, is the study of production and distribution of money and goods of a country. It is the study of how the 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 the people in the society.

Economics is relevant to the field of science and art. It enables the individual to think in the sense that he or she is able to apply its principles to solve practical problems and avoid unnecessary cost mistakes; it enables the individual to understand better relationship between himself and his fellow human beings in his effort to make a living.

Notwithstanding, it has been observed that there are many problems militating against teaching and learning of economics in secondary schools as enumerated by many writers on problems of economics in Nigeria. They attributed that the high level of failures in economics to lack of students concentrations in the classroom, their view steamed from observed students performance in economics. Thus, observed failure could be as a result of inability of the students to understand economics terms of lack of finance to buy relevant textbooks, inadequate teachers, inability of the students to interpret economics tables and graphs, inappropriate and ineffective method of teaching, lack of control over the students attitudes and teachers attitudes and others which have contributed to the low level of teaching economics in secondary schools.

Okorie, 1979, suggested that for effective teaching to take place, the

Skillful teacher needs to use the many effective method and techniques effectively because in them his success and failure depends. He also emphasized that the success in the use of methods depends on the intelligent analysis of educational purposes, students in the class and the curriculum contents at the moment.

Teaching at any level of education is to bring a fundamental change in the learner (Tebabal and Kahssay, 2011). To facilitate the process of knowledge transmission, teachers are to apply appropriate teaching technique that best suit specific objectives and level of outcomes. Research on teaching and learning constantly endeavors to examine the extent to which different teaching technique enhance growth in student learning Hightower, 2011). Quite remarkably, rampant poor academic performance by the majority of students is fundamentally linked to application of ineffective teaching technique by teachers to impact knowledge to learner (Adunola, 2011). Effectiveness of teaching technique indicates that the quality of teaching is often reflected to the achievement of the learners.

According to Ayeni, (2011), teaching is a process that involves bringing about desirable changes in learners to achieve specific outcomes. Adunola (2011), Maintains that teachers need to be conversant with numerous teaching methods that take recognition of the magnitude of complexity of the concepts to be covered, if teaching is to be effective. It is likely true that successful learning depends on various factors other than that of the teacher. The technique that a teacher uses continues to play an important role in students’ learning and in their academic achievement. The challenges that educators face in the 21st century are so diverse that using better teaching methods is more crucial now than ever before. Demonstration method of teaching is one of the many teaching learning style under the investigation or activity based.

Demonstration method involves showing by reason or proof, explaining or making clear by use of examples or experiments, it means “to clearly show”. It is a method which is capable of improving learning through its diversity effect activity. Demonstration technique often occurs when students have a hard time connecting theories to actual practice or when students are unable to understand application of theories. This method enables concepts and processes to be observed directly, which in turn makes learning easier. When teaching Economics in secondary School, teachers are often facing various problems related on how they can make their students understand basic economic phenomena, relevant terms and their application in everyday life. In order to overcome such problems, teachers must discover and apply new teaching techniques which are compatible with the needs, the interests and the abilities of their students. Therefore this study is aimed to assess the strategies used to enhance teaching and learning of economics of students during the teaching process and to examine the extent to which this technique can contribute to the improvement of teaching and learning. Instructional strategies are all the things the teachers uses to aid the learners in their learning process; they are the means used to bring about effective teaching and learning.

According to Obara and Okoh (2005) regards instructional strategies and materials as “all the things the teacher utilizes to interactively enhance, motivate and facilitate teaching and learning in an attempt to ensuring the achievement of a set objectives.”

The effectiveness of instructional materials and strategies depends upon the manner and degree to which they meet the needs of the teacher and students. Instructional strategies and materials are selected based on the principles of provision of accurate materials that will enrich and support the curriculum, taking into consideration the interest, abilities and maturity levels of the students. Teachers should be encouraged in every way to use instructional strategies as it makes learning more concrete and meaningful (Buseri and Dorgu 2011).

Teaching brings about understanding; it involves a teacher, a learner and subject matter and teaching materials. Therefore to bring about learning, the teacher engages in certain activities such as talking, demonstration, and give instruction etc, all these are the various strategies to bring about learning (Adediran 2014).

Teachers need to use different instructional strategies to ensure students centered method in the classroom for creativity, innovative and critical thinking purpose in students. Classroom teaching is likely to be more effective when it is informed by an understanding of how students learn. It is therefore important that, the major implications of instructional strategies be reflected in classroom practice. In recent times, emerging research findings seem to show that oriented instructional strategies are becoming increasingly popular in the teaching of various subjects in the secondary school level of education in Nigeria, (Osakwe 2009).

These instructional strategies involve resolution of problems, active practice participations of learners in the teaching process and emphasis on process rather than products of learning. Some of these strategies and approaches according to Osakwe (2009) are categorized under conventional and innovative appraises, instructional strategies which are classified under conventional are mostly those routine, well-knowing ones which teachers use predominantly. They are usually teacher-centered with little or no activities for students. These include teaching method like lecture, story-telling, recitation, etc, on the other hand, the innovative strategies include those ones that are much more recent which are predominantly learner-centered. These include questioning, inquiry/problem solving, role-play and dramatization (Adediran 2014).

Effective teaching in secondary schools should be predominantly students directed interactive learning achievement oriented activities inside and outside the formal classroom situation in which the learner actively participates and makes a conscious and deliberate effort to induce and acquire significant learning under the teacher serving as a learning collaborator, director, guide a catalyst, a helper.

**Statement of the problem**

Economics being taught in secondary schools has been observed that student performed poorly in the 2012 May/June senior certificate examination.

It has also been observed that there are lots of factors militating against the effective teaching and learning in the secondary schools in this study area.

Poor performance in secondary school certificate examination WAEC is caused by many factors such as students ineffective study techniques, quality of teachers and methods of teaching and problem of inadequate instructional materials for teaching and learning of economics in schools.

The teacher does not teach with the most relevant, meaningful and useful materials for specific students, he must recognize and adopt a good and well-researched technique of teaching that guarantees better understanding and also stimulates and motivate the students.

**Purpose of the study**

This study will try to assess the strategies that is used to enhance the teaching and learning of economics in Awgu local government area of Enugu state.

* To find out the strategies for effective teaching and learning of economics in senior secondary schools
* To find out how the teachers make use of these strategies in effective teaching and learning of economics in senior secondary schools
* To find out how students are adapting to these strategies for effective teaching and learning of economics.

**Significance of the study**

There is the need to apply knowledge from economics to many area of our life in other to benefit the society. The achievement of the objectives necessitates an understanding of the basic teaching of economics. We cannot attain national objectives in the light of poor or average performances in examination and lack of application of economics to student life.

This study will help to make our educational administrators to see the need to have qualified economics teacher to handle the subject effectively for the benefit of the students and society at large. It will also sensitize the educational administrators to appreciate the need to make available the necessary materials such as chalkboard, graphs, audio visual material e t c. that will enhance effective teaching and learning of economics if they are not available. This study will help the economics teachers to adopt more appropriate teaching methods in order to bring about desirable changes in the learners and it will also provide information to economics teachers for formation and evaluation of their plans.

To the learners, it will be useful to them because they will be able to identify the factors enhancing teaching and learning of economics. It will also help to produce sound economics students that will function very well in the society.

**Scope of the study**

The study intends to assess the strategies used to enhance teaching and learning of economics in secondary schools in Awgu local Government area of Enugu state.

**Definitions of terms**

**Assessment** – Educational assessment is a systematic process of documenting and using empirical data on the knowledge, skill, attitudes, and beliefs to refine programs and improve students’ learning. It also refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning process, skill acquisition or educational needs of students. Assessment is carried out to see what the students know, understand and are able to do.

**Strategies** – A strategy is a general plan or set of plans intended to achieve something. It is also a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.

**Teaching** – teaching is the process of impacting knowledge to the learner. It is an activities aimed at the achievement of learning and practicing in such a manner as to respect the students, intellectual, integrity and capacity for independent judgment. Obanya, (2014) pointed out that teaching is series of interrelated activities engaged in the teacher to bring about changes in the learner.

**Economics** – Economics is a social science concerned with the description and analysis of production, description and consumption of goods and services. Economics focuses on the behavior and interactions of economics agents and how economics works.

**Research questions**

* What are the strategies to enhance teaching and learning of economics in senior secondary schools?
* To what extent do the teachers make use of these strategies for effective teaching and learning of economics in senior secondary schools?
* To what extent do the students learn and adapt to these strategies for effective teaching and learning of economics in senior secondary schools?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

This chapter of the review of related literature deals under the following: conceptual framework, theoretical framework, empirical framework, summary of related literature.

**Conceptual framework**

* Concept of economics
* Concept of teaching and learning of economics
* Concept of strategies
* Factors enhancing effective teaching and learning of economics

**Theoretical framework**

* social learning theory (SLT)
* constructive learning theory
* two factor theory

**Empirical studies**

**Summary of review of related literature**

**Concept of economics**

The English term ‘Economics’ is derived from the Greek word ‘Oikonomia’. Its meaning is ‘household management’. Economics was first read in ancient Greece. Aristotle, the Greek Philosopher termed Economics as a science of ‘household management’. But with the change of time and progress of civilization, the economic condition of man changes. As a result, an evolutionary change in the definition of Economics is noticed. Towards the end of the eighteenth century Adam Smith, the celebrated English Economist and the father of Economics, termed Economics as the ‘Science of Wealth’. According to him, “Economics is a science that enquires into the nature and causes of the wealth of nations”. In other words, how wealth is produced and how it is used, are the subject-matter of economics. In the subsequent period Alfred Marshall defined Economics by saying, ‘Economics is a study mankind in the ordinary business of life’. In other words, according to Marshall, Economics studies not only the wealth but also the activities centering the wealth. In modern times more realistic definitions have been given to economics. In social life human wants are unlimited, but the means to satisfy those wants are scarce. Economics studies how to use the limited resources to satisfy the unlimited wants of men. In the words of Lionel Robins, the modern economist, Economics is a science which studies human behavior as relationship between ends and scarce means which have alternatives uses’. So, Economics as a social science studies how people perform economic activities and how they try to satisfy unlimited wants by the proper use of limited resources.

**Importance of the study of economics**

In modern times the importance of the study of economics is infinite. It is not only provides us knowledge, but also helps to solve the different problems in real life. The importance of economics in different areas of human life is discussed below: In the daily life of people: People are confronted with manifold wants in their daily life. But the resources to satisfy those wants are limited. By studying economics we can know the use of limited resources to satisfy alternative wants on the basis of priority. In the proper use of resources: We can learn about the use of resources with the knowledge of economics. Study of economics helps us to understand about how to produce the maximum output by the proper use of limited resources. In state management: The knowledge of economics is indispensable to manage the economic and development activities of a state. For this reason the politicians and the government officers need to have proper knowledge of the currency system, banking system, tax system, industrial and trade policy, budgeting etc. The knowledge of economics helps in managing the state affairs. To social workers: Economic causes lie at the roots of maximum social problems. The social workers need to have knowledge of economics to diagnose and solve the problems of poverty, unemployment, illiteracy, excessive growth of population, lack of housing and medical facilities etc. To the labor leaders: The leaders of the workers should have the knowledge of economics for improving their bargaining capacity in respect of the formation of trade unions, the increase of wage and other benefits, the improvement of their working conditions etc.

**Concept of teaching**

Researchers have found that teaching practices are often underpinned by a set of inter-related beliefs and values, which is generally known as 'conception of teaching'. There is also keen interest in understanding. How teachers' conception of teaching affects their teaching as such influences the quality of students' learning. “Concept of teaching” is an umbrella term that refers to a teacher's values, attitudes, beliefs and intentions towards teaching. Types of conception of teaching: Kember (1997) reviewed studies that examined teachers' conceptions of teaching, and summarized the major categories. In general, there are two contrasting conceptions, the teacher-centred and student- centred. In-between these two poles, there is an intermediate kind of conception. We will explore each of these three forms of conception of teaching in turn.

Student-centred conception of teaching includes the following set of beliefs

Teaching is viewed as a process of facilitating students' learning Teacher is viewed as a facilitator to support students' learning Students are considered to have agency and responsibility of how to learn Knowledge is constructed by the students Teacher-centred conception of teaching includes the following set of beliefs The teacher is viewed as presenter of information and knowledge, whereas

Teaching is viewed as a process of imparting information and knowledge from one end to another. Students are considered as passive receiver as if they are empty vessels receiving the 'pouring' from the teacher Knowledge is possessed by the teacher Intermediate transitional conception of teaching includes the following sets of beliefs In-between the two ends of conception of teaching, there is one in the middle that bears some of the characteristics from each pole: Teaching is viewed as a process of student-teacher interaction Teachers serve the dual role of a teacher and a tutor to facilitate learning Students are considered as participants in the process Knowledge is constructed by students within the teachers' framework Why does understanding conception of teaching matter? Conceptions of teaching affect an arrays of teachers' choices in practice, which include, teaching method, design and choice of learning tasks, design and choice of assessment tasks, assessment demands and workload of a subject/course. All of these can influence students’ ways of studying and the quality of learning. For example, if a teacher has a teacher- centred conception of teaching, it is highly likely that he or she will rely on the use of lectures as the main activity to teach; see students attentiveness to one's lecture as the major criterion of goodness; and define knowledge as clear-cut. On the other hand, if a teacher endorses a student-centred conception of teaching, it doesn't imply that he or she will never lecture in his or her class. On the contrary, it means that one will select the most appropriate form of activity to facilitate students' learning, and lecture is among one of the strategies. Furthermore, teacher will have a more malleable view of correctness and take mistake as good opportunities to aid students to construct knowledge.

**Concept of Learning**

Researchers found that learning behaviors, in like terms as conception of teaching, are often underpinned by a set of inter-related beliefs and values, which is generally known as 'conception of learning'. There is also keen interest in understanding how students' conception of learning affects their studying and ultimately their quality of students' learning.

Concept of learning is an umbrella term that refers to one's values, attitude, beliefs and intention towards learning. Quantitative conception of learning is gathering and remembering bits of information in accumulative manner. Learning therefore is marked by countable number of facts and items remembered. Contents to be learnt are isolated and unrelated items.

Process of learning is seen as transmission of knowledge from authority to oneself. Qualitative conception of learning is about meaning making of new information encountered, understanding of self and ways of interpreting the world Learning is therefore viewed as a developmental process Contents to be learnt are complex and inter-related, and may have the potential to relate to one-self Learning is the process of constructing meaning by students themselves with the facilitation of teachers. Why does understanding students' conception of learning matter?

Conception of learning, like conception of teaching, affects an arrays of students' learning behavior, which includes, motivation to study, approach to study, perception of workload and how they understanding what constitutes knowledge and knowing. And all of these relate to quality of learning. For example, if a student who endorses a quantitative conception of learning, he or she will likely to rely on rote learning and memorizing materials taught by teaching; and will not see the need to make sense of things learnt; will define knowledge as clear-cut and correctness can be neatly judged by teacher. Furthermore, students with this conception will be less likely to persist when in difficulty and see ill- structured problem as difficult and unnecessary and therefore as extra workload On the other hand, if a student endorses a qualitative conception of learning, it is likely that he or she will actively make sense of those newly taught materials and relate to their existing knowledge; they will treat knowledge as inter-related and complex will therefore require persistence to acquire and construct.

**Concept of strategies**

A strategy is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.

The concept of strategy has been borrowed from the military and adapted for use in business and educational aspects. A strategy is also a technique used by the teachers to help students become independent. These strategies becoming learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals.

These strategies can:

* Motivate students and help them focus attention
* Organize information for understanding and remembering
* Monitor and asses learning

Strategy is a general framework that provides guidance for actions to be taken and at the same time, is shaped by the actions taken. This means that the necessary precondition for formulating strategy is a clear and widespread understanding of the ends to be obtained.

Teaching strategies refers to the methods used to help the students learn the desired course contents and be able to develop achievable goods in the future.

Teaching strategies identify the different available learning methods to enable them to develop right strategy to deal with the target group.

**Strategies of effective teaching**

In the case of teaching effectively, effective teaching is the designed goal of every teacher. In effective teaching, the teacher uses certain approaches and tools to help the students learn and flourish. These are some strategies to teach effectively.

**Get to know your students** - Effective teaching begins most importantly with knowledge of your students. Where they are academically, what is appropriate material for their grade level. Are there any students with ADHD in the class who need unique assistance? Have any gone through a recent tragedy? By knowing where they are coming from, you can know better how to guide and assist them.

**Promote student independence** - One purpose of teaching is to build up the students’ abilities to remember the material learned and figure things out for themselves. Effective teaching then includes giving students the chance to work independently in a way that builds up their own critical thinking, as well as their confidence in the materials. When going over homework assignments, make sure students know they have to work indecently rather than getting help from parents or peers.

**Provide immediate feedback, to students** - Effective teaching involves consistent, valuable interactions with students that bring them guidance. Students need to know where they need help and what they are doing well. It is important for teachers to be quick to offer the direction and encouragement that students need.

**Factors enhancing effective teaching and learning**

**Availability of Enough qualified economics teachers:** Lexvis, (2003) pointed out that one of the major impediment to effective teaching and learning of economics is non availability of qualified economics teachers with adequate training. He said that there are no enough qualified teachers who will transmit the information expected. In the teaching of the subject, at times graduated of other field are employed to handle the subject due to the lack of teachers in economics.

A sound knowledge and understanding of economics does not mean only to be able to say easily, numerous economics definition as given by various authors of the accumulation of a vast of array of concepts, techniques and detailed theoretical constructions, but rather, the knowledge and understanding of central core of scarce and unlimited human wants and desire.

Ajayi, (2000) stated that lack of adequately qualified teachers inhibits the effective teaching and learning of economics in senior secondary school in research carried out by him, finding shows that, 60.5 percent of economic teachers are not professionals and 39.5 percent are professionals while out of 39.5 percent, 26,2 percent are none graduate (NCE) only 13.3 percent are graduate (BSc.Ed). This means professional economics teachers are insufficient in our secondary school to cater for the needs of the students.

In view of this, Gbenga (2001) stated that students with certified teachers performed better than students with no certified teachers or with emergency certification.

**Availability of Enough Teaching Aids in Economics**: One of the major problem facing economics teachers is due to lack of relevant teaching instructional materials like relevant text books on economics, audio usual aids as graphs, slides chart, diagrams, radio, chalkboard etc. due to inadequate teaching aids, it hinder proper teaching of economics in senior secondary schools administration and curriculum designers should provide special funds for the procurement of enough teaching aids for both students and teachers of secondary schools.

According to Akudu (2009) in the teaching and learning process, there can never be any effective teaching without adequate use of instructional materials. They are of paramount important in teaching and learning process as it help the teacher in concertizing the abstract idea and for the proper understanding of the lesson by the students.

Wale (1990) stated that “use of instructional resources would make students discover fact, glued firmly to his or her memory. Savory (1993) suggested a catalogue of useful visual aids that are good for teaching economics are graphs, pictures, chart, diagrams and models. He said that selection of material which are related to base content of a course or a lesion, helps in depth understanding of such lesson by the students in that they mate the lesson attractive to them, there by arresting their attention and thus, motivating than to learn. He suggested a catalogue of aids which could be use to teach economics. He advocated the use of picture, which will help children in grounding their thoughts and feelings. He said that pictures are use as alternatives to real objects where it is impossible to imagine activities.

Fayemi (2002) in his survey conducted hypothesis shows that 69.2 percent of economic teachers in secondary schools are not using proper teaching aids while 30.8 percent are using it effectively.

Adeyemo (2012) stated that the availability of economics teaching aids in secondary has increased as compared to the previous years. Adeyemo noted that in 2000 the use of economic teaching aids in secondary school is only 36 percent while at 2012 the rate increased to 68 percent. Adeyemo recommended that one way to improve the achievements of students in economics is to increase the provision of adequate instructional resources and trained economics teachers on how to use the available instructional materials effectively.

**Motivation of economics teachers**

In recent times teachers are not only considered as custodian of knowledge but mediators of the societal values for a right society. The welfare of any country and its people depend on its teachers for the quality and qualification of all the other profession and vitally influence by the caliber of the country’s teachers.

The teaching of economics needs someone with a balance cumulative, calculative and logical mind to give effective treatment, that is qualified teachers because there is elements of statistics in it.

Obais (2009) the principles function of school is to transmit knowledge and skills needed for the attainment of society’s large goal of economic political and social efficiency of its members. The very existence of our schools is to transfer knowledge gained from the school to the happenings outside the school. Thus the students/learner of today is society beacon of hope for tomorrow.

Etal (2000) stated that teachings in Nigeria still remains an all corners game where a good GCE at a level, ordinary national diploma (O.N.D) or higher national diploma (HND) with or without teacher certificate or training enable the possessor to obtain teaching job. One thing is to poses knowledge and another thing is to effectively communicate such ideas to learners. The concept of motivation was originally derived from the Latin word, movers which means to move.

Akinsin (1964) defined motivation as the arousal of tending to act and produce one or more effects. The concept of motivation seeks to explain why people behave the way they do and the reason for their actions, Ofojebe C. Ezugoh (2010)stated that teachers in general are not motivated in terms of their salaries rather what they received is just allowance.

Teachers need to be paid adequately to measure up with the work they do.

**Learning in conducive environment:** ﻿Effective teachers look for every available opportunity to increase student learning. The classroom environment is a teaching resource that should not be ignored. Students and teachers spend the majority of their day in school classrooms, and it’s your responsibility to foster an environment and atmosphere that enhance learning. Developing a classroom environment conducive to learning is a process that entails staging the physical space, getting the students to cooperate, creating a communal environment, and finally maintaining a positive classroom climate and culture.

**Physical Space:** To create a classroom environment conducive to learning, you must first focus on the physical space. Use every possible area of the room to create an atmosphere that encourages participation and learning. The physical space includes the layout and arrangement of the desks or tables, the placement of computers and equipment, and items on the bulletin boards and walls.

In modern classrooms the tables and desks are usually not fixed, allowing for various seating arrangements. Take time to draw up a seating plan based on how you expect to conduct your lessons. If you’ll give a lot of instruction, it’s ideal to have any students who have difficulties closer to you so that they have greater access to the lesson. If you’ll require your students to take part in collaborative activities, you can arrange the classroom so that you have maximum visibility of all groups, which may then be clustered around the classroom as appropriate. You may be required to make individual seating changes based on disruptive behavior, keeping students who are more likely to be disruptive closer to you and rewarding them by allowing them to move if they learn to conduct themselves more appropriately. You could also allow students to be clustered around focus areas for activities, moving back to a more traditional seating arrangement when they have completed the activity. Always try to accommodate the physical size of students by procuring an adequately sized desk for them.

Another dimension of the physical classroom is the wall space. Wall space should be pleasing to the eye, with special attention to student morale and learning. One way of accomplishing this is an organized display of student work. Displaying student work not only boosts morale but also fosters ownership of the classroom.

**Getting Students to Cooperate:** One of the most challenging aspects of maintaining a neat and organized environment that is conducive to learning is getting the students to cooperate. To begin, you should clearly define the rules and routines for transitions between activities and classes. Practice the transitions with the class, and correct undesirable behaviors. Decrease the amount of unstructured time by having materials prepared and readily available.

After you’ve established the ground rules, you’re responsible for making appropriate demands, giving clear signals, and being consistent. You’ll also learn to anticipate problems and correct them as a means of preventing disorder. You must have a plan for every minute of the day and have a goal of keeping students busy.

**Creating a Communal Atmosphere:** A communal atmosphere is a feeling established by instilling a sense of community among the students. Another way to express this is creating a learning community. After establishing the rules, routines, and transitions, your next objective will be to transition the classroom into a communal atmosphere, focusing on relationships and taking a personal interest in each contributor to the community.

Your care, as the teacher, extends to every aspect of the learning environment, including curriculum, instruction, assessment, and society. If students are aware that you care, they will be more willing to make an effort to please you. As a teacher, you need to lead your students by example. Displaying a caring attitude toward each student will encourage them to treat each other with the same attitude. Dealing with conflict in a caring and understanding manner will have the same effect. You need to encourage all learners to treat each other with respect and care, because this promotes a positive learning environment and can improve collaboration among students.

**Classroom Climate and Culture:** After establishing a classroom community, the final step in creating a positive atmosphere conducive to learning is to develop a positive classroom climate and culture. A classroom’s climate and culture are the atmosphere and quality of life in a classroom. Your role as teacher is that of the primary contributor to the climate and culture. Your interaction with the students, disciplinary measures, mannerisms, support, encouragement, cooperation, and focus on individual students all contribute to an atmosphere conducive to learning.

Although they are complex and multifaceted, classrooms with a climate and culture conducive to learning share similar characteristics. The teacher is caring and supportive. The lessons are well organized, progress smoothly, and are free from interruptions. The content is challenging without being frustrating, and activities are relevant and interest students. Open, warm relationships among students are encouraged, and cooperation and respect are expected. Stress and anxiety levels are low, and there is limited conflict.

**Theoretical framework**

Theory is acknowledged by Rubin and Babble (2001) as it plays an important role in social research work, as it does in social work practice. This cannot be denied. For this study the following theories were used to outline the frame action.

* Social learning theory (SLT)
* Constructive learning theory
* Two factor theory

Social learning theory (SLT) develop by Albert Bandura (Bandura, Ross & Ross 1994) hypothesizes that learning is obtained through people observation, imitation, and modeling. His Original BOBO Boll experiment (Bandura, Ross and Ross, 1994) studied modeled aggressive behavior in per school children. The results conduced that aggressive behavior may be learned through observation. Four (4) characteristics must be present in order for social learning to take place; the person must be attending of which they were paying attention to mental reproduction of the image should take place and lastly, the individual needs to have motivation and a good reason to imitate or demonstrate what they learned. Reproach determines nation, also developed by Bandura (1994), theorizes that a person’s behavior is conditioned by ones personal factors, like their cognition, conjunction with their environment.

In addition, he stressed television acted as a persuader for modeling violent behavior. Therefore, it is possible that promiscuous sexual behavior in adolescence may be instigated through representations they interpret from media.

Social learning theory (SLT) has been applied to sexuality education as well as many other areas of health education, including tobacco use prevention, substance abuse prevention and violence preventions. Since SLT aims to change behavior in participants, it is a good fit for prevention- base sexually programme e.g those that aim to prevent pregnancy by preventing sexual involvement or increasing condom use as opposed to more comprehensive family life programs.

SLT is a particularly good for pregnancy, STI and HIV prevention programme because sexual behavior is influenced by personal knowledge, skills, attitudes, interpersonal relationships and environmental influences. All these are the factors addressed in SLT.

**Constructive learning theory**

Jean Piaget a psychologist propounded cognitive constructivism. Constructivism approach to learning emphasis authentic, challenging project that include students teachers, and experts in the learning community (Siemens 2004) its goal is to create learning communities that are more closely related to the collaborative practices of the real world, where problem are seen for different perspective, and are able to negotiate and generate meaning and solution through shared understanding. This theory argus that it is impractical for teachers to make all the current decisions and dump the information to students without involving students in the decision process as well as assessing students ability to construct knowledge. Hence, students learn through experiences.

However, Sharon suggests that the role of the teacher in constructivist learning environment is one of facilitator, guide and coach. The learner assumes responsibility for her own learning under the direction of the teacher. Therefore, in an economic enhanced learning environment, the teachers provides the materials. He then guides the discussion paths while allowing the learners to branch out into areas that present interest and discovery. Hence, the learner is free to choose when to work, and manage her own time.

According to Siemens (2004) some basic limitation of this theory is that it did not address learning that occurs outside of the people (ie learning that is stored and manipulated by technology). They fail to describe how learning happens within organizations; it is worth remembering that learning theories are concerned with the values of what is being learning. When knowledge is abundant, the rapid evaluation is equally important (Siemens 2004) this theory is necessary to this study in that could be applied in the classroom for improving the teaching and learning of economics studies. Instructor can give assignments class work, to enhance and engage learner. It provides opportunities for students-to- students –to- teacher and students-to- subject platforms. Feedback can be swift and effective. Finally, it creates room for evolution, bearing the process of learning in mind.

According to Shara, in constructivist economics studies, the learner is evaluated in a broader method. Paper and pen tests are still appropriate but should not be the only method for evaluation. Student’s reflection papers, self-reflection journals and co-operative authentic project are also included.

**Two factor theory**

According to Siemens, (2004) Fredrick Hertzberg’s two factor theory also known as (motivator Hygiene theory) attempt to explain satisfaction and motivation in the workplace, the theory states that satisfaction and dissatisfaction are driven by different factors motivation and hygiene factors, respectively. An employer’s motivation to work is continually related to the job satisfaction of a subordinate. Motivation can be seen as an inner force that drives and individual to attain personal and organizational goals. Motivational factors with satisfaction in work, for example, achievement, recognition and promotion opportunity. While hygiene factor includes aspect of the working environment such as pay, company policy, supervisory practices and other working conditions (Siemens 2004). The major limitation of this study is that it does not consider individual difference. Conversely it predicted that all employees will react in an identical manner to changes in motivation/hygiene factors.

This theory is relevant to this study in that, it would provide the school administrator or principals with the knowledge required to track, analyze and improve teachers working conditions, including ensuring strong school leadership time for teacher to develop their craft and sufficient materials and recourse to teach effectively in their day to day management of the schools. It also emphasizes the need for leaders to be flexible and their ability to change their style, as situations requires.

**Related empirical study**

According to Uba (2006), under took a study on the strategies for enhancing the teaching and learning of economic in secondary schools in Ebonyi state.

The study adopted a survey research design four research questions were formulated to guide the study. A 33 time questionnaire was formulated and administered to 190 respondents which include Economics teachers and Economics students from eighteen secondary schools in three zones of the state. Random sampling technique was used for the study. While frequency and simple mean was used for data analysis. The result of the study revealed that appropriate methodology, adequate facilities, employment of qualified teachers, establishment of cordial relationship between parents and teachers, instructional materials, practical task and monitoring of students ability and the need for developing problem solving skill to boost students learning abilities for teaching and learning of economics in secondary schools.

This is very much related to this work in the both work identified methodology and training of teacher as a strategy for improving or enhancing teaching and learning of Economics in secondary schools.

Another study carried out by Hammer (1973) was strategies for increasing female student’s enrollment in technical subject in Bauchi state. Three research questions and three null hypotheses were formulated to guide the study. A 51 item questionnaire was developed and administered to 87 teachers and 192 students from three government secondary schools. Mean and standard deliration were used for data analysis. The result of the study showed that there is need to recruit qualified technical teachers and provide regular in service training for them to master skills to fully equip them for effective teaching. All necessary facilities, infrastructure and other input for technical education are provided the community and industrial sector should continue in properly facilities for technical colleges. Some kind of incentive is paid to female technical students to stimulate their interest.

Hammers work is similar to the present study since born identified recruitment as a major strategy.

However, the former study focused broadly on strategies for increasing female students enrollment in technical subject, the present study focuses or strategies for enhancing economics studies in secondary schools.

Orajekwe (2008) carried out a study on strategies for retooling instructions in secondary health education for the information age. A descriptive design was adopted, three research question were used. A random sample of 342 health education teachers in secondary schools in Anambra state participated in the study. The study utilized a 21 item questionnaire structured on a 4-point likert scale. Mean and standard dictation were used to answer the research questions. The finding of the study indicated that retooling health education instruction would involve the provision of information and communication technology (ICT) infrastructure, building teachers captivity and the acquisition of ICT skill by health teachers. Recommendations were made suggesting on what Government, PTA, principals and health education teacher should do such as provision of ICT facilities, development and provision of relatable locally produced software that will be easy to maintain. This study is related to the present work in the sense that both studies are concerned with the strategies for improving teaching and learning.

**Summary of the study**

This research work was proposed to assess the strategies used to enhance teaching and learning of Economics.

The researcher discussed the literature review under the conceptual framework, theoretical frame work, and empirical studies.

The conceptual discussed the concept of economics, concept of teaching and learning of economics, concept of strategies and factors enhancing effective teaching and learning of economics. Under theoretical framework, the social learning theory, constructive learning theory and two factor learning as reviewed.

Empirical studies was reviews according to Uba (2006) who embarked on a survey research on the strategies for enhancing the teaching and learning of economics in secondary schools in Ebonyi state. The study recommends that appropriate methodology, adequate facilities, employment of qualified teachers, establishment of cordial relationship between parents and teachers, instructional materials and monitoring of students ability boost students learning and teaching of economics in secondary schools.

Hammer (1973) embarked on the strategies for increasing female students enrollment in technical subject in Bauchi state. Three research question and three null hypothesis guided the study. It was recommended that, there is need to recruit qualified technical teachers and provide regular in service training for them to master skills to fully equip them for effective teaching. The need for economics in our society is uncountable, it helps to study how the individual perform economics activities and how they try to satisfy unlimited wants by proper use of limited resources. It impact will improve the standard of the citizens. To enhance the teaching and learning of economics, there is a need to a have availability of qualified teachers teaching economics, economics teachers that knows the subject content and the techniques which can be used for effective teaching and learning of economics.

The learning theories finds a way of making the students active in class, it facilitates the learner, under the direction of the teacher.

The adequate use of instructional materials by the teachers facilitates learning environment. It gives the students full concentration and pay attention in class.

The review of this study recognized that economics studies in secondary schools would result to economics literate citizens who can apply the theory and practical’s of the knowledge of economics in the society. The knowledge of economics make the individual to manage their resources wisely, with the use of adequate instructional materials of charts, table of graphs can and teaching and learning of economics in secondary schools.

**CHAPTER THREE**

**RESEARCH METHOD**

This chapter deals with the procedures the researcher used in carrying out the research work. These include the design of the study. Area of the study population of the study, sample and sampling techniques instrument for data collection, validation of instrument, reliability of the instrument, method of data collection and method of data analysis.

**Research design**

This design adopted for the study is a descriptive survey research design. This design according to Osuala (2001) centers on individual and their opinions, belief, motivation and behavior. The study was considered suitable since it will to solicit information from the students and teachers in senior secondary school in Awgu LGA.

**Area of the study**

This study was carried out in the senior secondary schools in Awgu local Government Area of Enugu State. There are 27 secondary schools in Awgu local Government Area and within the 27 schools, 10 schools were selected.

**Population of the study**

The population of the study comprises of 593 respondents which include 573 students from the 10 selected secondary schools and 20 economics teachers out of 27 secondary schools in Awgu, Awgu local government, Area Enugu state. (PPSMB 2017/2018)

**Sample and sampling techniques**

The sample for this study was 220. The researcher randomly selected 20 students from each of the 10 schools and 20 economics teachers from the 26 economics teachers in Awgu.

**Instrument for data collection**

The researcher made use of structured questionnaire

**Validation of instrument**

The instrument was faced validated by the project supervisor, department of Arts and social science education in the programme of Economics Education, Godfrey Okoye University.

**Reliability of the instrument**

The reliability of the instrument was determined using cronbach’s Alpha (X) the score were used to calculate the variance. The reliability coefficient of 0.90 was determined which shows that the instrument was reliable.

**Method of data collection**

The researcher administered the questionnaire to the respondents on how to complete it. To these, the researcher gave the copies for distribution. As a result all the copies were returned.

**Method of data analysis**

The data collected in this study were analysed with mean and standard deviation. The responses from the respondents were compared, classified to the number of the items in the questionnaire for each research question.

Formula for mean: ∑fx/N

Where ∑ = sum of

F = frequency

X = Nominal values

N = total number of respondents

The mean was calculated by adding the nominal value of response mode thus

Scale Nominal value

Strongly Agreed 4

Agreed 3

Disagreed 2

Strongly disagreed 1

Total 10

Average mean 10/4 = 2.5

**Decision rule**

The decision rule was based on the values of the calculated mean of the response options numerical values. The decision rule was that any item with a mean score of 2.5 and above was interpreted as agreed while mean score below 2.5 were interpreted as disagreed.

**CHAPTER FOUR**

**RESULTS/DATA ANALYSIS**

The researcher analysed and presented the data collected from the respondents in this chapter using mean statistics. The fifteen questionnaire items developed from the three research questions presented in chapter one earlier are analysed in the table below.

Research question one: what are the strategies to enhance teaching and learning of economics in senior secondary school in Awgu LGA.

Table 1: mean score on the strategies to enhance teaching and learning of economics in senior secondary school in Awgu LGA.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA**  **4** | **A**  **3** | **SD**  **2** | **D**  **1** | **N** | **-**  **X** | **DECISION** |
| 1 | Teachers should make use of instructional materials when teaching | 80  320 | 65  195 | 75  150 | 0  0 | 220  665 | 3.02 | Agreed |
| 2 | Teachers should make use of active learning methods teach | 45  180 | 60  180 | 97  194 | 18  18 | 220  572 | 2.6 | Agreed |
| 3 | Teachers should communicate the subject content at the beginning of the lesson | 30  120 | 40  120 | 70  140 | 80  80 | 220  460 | 2.09 | Disagreed |
| 4 | Teachers should give assignment to enhance the ability of the students | 102  408 | 80  240 | 20  60 | 18  18 | 220  726 | 3.3 | Agreed |
| 5 | Teachers should regularly evaluate the students to check their progress in learning | 106  424 | 95  285 | 10  20 | 9  9 | 220  738 | 3.35 | Agreed |
|  | Total |  |  |  |  |  |  | 14.36 |
|  | Grand mean |  |  |  |  |  |  | 14.36/5  =2.9 |

Based on the data table 1, the mean scores on the strategies to enhance teaching and learning of economics are 3.02, 2.6, 3.3, 3.35, revealed that adequate instructional materials should be used to teach the students on economics. The values were up to 2.5 and above which was interpreted as Agreed. On the other hand, low mean score of item 3 was obtained as 2.09 indicating that economics teachers should communicate the lesson content at the beginning. This means that the responses are of high agreement from the respondents as the use of instructional materials which has a significant influence in teaching and learning of economics.

Research question II: To what extent do the teachers make use of these strategies for effective teaching and learning of economics in senior secondary school in Awgu LGA.

Table 2: means score on extent teachers make use of these strategies for effective teaching and learning of economics.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA**  **4** | **A**  **3** | **SD**  **2** | **D**  **1** | **N** | **-**  **X** | **DECISION** |
| 6 | Teachers display a list of questions on the chalkboard to get the attention of the learner | 32  128 | 56  68 | 92  184 | 40  40 | 220  520 | 2.36 | Agreed |
| 7 | Teachers make students to work together to create ideas | 49  196 | 100  300 | 33  66 | 38  38 | 220  600 | 2.72 | Agreed |
| 8 | Teachers use visual aids in teaching the students | 15  60 | 23  69 | 37  74 | 145  145 | 220  348 | 1.58 | Disagreed |
| 9 | Teachers distribute instructional handout such as chart to stimulate students curiosity | 15  60 | 15  45 | 40  80 | 150  150 | 220  335 | 1.52 | Disagreed |
| 10 | Teachers respond to questions of the students at their confusing moment | 54  216 | 77  231 | 40  80 | 49  49 | 220  576 | 2.6 | Agreed |
|  | Total |  |  |  |  |  |  | 10.78 |
|  | Grand mean |  |  |  |  |  |  | 10.78/5  =2.17 |

In the table 2 above, the mean scores on the extent teachers makes use of these strategies for effective teaching and learning of economics are 2.36, 2.72, 2.6 reveals the teachers gives maximum attention to the students by creating medium for the students to work together, displaying questions to stimulate their curiosity and responding to their questions. The values were up to 2.5 and above which interpret agreed. On the other, hand, low mean score of item 8 and 9 was obtained as 1.58, 1.52 indicating that teachers do not use visual aids and charts in teaching. This means that responses are of high agreement from the respondents that creating maximum attention to the students is an effective strategy for teaching and learning of economics.

Research question III: To what extent do the students learn and adopt to these strategies for effective teaching and learning of economics in senior secondary school

Table 3: mean score on the extent students learn and adopt to the strategies of effective teaching and learning of economics.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA**  **4** | **A**  **3** | **SD**  **2** | **D**  **1** | **N** | **-**  **X** | **DECISION** |
| 11 | The nature of lesson delivered is the one that encourages ability of the students | 39  156 | 86  258 | 77  154 | 18  18 | 220  586 | 2.6 | Agreed |
| 12 | Collaborative assignment are given to the students | 9  36 | 12  36 | 185  370 | 14  14 | 220  456 | 2.07 | Disagreed |
| 13 | The subject content is communicated to the students at the beginning of the term | 15  60 | 20  60 | 95  190 | 90  90 | 220  400 | 1.8 | Disagreed |
| 14 | The use of instructional ands in teaching helps the students learn. | 100  400 | 70  210 | 25  50 | 25  25 | 220  685 | 3.1 | Agreed |
| 15 | The students are being guided with the use of set indication when teaching | 98  392 | 48  144 | 24  48 | 50  50 | 220  634 | 2.8 | Agreed |
|  | Total means score |  |  |  |  |  |  | 12.37 |
|  | Grand mean |  |  |  |  |  |  | 12.37/5  =2.47 |

In the table 3 above, the mean score on the extent students learn with these strategies for effective teaching and learning of economics are 2.6, 3.1, 2.8 reveals that the use of instructional aids in teaching guides the learners with the use of set induction with the nature of the lesson delivered encourages the ability of the students. The values one up to 2.5 and above which interpreted Agreed. On the other hand, low mean score of 2.07, 1.8 indicates that collaborative assignment are not gibing to the students and the subject content is not students and the students at the beginning of the term. This means that responses are of high agreement from the respondents that the use of instructional aides and set induction can strategies the students to learn effectively.

**CHAPTER FIVE**

**DISCUSSION, CONCLUSIONS, RECOMMENDATION AND SUMMARY**

In this chapter, the researcher discussed the results of findings, conclusion, implication of the study, recommendations of the study, limitations of the study, suggestions for further studies and summary.

**Discussion of the results**

Based on the findings analysed on research question one which asked what are the strategies to enhance effective teaching and learning. The researcher used questionnaire items which states that teachers should use instructional materials when teaching and observed that the mean score is 3.02 which is Agreed. Teachers should make use of active learning method and observed mean score is 2.6 which is Agreed. Teachers should communicate the content, observe mean score is 2.09 which is rejected. Teachers should give assignment to enhance the ability of the students, observed mean score 3.3 as Agreed. Teachers should regularly evaluate the students to check their progress in learning, observed mean score 3.35, which is agreed. Based on this, items 1, 2, 4 and 5 has high agreement from the respondents as use of instructional materials significantly influence the teaching and learning of economics. Item 3 rejected that teacher should communicate the subject at the beginning of the lesson. However, the grand mean for these items is 2.9, which is above the acceptable mean.

From the results of the findings in research question two which asked the extent teachers make use of these strategies for effective teaching and learning of economics. The researcher used questionnaire items to answer the questions. The items are that teachers display list of questions on the chalk board to get the attention of the students, observed that the mean score is 2.36 which is Agreed. Teachers make students work together to create ideas, mean score observed 2.72, Agreed. Teachers use visual aids in teaching distributes instructional handouts such as chart to stimulate students, mean score 1.52, Disagree. Teachers responds to questions of the students, mean score 2.6, Agreed. Based on this, items 6, 7, 10 has high agreement from the respondents that creating maximum attention to the students can effectively strategies teaching and learning of economics. Then items 8 and 9 rejected that teachers do not use visual aids and charts in the teaching of economics. However, the grand mean for these items is 2.17, which is above the acceptable mean.

Based on the findings in research question three which asked the extent students learn and adapt to these strategies for effective teaching and learning of economics. The researcher used questionnaire items to answer the questions. The items are, the nature of the lesson delivered encourages the student’s ability, observed the mean score of 2.6 as agreed. Collaborative assignments are given to the students, observed the mean score of 2.07 as disagreed. The subject content is communicated to the students at the beginning of the term observed the mean score of 1.8 as disagreed. The use of instructional aids in teaching helps the students to learn obverse 3.1 mean score as agreed. Students are being guided with the use of set induction observed the mean score of 2.8 as Agreed. Based on this findings, Items 11, 14, 15 has high agreement from the respondents that the nature of the lesson with the use of instructional aids and set induction delivered is an effective strategy for teaching and learning of economics. Then items 12, and 13 rejected that collaborative assignment and communication of subject content at the beginning of the term are not given to the students in teaching economics. However, grand mean for these items is 2.47 which is above the acceptable mean.

**Conclusion**

The study concludes that there are some basic strategies that could be adopted in order to improve the teaching of economics in secondary school in Awgu local government Area of Enugu state. The study is of the view that teaching of economics should be provided with adequate instructional materials and adequate qualified teachers with adequate techniques should be relied upon to enable students acquire basic skill and knowledge needed and to pursue further study on the area of economics studies. Evidence from the study also revealed that strategies from the economics studies could be used in improving the teaching and learning of economics. It is also found out that the availability and supply of instructional facilities as well as teaching methodologies strategies could be used to enhance the teaching of economics. When students are adequately trained under an improved learning environment where instructional facilities are provided and qualified teachers engaged for the services of teaching and learning by applying proper techniques there is no doubt that performance of students in economics will improve and as such they are bound to develop a remarkable interest in Economics studies and develop the necessary skills require to succeed.

**Implication of the study**

The educational implication from the findings are since the study provided information on the Assessment of strategies that will enhance teaching and learning of economics in secondary schools in Awgu local government area of Enugu state: the study implies that the strategies identified will improve the performance of students in the term of acquiring economics theory and practical’s. The effectiveness of these strategies in the classroom will create innovative ideas, encourage team work, increase the students attention in Economics classes and active participation. All these will help the students learn the concept being taught.

On the part of the teachers, this study will have implication of their methods of instructional delivery, the activities that will enhance the understanding of students in Economics subjects. This implies that the teachers should keep up with recent developments on the skills and techniques in order to equip the students. They should make personal effort in acquiring new skills and knowledge that their job demands and ensuring that appropriate teaching techniques are applied in the classroom during knowledge delivery process.

The findings have implication on the school administrators. This will make them to require adequate instructional facilities as well as qualified personal for transfer of knowledge as well as qualified personnel for transfer of knowledge. It therefore becomes imperative that these school administrators should endeavour to provide adequate training facilities and create enabling environment for serious academic work to thrive.

Finally, the society at large will benefit from this, through producing graduate in Economics studies that will be useful in the society and environment.

**Recommendation of the study**

The researcher make the following recommendations on the basic of the findings:

* That more economics teachers should be trained to enable them have relevant qualification and skill for teaching of economics.
* Teachers should make use of different strategies and techniques so long as they are relevant to their lessons. Economics concepts should be taught with graphs and charts.
* A group of experts in the production of instructional materials should produce this aids sufficiently and distribute them to schools.
* Funds should be made available by the ministries of education to school to obtain these materials. Principals of schools should encourage teachers to make use of teaching materials like charts, pictures, flannel graphs and board. The government should equip the school library with sufficient copies of various relevant economics textbooks.

**Limitation of further studies**

Some of the limitation includes that: Most student’s were not willing to fill the questionnaire so I had to explain to them on how important their responses were before they agree to fill.

Obtaining data from the ministry of education was not so easy, as it had to take days of “come back today, come back tomorrow” before anything could be done. Time factor constituted a problem to this research work.

**Suggestion for further studies**

The following suggestions were made:

* The study should be carried out in other state and local government to Assess and identify the strategies of enhancing teaching and learning of economics.
* The research suggest that public opinions in the teachers strategies of teaching should be decided.
* The government should provide facilities of instructional aid in teaching and learning of economics.

**Summary of the study**

The main purpose of the study is to assess the strategies to enhance the teaching and learning of economics among senior secondary school in Awgu L.G.A of Enugu state.

Based on the analysis of data, the major findings of the study can be summarized as follows: that the extent of the use of instructional strategies in teaching economics by teachers enhances students learning academic achievement positively in Awgu L.G.A of Enugu state. While the teachers incompetency in applying the appropriate strategies leads to negative and poor academic achievement in economics within this area.

The attitude of teachers towards the use of instructional strategies and methodology while teaching have a very positive outcome on the performance of students in their academic achievement. Making use of different techniques and methodology in teaching and learning of economics will have great influence on the achievement of the students.

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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 the Assessment of strategies to enhance teaching and learning of economic is senior secondary schools.

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

Chukwu Loveth

**Appendix II**

**Research questionnaire**

Questionnaire for research study on: Assessment of strategies to enhance teaching and learning of economic in senior secondary school in Awgu Local 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

**QUESTIONNAIRE**

Question 1: what are the strategies to enhance teaching and learning of economics in senior secondary school?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **SD** |
| 1 | Teachers should make use of instructional materials while teaching |  |  |  |  |
| 2 | Teachers should make use of active learning method to teach |  |  |  |  |
| 3 | Teachers should communicate the subject content at the beginning of the lesson |  |  |  |  |
| 4 | Teachers should give assignment to enhance the ability of the students |  |  |  |  |
| 5 | Teachers should regularly evaluate the students to check their progress in learning |  |  |  |  |

Question II: To what extent do the teachers make use of these strategies for effective teaching and learning of economics in senior secondary school?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **SD** |
| 6 | Teachers displays a list of questions on the chalkboard to get the attention of the students |  |  |  |  |
| 7 | Teachers makes the students to work together to create ideas |  |  |  |  |
| 8 | Teachers use visual aids in teaching the students |  |  |  |  |
| 9 | Teachers distributes instructional handout such as charts to stimulate the students curiosity |  |  |  |  |
| 10 | Teachers respond to questions of the students at their confusing moments |  |  |  |  |

Question III: To what extent do the students learn and adapt to these strategies for effective teaching and learning of economics in senior secondary school?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **SD** |
| 11 | The nature of the lesson delivered is one that encourages ability of the students |  |  |  |  |
| 12 | Collaborative assignment are being given to the students |  |  |  |  |
| 13 | The subject content is communicated to the students at the beginning of the term |  |  |  |  |
| 14 | The use of instructional aids in teaching helps the students to learn |  |  |  |  |
| 15 | The students are being guided with the use of set induction when teaching |  |  |  |  |