**FACTORS AFFECTING TEACHING AND LEARNING OF ECONOMICS IN SECONDARY SCHOOLS IN OSHIMILI NORTH LOCAL GOVERNMENT AREA, DELTA STATE**

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**TITLE PAGE**

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**A PROJECT PRESENTED**

**BY**

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF**

**ARTS AND SOCIAL SCIENCES EDUCATION (ECONOMICS EDUCATION), FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY, UGWUOMU-NIKE ENUGU STATE.**

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

**SUPERVISOR: DR OKOYE CHUKWUEMEKA**

**JULY, 2018**

**APPROVAL PAGE**

This project has been read, examined, collected and approved as meeting the requirement for the award of Bachelor of Education (B. Ed) in Economics Education Programme, department of Arts and Social Sciences Education of Godfrey Okoye University Enugu.

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**CERTIFICATION**

We the entire members of the academic staff of the Department of Science and Vocational Education, on behalf of the above department have examined and accessed the result of the project, read, and understood the content of the report, hereby declare our signature individually and collectively for the approval of the project.

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**DEDICATION**

This research work is dedicated to the Almighty God for his infinite guidance, protections, blessings and many more grace showered on me.

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**ABSTRACT**

This study was conducted to find out the factors affecting the effective study of economics in Oshimili North Local Government Area of Delta state. The purpose of the study is to identify the factors affecting the effective teaching and learning of economics in secondary schools in Oshimili North Local Government Area. The research design of the study was descriptive survey design. The population of the study was ten thousand, nine hundred (10,900) students and seventy-five (75) teachers in the senior secondary schools. One hundred and fifty (150) teachers and students were sampled in five selected schools. The instrument used for data collection was structured questionnaires. The validity and reliability of the instrument were tested. Data collected were presented in a table, mean and frequency distributions were used to analyse the data. The findings show that teaching and learning of economics in our secondary schools are affected by unqualified economics teachers, poor method of teaching, inadequate instructional materials and attitudes and interest of the teachers and students. Based on the findings some recommendations were made thus Employment of economics teachers by the government through the ministry of education should be strictly based on merit so as to make it possible for only those who studied the course to be appointed.

**CHAPTER ONE**

**INTRODUCTION**

**Background of the study**

Economics is one of an important subject taught in the secondary schools. It is important to both students and the society at large because it cuts across all spheres of human endeavour as it can be seen in its simpler definition by professor lord Robbins (1975), thus economics as a science which studies human behavior as a relationship between ends and scarce means which have alternative uses. By this definition Robbins emphasized economics as a science and that economic analysis should be based on scientific and logical process rather than vague judgments.

Economics according to Hornby, (1973) is the study of production and distribution of money and goods of a country. It is the study of how people of the society choose to use their limited resources like land, capital, labour, goods and technical knowledge to provide various goods and services for the consumption of man. Pigou (1972), believed that economics makes it easier to institute practical measures to promote welfare, so that the society may build upon the work of economics. He concluded by saying that the study is not worthwhile for its own sake but only for the healing that the knowledge may help to bring. Economics is relevant to the field of science and art. It enables the individuals to think in the sense that he/she is able to apply its principles to solve practical problems and avoid unnecessary costly mistake. It also enables individuals to understand better the relationship between himself and his fellow human beings in his effort to make a living.

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

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

Profoundly, in Oshimili North Local Government Area of Delta State, there has been a lot of factors militating against the teaching and learning of economics in the secondary schools, which invariably calls for the study of this research work.

Consequent upon this foregoing therefore, we can briefly look at the word “teach and teaching”. The Oxford Advance Learners Dictionary 6th edition (2001:1220), defined the word teach to mean a given lesson to students in a schools, colleges, universities, etc to make somebody learn something by giving information about it to show somebody how to do something so that they will be able to do it by themselves. Lark (1995), also sees teaching as the interaction between a teacher and student under the teacher’s responsibility in order to bring about the expected change in the students’ behaviour. Alaezi (1990:1), describes teaching as the business of all those involved in the act of changing human behaviour and transformation of society for better, particularly when their actions render them perceptibly significant respectable and recognizable to others because of the consequences they accomplish and the unique manner they do them. He emphasized that a teacher must possess knowledge and method of imparting it that could bring about positive change in learners attitude or behavior.

According to Mukherjee, (2002), learning is seen as an inference from some performance of the organization resulting in an enduring change of behaviour. Hengenhan, (1982), defined learning as a relatively permanent change in behavioural potentiality that occurs as a result of reinforced practice. Also, Omebe, (2001:5) defined learning as a change in behaviour that is as a result of experience and which cause people to understand situation differently.

It is therefore, a great concern in this regard to give absolute attention to the quality and the numbers of the teachers we have in the secondary schools to enable us achieve and attain the goals for which these secondary schools were established without any impediment or hampering this purpose. Hence, being properly trained as a professional teacher and having a sound knowledge of what to teach is the most vital prerequisite for a good qualified teacher. Unqualified teachers in our secondary schools today in teaching of economics have acted persistently as canker-worm devouring the efforts of achieving the educational objectives for this subject. It is observed that a person can never give out what he does not have. Nwanna (1968) said that the personality of teachers has significant influence on student’s performance.

The proper application of teaching materials is very important in the effective studying of economics. The quality of the teaching materials used in teaching and learning appear to affect greatly the teaching and learning of economics. According to Okorita (2004), there is urgent need to provide the schools with facilities and materials so as to boost the teaching and learning which will call for education for all the year 2010. Writing further, he attributed the largely factors affecting the teaching and learning of economics in secondary schools to lack of adequate facilities and teaching materials in the school surrounding which could have facilitated the teaching of the subject.

In teaching economics, methodology is a veritable tool for the conveyance of the principles or theories of economics as well as materials to the students for the achievement of the goals of that institution. According to Ali (2001), says “methodology uses materials in an instructional setting to send the principles (knowledge) which could be the cognitive, the affective and the psychomotor aspect of the school’s curriculum.” Ugwu (2001), emphasized the essentiality for a teacher to select most effective method amongst other for a given purpose, if he must satisfy the learners need to know and his desire to participate actively in the instructional process.

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

**Statement of The Problem**

Economics is being taught in secondary schools in Oshimili North Local Government Area and it has been observed that students performed poorly in the Senior Secondary Certificate Examination which formed the problem of the study. In that, it has been observed that there are lots of factors militating against the effective teaching and learning of economics in secondary schools which include lack of qualified teachers, lack of instructional materials, poor methodology of teaching, attitudes and interest of teachers and students in teaching and learning of economics, etc.

**Purpose of The Study**

The general purpose of the study is to identify the factors affecting the effective teaching and learning of economics in secondary schools in Oshimili North Local Government Area.

The study is specifically designed to:

1. Determine the educational qualification of economics teachers in the secondary schools and how it affects the study of economics.
2. Find out the extent instructional materials available and how they affect the study of economics?
3. Identify the method economics teachers used in teaching economics in the secondary schools
4. Identify the extent interest and attitudes of students and teachers affect the teaching and learning in the secondary schools

**Significance of The Study**

This study will help to make our educational administrators to see the need to have qualified economics teachers if not available to handle the subject and effectively for the benefits of the students and society at large.

It will also helps to sensitize the educational administrators to appreciate the need to make available the necessary materials, examples chalkboard, graph, audio-visual materials, etc that will enhance effective learning of economics if they are not available.

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

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

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

**Scope of The Study**

The study deals with the factors affecting the effective study ofeconomics in secondary schools in Oshimili North Local Government Area of Delta state. It geographically covers the five selected secondary schools in Oshimili North Local Government Area of Delta state.

**Research Question**

The following research questions guided this research work:

1. How do qualifications of the economics teachers influence the teaching and learning of economics in the secondary schools
2. To what extent are instructional materials available and how they affect the study of economics?
3. To what extent does poor method of teaching affect teaching and learning of economics in secondary schools?
4. To what extent does an interest and attitude of students, teachers and school administrators influence effective teaching and learning of economics?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

This chapter reviews the works that are related to the study problem that affects the teaching and learning of economics in senior secondary school in Oshimili North Local Government Area of Delta State. This review will therefore take a deep look at the discipline economics and other related issues. This research works in books, journals, internet and related literatures research.

This will be discussed under the following sub-themes:

**Conceptual Framework**

Concept of economics.

Economics as a teaching subject.

The place of economic in the curriculum.

Method of teaching economics.

Factors militating against the learning of economics.

**Theoretical framework.**

**Empirical studies.**

**Summary of review of literature.**

**Conceptual Frame Work**

**Concept of Economics**

As we have different economists, so also do views on economics differs in their various ways. They view the nature of economics based on their individual understanding of the subject.

Economics is about the choice of peoples and societies have to make. A person might have to choose between buying a compact disc and buying a book. A society might have to decide between providing more health care centers and repairing infrastructures; electricity, good road, pipe borne-waters, etc.

Economics by natures, meets those end by its study on price, costs, interest rate, unemployment, inflation, profit, budget deficit, trade deficit, exchanges rates and so on. But economists sometimes turn their attention to others areas such as crimes, family relationship, war, politics, anthropology and the law.

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

By emphasizing the role of society the nature of economics places economics within the social sciences, the science that study and explain human behaviour. The subject matter of economics is human behaviour in the production, exchange and use of goods and services. Economics in nature studies central economic problem ford society is how to reconcile the conflict between people’s virtually limitless desires for goods and services and the scarcity of resources (labour, machinery and raw materials) with which these goods and services can be produced.

Awoke (2000:1), sees economics as the study of how man allocates their scarce resource to provide for their various wants or needs. As a science which studies human behaviour in the disposal of scarce goods. Robbins concluded by postulating that human beings exhibit four fundamental characteristics which are all embodies in the above definitions.

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

Economics is about human behaviour, yet we describe it as a science rather than a subject within the arts or humanities. This reflects the way economist analyzed problem not the subject matter of economics.

Some definitions by some scholars were not good enough and did not embrace all aspects of economics. This made scholars and some students to wonder about the natures of economics over the years. However theses definitions were accepted to some extent. Marshall (1996) defines economics as a study of man’s action in the ordinary business of life, He consider how peoples receive moneys (incomes) they earn, how they spend it rationally due to the knowledge of economics. Agu (1994) sees economics as the organization and distribution of goods and service. He further states that economics is concerned with the scarcity and the activities of man that is pertaining to making or earning a living. In support of this, Alan (1990:9) view economics as “as social sciences” concerned with how people either individual or groups, attempt to accommodate scare resource of their wants through production substitution and exchange process.

Economics is an important subject that is why Paul (1999:20), believes that economics is the study of allocation of scarce resources among alternative and competing ends.

Pigou (1988), states that economics is worthy of study because it makes it easier to institute practical measures to promote welfare. Some scholars in this field sees it as a social subject while others in another dimension came up with different ideas about the concept. For example Adam Smith came up with the first publication “An Inquiry into the nature” helps us to observe that economist views on this subject of wealth creation as a means of enduring increase in materials to improve the standard of living.

However, conceptual framework of economics limits this study to micro economics that deals with small units of the economy (output of a product, individual demand, etc)

**Economics As A Teaching Subject**

Economics is taught in the senior secondary schools to allow students to understand today’s economic environment. This requires mastering the theory and practicing its application. Just as the study of theory genetics or information technology steadily progressing, so the theory of economics continues to make progress, sometimes in dramatic and exciting ways.

We believe in introducing students immediately to the latest ideas in economics if these can be conveyed simply why force students to use traditional approaches that we no longer consider helpful.

However, to know the significances of economics as a school subject or a teaching subject, it is imperative to know the role of economics plays in the senior secondary school that made it a teaching subject.

Educational Encyclopedia (19771), states that the goals for economics education at the senior secondary school level may be placed in three broad categories:

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

The teaching of economics in senior secondary schools should include in a syllabus which will reflect the kind of economics. However, the reality of the situation in schools is that a new subject has a difficult time in becoming established, and unless strong and valid claims are made for the subject. It is certain that it will find wide spread favour among educationists for its inclusion in the common course.

Aneke S. (2013), support this and he viewed economics as useful in our private and professional life. So much interest and excitement are committed in the subject because every day lives touch an economics, be it government, politics, trade, or business. Economic issues are ever present and fundamental to understanding.

Awoke (2013), states that there are several reasons why economics can be studied;

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

These can be achieved through studying various subjects like commerce (combination of economics), Integrated science (combination of Biology, Chemistry and physics), Social Studies which will enable the students understand government in secondary and political science in the higher institutions.

However, economics in senior secondary school will help the child do well in economics as a discipline and statistics, mathematics etc.

The following combinations point out the relationship between economics and other university courses.

|  |  |
| --- | --- |
| **DESCRIPTION** | **SUBJECT COMBINATION** |
| Insurance | Commerce, mathematics, English language, economics, geography |
| Banking and finance | Economics, English language, accounting |
| Accountancy | Mathematics, English language, economics and accounting |
| Marketing | English language, mathematics, economics, etc. |

Having seen the table drawn above, one will understand the multi-disciplinary relationship of economics and other subjects strictly speaking for one to be able to study any of the courses shown; the person must do other related subjects. The university rule for admission states that for anyone to be qualified for admission into the university, he/she must have credit in mathematics and English language coupled with others as regards the individual’s field of study. Economics is therefore important in the senior secondary school curriculum especially in the senior certificate examination obtained through WAEC (West African Examination Council) and NECO (National Examination Council) which are the examination board in Nigeria.

Educational Encyclopedia (2011), states that in the 12th grade, economics may be taught directly in a semester or year long course or it may be taught as an integral part of other senior social studies course, such as economic system, or in the context of economics for the consumer. In the other senior level, social studies course, economic units or dimensions which correlate effectively with basic aims, in contents of the courses may be added.

According to Ben B. (2014), Economics is taught in schools to help solve real world problems. For example, the economist Alfred Marshall (1843-1924), was greatly concerned with poverty, which he believes was the root of many social problems. He hoped that the study of economics would enable the students to better understand the causes of poverty and find a way to alleviate it. He went further to say that economics also helps students to look to economics for its explanatory predictive power, economics can help to answer many of their questions, explains why things are as they are, and it predict what in likely to happen under certain conditions. Economics study help to learn about certain ideas that have shaped the world.

**Place and Position of Economics In The Secondary School Curriculum**

The place of economics in the school curriculum cannot be properly understood, if the importance of economics in our modern society is not well examined. Since economics is a social science subject, it means that it deals with human behaviour in the market. Economics therefore helps to understand some other subjects like Agriculture, Commerce, and Mathematics, etc. This is true because the subject interrelate with other subjects. Economics in the curriculum therefore means that economics education in the senior secondary schools in the responsibility of the entire social studies curriculum. Each course of study can make a unique contribution into the total economics education to the students. At the same time, teaching of economics as an integral part of other social studies course such as history, Geography and Government, contribute to improve understanding of these subjects. Educational Encyclopedia (1971:191), support this view by saying that; “at the nineth-grade level of social studies, economics may be taught in conjunction with study of the state or local economy, consumer decisions, civics and the world of work.

Banford (1977:15), said that economics occupies a prominent place in the curriculum of further education course for a number of reasons. Firstly, it is often regarded as a vocationally useful subject which is not universally available at secondary school level. Secondly, it is an essential ingredient of general business courses. Thirdly, the professional bodies in the commercial field include economics in their examinations. For instance, in science and technology, it serves as a liberal or complimentary study. Finally, in non-vocational adult education, economics is in demand to improve students understanding of complexities of the modern world.

Onah (1992), explains that economics is inherently mathematics oriented that anyone who has taken the principles very well is good to have acquired the ability to mathematical economic systems and how to apply each of them to a given economy. No wonder Ude and Ike (1991), says “it provides the pupils with the intellectual understanding to the world in which will enable them to have better understanding to the world which they live and the sophisticated working of their own economy”.

Harison (1982), agrees that economics is an important subject. Economics is a core subject, being a social science subject is studied by both art and science students, thereby occupying a central position in the secondary school curriculum, which makes it related to other subjects.

Economics is mult-disciplinary in nature that is why it is seen as the mother of all management of social science courses. It is on this note that Ekwe (1990), presents career guidance and job opportunities in Nigeria, and made the horizontal and vertical relationship between subjects that one will do, and know his her area of specialization.

**Method of Teaching Economics**

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

Christy, D. (1980:126), is in support of this assertion, he says that the method to be adopted for economics should be scientific method of learning economics and it should be taught with activities like analyzing data, the testing of hypothesis and the establishing a causal relationships. It goes almost without saying that twelve years old students or pupils would operate at a lower level of sophistication. He noted that two problems which are the age of the learner and intelligence problem. This is why economics must be for much older students.

Educational Encyclopedia (1971:190), states that for the teaching of economics to be most effectively the content should be organized and presented together positive on the context of:

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

2. Why it is being done?

3. How it can be done?

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

Eze, (1984), contents that “very many teachers’ behaviour is commended and subsumed within the general descriptive way, that teachers should choose the method they know best in the teaching of economics. Thus, simple means that there are a number of methods of teaching economics can be made successfully with teachers using his best to teach, to effects changes in the students live, some economists believe that economics can only be taught with the following methods:

1. Problem solving Approach.
2. Activity method.
3. Lecture method.
4. Deductive method.
5. Historical approach.
6. Analytical approach.
7. Inductive method.
8. Role-playing method.

Activity of problem solving approach whenever students take part in activities they will never forget the concept been taught easily. Sandra (1994), supports this by saying that children learn more by doing. This explains why activity method is important in the teaching of economics.

The Lecture method is also important because the teachers come in contact with the students, eyeballs to eyeballs as the teacher teaches. According to Ohucha (2000), economics students need the lecture method for them to be able to cope with economic analysis. In support of this, Aneke (1990), states that it is important because it will enable the teachers to relate economics issues to students.

Deductive method involves reasoning with principles, theories or generalization to the fact. Aneke (1999:8), sees deductive method of teaching economics as the method that begins by investigating the principal forces determing a given class of phenomena and the general laws in accordance with which these forces operate. The fact of data observation is applied to the theory to ascertain the validity of a given theory.

Inductive method is another method of teaching economics which has given to the abstract or deductive method. According to social Harassment (1981), the deductive method is based on prior examination of facts. Aneke (2009), states that inductive method is the reasoning process from particular cases to generalization. To him, inductive method is a method by which truths of scientific values are obtained, which are not directly deductible from principles already known. Inductive method may be employed to test the findings of economic theory. Onwukwe (2002:6), also states that the blame arises from the failure to the theories prediction due to the unpredictable nature of human behaviour.

Another method of teaching and learning of economics to connote learning is role-playing method as it implies role-playing means the assigning of roles to individuals to ensure a proper understanding of the subject. That is why Sturbridge (1981), contends that if this method is used well, they can reduce the artificiality of the classroom and provide a reason allowing the learner to meaningful role in the subject. This includes the use of vicarations, learning representations of reality such as teachers using pictures, drawing, maps, film strips and other tools.

The teaching of economics does not end itself to only those methods but also there are approaches which can be adopted;

Historical approach, the past is precedent to the future. The past provides a background to the future events. If a problem is to be solved, there is need for me to look into history to find out what was adopted to get a solution. Egbe (1990), supported this view by saying that “time is a relevant factor in solving problems as a result, time lag may affect decisions”. He further stated that this is why of course unprecedented problems are difficult to solve and are subjected to hit and run tactics. Egbe also states that the teachers of economics should create economic problems as sub-set of institutional problems. An approach helps the students to apply the principles in the solution of economic problems because the method learns more towards traditional discussion, which is devoid of emotional judgment.

**Factors Militating Against Teaching and Learning of Economics**

Factors militating against teaching of economics are as follows;

**Corruption and Indiscipline**

Corruption has deeply affected the teaching and learning of economics in senior secondary schools in Nigeria and has been extended to Oshimili North Local Government Area.

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

**Shortage of Qualified Economics Teachers.**

The shortage of qualified economics teachers affect students learning of economics in the content that qualifies economics and principles in operation, students can gain an understanding of the major activities of people in our economic system and institution through which the objectives of our economic system can be achieved.

According to Wowl (2016), states that the Nigerian Certificate in Education (NCE) shall be the lowest qualification for the teaching profession. However, qualification like grade II teachers certificate should be seen as a prerequisite for the professional training to teach. Grade II teachers by this delimitation, are not professional teachers. They are rather teachers who intend to professionally trained and certified in the future. Ahmed (2014), support this view by reviewing the Nations’ policy on Education (NPE, 2006) which stipulated the Nigerian Certificate on Education (NCE) as a minimum teaching qualification in the country and also lists the goals of teachers education. Fafuwa (1969), states “the problem affecting the teaching today is as a result of people who cannot make good elsewhere but, because they have the minimum qualification required, joined the teaching profession from necessity rather than choice”. In addition to the context, according to Noah (2011), in the scare input on economics teaching are teachers, the ability to teach, and the desire to teach. On the student side, the scare input is the ability to learn that is why William (2012), says “A less qualified tells, an average qualified teacher informs, a professional teacher teaches. On this note, Williams (2012), grouped teachers into two; pre-service and in-services. The less qualified teachers are classified to be under the pre-service education which includes all the stages of education, and training that precedes the employment of teachers to teach in a school. Teachers can also receive training after they might have begun teaching. He went further to mention the essential qualities of a teacher that can influence teaching and learning of economics. They include:

1. Teachers must have the knowledge of the subject matter. This means that teachers should be thoroughly justified on what he is called upon to teach. It also means that the economics teacher should have an in-depth knowledge of economics.
2. Teachers should have sincere interest in the teaching. This means that the love of the subject in teaching profession is an antidote to many difficult classroom situations. Due to the shortage in economics teacher in the secondary schools, the number of qualification seems to be enough. This shortfall continues because non professional teaching lead to poor understanding of this subject, which will make the students not to do well. This notion was supported by Nna (1963), when he says that the personality of teachers has significant influence on students as teaching and learning takes place. According to Sotonwa (1988), the real problem of maintaining standard of teaching and learning economics in the school is that competent and qualified teachers are more or less not available. In the secondary schools, competent teachers are not recruited enough to teach.

**Poorly Equipped libraries**

The library is a department in the school system that helps students and teachers to gain full knowledge of their various subjects. According to Nwadum (2004:45), asserts that library facilities are in short supply or non- existent. This is no doubt hinders the activities of the subject including teachers production.

As the case may be most secondary schools under study in Oshimili North local Government Area are not well equipped; some do not even have at all, while some have just a narrow and unconducive environment which is not supposed to be so. The researcher attended about two secondary schools, but has never seen any existing library in the schools. This made the researcher to investigate on the causes, as regards the problems affecting teaching and learning of economics in Oshimili North Local Government Area.

**Parental Influence and Family Background**

The parental influence and family background goes a long way to channel the child towards what the child becomes tomorrow. The fact remains the child’ education starts from the home or family. This will make the child to have full sense of belonging to his society and enable him participate actively in the affairs of the family and community. Alumode (1999), also states that parents are to make sure that their children according their age, aptitude and ability should receive education. This insists in the fact that children should attend to school regularly and parent must work hand in hand with their teachers to better the administration of education. In support of this, Ali B. (2001), observed that Parent Teachers’ Association is necessary for the school activities, and that serves as resource centre for the school, it gives the school the peoples’ belief concepts, ideologies, traditions and habits.

**Students and Teachers Attitudes Towards Teaching and learning of Economics**.

The attitudes of teachers cannot be fully assessed without knowing who a teacher is. According to D. Hhawo (2014), teachers are directive agents in the educational system. 0n the side of students, in every teaching and learning process, their attitudes are been observed. This makes the purpose of teaching to bring about change in individuals behaviour.

According to Udensi (2016), teachers should try as much as possible to stimulate the students on some subjects they may exhibit ugly or good attitude lesson due to the person handling the subject. In the subject like economics, geography and Biology, students may have a good or bad attitudes of lesson due to the person handling them. Nevertheless, students find it difficult to understand or appreciate what the teacher means.

Ughamada (2012), Sees that importance of educational technology in the sense that it plays specific roles in teaching and learning process by stimulating interest in teaching and learning of economics. There is need to generate or arouse and maintain students interest. Once interest is build up, effective learning is likely to take place. For this reason, educational technology has the ability to build students’ interest and this arouses their curiosity to learn.

For learning to be promoted and for teaching and learning to be stimulated, teachers and others should possess certain characteristics intellect change in learning.

**Theoretical Framework**

**Behaviorist Theory**

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

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

**Cognitive constructivist Theory**

Cognitivist teaching methods aim to assist students in assimilating new information to existing knowledge and enabling them to make to the appropriate modifications to their existing intellectual framework to accommodate that information. They viewed that because knowledge is actively active discovery. The role of the teacher is not to drill knowledge into students through consistent repetition or to goad them into learning through carefully employed rewards and punishments, rather the role of the teacher is to facilitate discovery by providing the necessary resources and by guiding learners as they attempt to assimilate new knowledge to old and to modify the old to accommodate the new. Teachers must thus take into account the knowledge that the learner currently possesses when deciding how to construct the curriculum and to present sequence and structure new material.

The work of other cognitive theorists helps here. For example; research suggest that learners from a very young age make sense of the world, actively creating meaning while reading text, interacting with the environment, or talking with others. Even if students are quietly watching a teacher speak, they can be actively engaged in a process of comprehension, or minds on work as many teachers describe it. It is now known that young children are competent, active agents of their own conceptual development, (Bransford, 2000).

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

**Empirical Studies**

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

Olatoun A. (2010), studies on teachers and students’ academic performance in Nigerian secondary schools: Implications for planning. He examined the number of qualified teachers and its relationship to student’s academic performance in economics in public secondary schools in a sample of local government area of Osun state. Twenty-one secondary schools, one in each local government area from a population of thirty-one Local government Area in the state, were sampled. The senior secondary school certificate examination result from 2000/01 to 2004/05 was used to analyse student’s academic performance and reflected some concerns in the school systems. The findings of the study showed that teacher’ qualifications, experience and teachers’-students ratio were significantly related to students’ academic performance. These findings can be used to guide planners about the need of qualified teachers to facilitate effective teaching and learning of economics in secondary schools in Nigeria.

**Summary Of Literature Review**

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

1. The students and teachers of economics to understand the nature of the subject.
2. The need to train persons such as counselors, teachers and contributors because one key factor of teaching and learning process is the teachers knowing what to teach and the students knowing the nature of the subject, through the help of the counselor.
3. Government also contributes to the problems affecting teaching and learning of economics in senior secondary school in Oshimili North Local Government Area of Delta state.
4. Parents also contribute to the problems of teaching and learning of economics in senior secondary schools, because they are not performing their roles, the education of any child start from the home.

**CHAPTER THREE**

**RESEARCH METHOD**

This chapter specifically deals with the research methodology of the study. It includes the following; research design, are of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of the data collection, and method of data analysis.

**Research Design**

The research design used for this work is survey method. This is because only a part of the population was studied and the findings were generalized to the entire population.

**Area of the Study**

The study was carried out in Oshimili North Local Government Area of Delta state. The local government is made up of eight communities and also comprises ten (10) secondary schools respectively.

**Population of the Study**

The population of the study comprises the teachers and students of senior secondary schools in Oshimili North Local Government Area. There are about ten thousand, nine hundred (10,900) students and seventy-five (75) teachers in the senior secondary schools.

**Sample and Sampling Technique**

The sample used for this study include five (5) selected senior secondary schools in the area in which thirty (30) respondents were drawn from each selected schools. They are ten teachers and twenty students in each selected schools which total one hundred and fifty (150) respondents for the selected five schools. The sampling technique used was the systematic random sampling in which all the students and teachers of SS1 to SSIII in the sampled schools have equal chances of been selected.

Total (N) = 150

Teachers – 5 X 10 = 50

Students - 5 X 20 = 100

**Instrument For Data Collection**

The instrument that was used in this research is a structured questionnaire. The questionnaires that were provided contain twenty (20) items in which ten (10) items were for students and ten (10) items were for teachers respectively. The questionnaire was divided into section A and B.

**Validation Of The Instrument**

The questionnaire was validated by three experts in the institute. The experts applied their wealth of knowledge to review of the questionnaire items, made necessary corrections and suggestions, their views formed the validation of the instrument.

**Reliability Of The Instrument**

A test-retest reliability proof was used to establish the reliability of the instruments. The instrument was administered on 150 respondents including subjects drawn from the population but not the direct respondents within the research sample. The split half method was used to estimate the reliability of the test while the reliability of the questionnaire was tested using Cronbach’s alpha coefficient method. The reliability (r) alpha (α) value all lay between 0.7 and 0.86 which are considered acceptable.

**Method Of Data Collection**

The one hundred and fifty (150) questionnaires were distributed to the students and teachers of the selected schools where the research is being conducted. The questionnaires were also collected by hands from the respective respondents.

**Method Of Data Analysis**

The researcher used frequency and mean in analyzing the data collected. The mean on each item was calculated by multiplying the frequency of each response category and dividing the value obtained by the total number of responses.

Ẋ =

Where, = Summation sign

F = Frequency

X = Nominal

N = Total number of response

Ẋ = Mean value.

However, the mean cut-off is 2.5. Any item with below 2.5 fall below average and should be considered negative, vis-à-vis.

**Scale of responses weight**

SA - strongly Agree 4

A - Agree 3

D - Disagree 2

SD - Strongly 1

**CHAPTER FOUR**

**PRESENTATION AND ANALYSIS OF DATA**

The essence of this chapter is to present and analyse the data collected from the various respondents from the selected secondary schools in Oshimili North local Government Area of Delta state.

**Research Question I**

How do qualifications of the economics teachers influence the teaching and learning of economics in secondary schools?

**Table I**

**Responses of Teachers and Students on How Do Qualifications of The Economics Teachers Influence the Teaching and Learning of Economics in the Secondary Schools.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **SD** | **N** | **FX** | Ẋ | **DECISION** |
| **4** | **3** | **2** | **1** |  |  |  |  |
| 1. | Most of economics teachers are B.Sc holders | 25 | 40 | 60 | 25 | 150 | 365 | 2.43 | Disagree |
| 2. | Teachers inadequate qualification contribute to poor performance of students in economics | 55 | 42 | 30 | 23 | 150 | 429 | 2.86 | Agree |
| 3. | Employment of unqualified economics teachers affect the students’ interest in its learning | 38 | 60 | 32 | 20 | 150 | 416 | 2.77 | Agree |
| 4. | Your teacher has the idea of mathematics in teaching economics | 30 | 58 | 40 | 22 | 150 | 396 | 2.64 | Agree |
| 5. | Less than half of your economics teachers are degree holders | 24 | 45 | 40 | 41 | 150 | 352 | 2.35 | Disagree |
|  |

From the table above, it was clearly indicated from the responses for item 2, 3 and 4 with the mean scores of 2.86, 2.77 and 2.64 agreed that qualifications of the economics teachers influence the teaching and learning of economics while items 1 and 5 disagreed that qualifications of economics teachers do not influence the teaching and learning of economics. The grand mean score is 2.61 which is positive and indicated that qualification of the economics teachers influence the teaching and learning of economics.

**Research Question II**

To what extent are instructional materials available and how they affect the study of economics?

**Table II**

**Responses of teachers and students on the extent instructional materials are available and how they affect the study of economics.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **SD** | **N** | **FX** | Ẋ | **DECISION** |
| **4** | **3** | **2** | **1** |  |  |  |  |
| 6 | Lack of economics textbooks greatly affects students learning of economics. | 33 | 52 | 25 | 40 | 150 | 378 | 2.52 | Agree |
| 7 | Some secondary schools do not even have libraries and this contributive to ineffective teaching. | 18 | 42 | 40 | 50 | 150 | 328 | 2.19 | Disagree |
| 8 | Lack of classroom accommodation strongly affects the teaching of economics. | 25 | 90 | 21 | 14 | 150 | 426 | 2.84 | Agree |
| 9 | Teachers do not make use of appropriate teaching materials. | 40 | 50 | 35 | 25 | 150 | 405 | 2.7 | Agree |
| 10 | The school library does not have current economics textbooks | 15 | 63 | 42 | 30 | 150 | 363 | 2.42 | Disagree |

From the table above, it was observed from the responses for items 6, 8 and 9 with the mean score of 2.52, 2.84 and 2.7 agreed that the instructional materials availability influence the teaching and learning of economics while the items 7 and 10 with mean score of 2.19 and 2.42 disagreed that the availability of instructional materials influence the teaching and learning of economics. The aggregate mean score if all items is 2.54 which is positive indicated that improvement on the availability of instructional materials influence the teaching and learning of economics.

**Research Question 3**

To what extent does poor method of teaching affect teaching and learning of economics in secondary schools?

**Table 3**

**Responses of teachers and students on to what extent does poor method of teaching affect teaching and learning of economics in secondary schools.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **SD** | **N** | **FX** | Ẋ | **DECISION** |
| **4** | **3** | **2** | **1** |  |  |  |  |
| 11 | Time allotted to the teaching of economics greatly affect teachers’ preparation | 8 | 60 | 42 | 40 | 150 | 296 | 1.97 | Disagree |
| 12 | Deductive method of teaching is preferred to inductive method of teaching of economics | 50 | 55 | 35 | 10 | 150 | 452 | 3.01 | Agree |
| 13 | Lack of good teaching method affects students performance in economics | 40 | 65 | 20 | 25 | 150 | 420 | 2.8 | Agree |
| 14 | You teachers’ use of different teaching methods in the teaching of economics affect your performance | 15 | 38 | 52 | 48 | 150 | 326 | 2.17 | Disagree |
| 15 | The method of teaching used by your teacher affects the learning of economics | 35 | 50 | 45 | 20 | 150 | 400 | 2.67 | Agree |

From the above table, it was observed that the responses for item 12, 13 and 15 with the mean score 3.01, 2.8, and 2.67 agreed that the poor method of teaching affects the teaching and learning of economics in the secondary schools while items 11 and 14 with the score 1.97 and 2.17 disagreed that poor method of teaching affects teaching and learning of economics in the secondary schools. The grand mean score is 2.52 which is positive and shows that poor method of teaching affects teaching and learning of economics in the secondary schools.

**Research Question 4**

To what extent does interest attitude of students, teachers, and school administrators influence effective teaching and learning of economics.

**Table 4**

**Responses of teachers and students on the extent do interest and attitude of students, teachers and school administrators influence effective teaching and learning of economics.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **SD** | **N** | **FX** | Ẋ | **DECISION** |
| 16 | Funds meant for the construction of more classroom blocks are usually embezzled by some school principals | 32 | 58 | 40 | 20 | 150 | 402 | 2.68 | Agree |
| 17 | Teachers non-challant attitude to teaching of economics | 22 | 34 | 66 | 28 | 150 | 350 | 2.33 | Disagree |
| 18 | Poor preparation by teachers makes economics learning uninteresting to students | 35 | 20 | 40 | 55 | 150 | 335 | 2.23 | Disagree |
| 19 | Some students absent themselves from economics class with the hope to copy note from others and this affect their performance | 40 | 63 | 18 | 29 | 150 | 414 | 2.76 | Agree |
| 20 | Majority of students hate economics because of its mathematical involvement | 10 | 45 | 50 | 45 | 150 | 320 | 2.13 | Disagree |

From the above table, it was observed from the responses for items 17, 18 and 20 with mean score of 2.33, 2.23 and 2.13 show that the interest and attitudes of students, teachers and education managers do not affect the teaching and learning of economics while items 16 and 19 with mean score of 2.68 and 2.76 agreed the interest and attitudes of students, teachers and school administrators influence the teaching and learning of economics in the senior secondary schools. The grand mean is 2.43 which is negative and it shows that the interest and attitudes of students, teachers and school administrators do not have much influence on the teaching and learning of economics in the senior secondary schools.

**CHAPTER FIVE**

**DISCUSSIONS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

**Discussion of The Findings**

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

However, the research question II analysis in the study, the researcher found that inadequate instructional materials affect the teaching and learning of economics. The study therefore, through the findings show that the school library do not have current textbook of economics. No wonder Oyobani (1982), in his view study note that “the problem facing the teaching of any discipline is related to instructional material which includes textbooks and models.

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

Research question IV analysis in the study, stresses on how the interest and attitudes of students, teachers and school administrators influence teaching and learning of economics. The findings show that some students absent themselves from economics class with hope to copy not from others. Poor preparation by teachers makes economics learning uninteresting to students. The funds meant for the construction of more classroom blocks are usually embezzled by some school principals and education managers.

**Educational implications Of The study**

This study revealed that the school requires specialist in the area of economics in order to achieve the various objectives which include acquiring knowledge of the operating system of the economy and the maximization of scarce resources for optimum result.

The study also revealed that more economics concepts should be incorporated in the curriculum of the relevant knowledge which is an essential requirement to personal contribution to the betterment of mankind.

**Limitation Of The Study**

1. It was observed that some of the respondents were reluctant and dishonest in filling the questionnaire thereby made it difficult to elicit authentic information from such information.
2. Most of the schools were situated in remote areas that were not motorable thereby threatening the accessibility of such schools.
3. Lack of fund and short period required for the study.

However, the researcher was able to carry out this study despite these problems.

**Recommendations**

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

1. Employment of economics teachers by the government through the ministry of education should be strictly based on merit so as to make it possible for only those who studied the course to be appointed.
2. The government should try as much as possible to organize from time to time, seminars, workshops and symposium for economics teachers on contemporary issues in the field.
3. The government should provide instructional materials to schools and teachers should also improve where necessary for economics.
4. More emphasis should be laid on economics as a core subject in senior secondary schools.

**Suggestion For Further Studies**

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

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

**Summary Of The Study**

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

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**APPENDIX I**

**SECTION A**

Department of Arts and Social Science,

Education,

Godfrey Okoye University,

Thinkers Corner, Enugu

April, 2018

Dear Respondents,

I am a undergraduate in Education student of the above address carrying out a research on the topic; factors affecting the effective studying of economics in the secondary schools in Oshimili North local government Area of Delta state.

Please, I solicit your maximum assistance in filling this questionnaire, which will help me collect data for this research work.

Your participation is voluntary and I assure you that any information supplied will be treated in strict confidence.

Thanks,

Yours Faithfully,

**SECTION B**

Please supply the following information in the space provided.

1. Name of Respondent ……………………………………………….
2. Name of school ……………………………………………………….
3. Sex: Male Female
4. age: 0-19 20-39 40-59 60 and above

**Teachers’ Questionaire.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **SD** |
| 1 | Most of economics teachers are B.Sc holders. |  |  |  |  |
| 2 | Teachers’ inadequate qualification contributes to poor performance of students in economics. |  |  |  |  |
| 3 | Lack of economics textbooks greatly affect students learning of economics. |  |  |  |  |
| 4 | Some secondary schools do not even have libraries and this contributes to ineffective teaching. |  |  |  |  |
| 5 | Lack of classroom accommodation strongly affects the teaching of economics. |  |  |  |  |
| 6 | Time allotted to the teaching of economics greatly affect teachers’ preparation. |  |  |  |  |
| 7 | Deductive method of teaching is preferred to inductive method of teaching economics. |  |  |  |  |
| 8 | Lack of good teaching method affects students performance in economics |  |  |  |  |
| 9 | Funds meant for the construction of more classroom blocks are embezzled by some school managers. |  |  |  |  |
| 10 | Teachers’ non-challant attitudes to teaching of economics affect the student’s performance. |  |  |  |  |

**Students’ Questionnaire.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **SD** |
| 1 | Employment of unqualified economics teachers affects the students’ interest in its learning. |  |  |  |  |
| 2 | Your teacher has the idea of mathematics in teaching economics |  |  |  |  |
| 3 | Less than half of your economics teachers are degree holders. |  |  |  |  |
| 4 | Teachers do not make use of appropriate teaching materials. |  |  |  |  |
| 5 | The school libraries do not have current economics textbooks. |  |  |  |  |
| 6 | Your teachers use of different teaching method in the teaching of economics affect your performance. |  |  |  |  |
| 7 | The method of teaching used by your teachers affect the learning of economics. |  |  |  |  |
| 8 | Poor preparation by teachers makes economics learning uninteresting to students. |  |  |  |  |
| 9 | Some students absent themselves from economics class with hope to copy note from others and this affect their performance. |  |  |  |  |
| 10 | Majority of students hate economics because of its mathematical involvement |  |  |  |  |