

**AN EVALUATION OF TEACHING AND LEARNING OF ECONOMICS
IN SENIOR SECONDARY SCHOOLS IN AKWANGA LOCAL
GOVERNMENT AREA**

BY

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AWARD OF POSTGRADUATE DIPLOMA IN GUIDANCE AND
COUNSELLING (PGDGC)**

OCTOBER, 2019

DECLARATION

I hereby declare that this project has been written by me and it is a report of my research work. It has not been presented in any previous application for state diploma. All quotations are indicated and sources of information specifically acknowledged by means of reference.

HAMISU BELLO HALIMA**NSU/IOE/EDU/0005/18/19**

DATE

CERTIFICATION

The project “An Evaluation of Teaching and Learning of Economics in Selected Senior Secondary Schools in Akwanga Local Government are” meets the regulations governing the award of state diploma, of the School of Postgraduate Studies, Nasarawa State University, Keffi, and is approved for its contribution to knowledge.

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DEDICATION

I dedicate this project to God Almighty my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. He has been the source of my strength throughout this program and on His wings only have I soared. I also dedicate this work to my husband; Jacob Daniel who has encouraged me all the way and whose encouragement have made sure that I give it all it takes to finish that which I have started. To my children Prince Daniel (Jnr.) and David who have been affected in every way possible by this quest. Thank you. My love for you all can never be quant.

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God bless you all. You all won't lose your reward in Jesus name. Amen.

ABSTRACT

The major objectives of this Study are to Evaluate the Teaching and Learning process of Economic in Senior Secondary Schools of Nasarawa. Questionnaires and oral interview was the main instrument used for the study. The result of the study revealed that, there is a lot of problem in teaching economic, which can be summarized as human and material factors. It was therefore, recommended that teachers should create materials, use of validated teaching method, development of state owned technological centres, availability of capital resources and need for similar project to be conducted in the other part of the country.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The greatest goal of formal education is to produce human beings who are able to appreciate the benefit of education and contribute to the development of the community in the different spheres of life, be it social, economic, political, moral and technological.

The government needs to know whether the philosophy of our educational system is being achieved. Undergo a consistent and constant assessment, so that problems could be identified and solutions proffered for successful achievement of our educational goals.

Many teachers and school superior superiors/authorities do not utilize evaluations as much as they should. They merely examine students for examination purpose but ignore other aspects, psychomotor and affected domains of learning. The economics teacher should constantly bear in mind that teaching must be effective and the knowledge acquired must be relevant for leaning.

Furthermore, one must have a firm understanding of the knowledge in other areas as well. For example, the identification of the location of some certain resources may require knowledge of geography while understanding political science and will be an advantage in the allocation of resources through the process of budgeting and revenue allocation. The implication is that teaching of economics should emphasize and encourage applications rather than mere facts. To achieve this, the teacher must be competent both in the mastery of the subject matter and the teaching methodology.

Economics like any other subject in the educational curriculum was introduced in schools because of its contributions to the achievement of the general objectives of education as stated in the National Policy on Education (1998) of the Federal Republic of Nigeria as:

“The five main National goals for Nigeria, which have been endorsed as the necessary foundation for the National Policy on Education, are the building of:

- a. A free and democratic society;
- b. A just and egalitarian society;
- c. A united, strong and self-reliant nation;
- d. A great and dynamic economy;
- e. A land full of bright opportunities for all citizens”.

This research work is essentially aimed at evaluating the teaching and learning of economic in secondary schools. It is discovered that the teaching of economics affects the learning process of students studying the subject; the lack of structural and defined relationship between the teachers and the students studying the subject economics, poses to be a challenge; lack of qualified teachers affects students’ performance during learning process of economics; students’ emotional concern contributes to the teaching and learning of the subject; poor and outdated teaching and learning materials in the teaching and learning of economics at this part of the world (Akwanga Local Government Area). At the end of this study, the researcher will be able to determine the types and use of instructional materials in the teaching and learning of economics; the researcher will be able to confirm whether there are sufficient qualified teachers employed in the teaching of economics; the researcher will also be able to ascertain whether the attitudes of students toward learning economics constitute a problem to the teaching of the subject; and lastly, the researcher will be able to confirm whether lack of fund constitute a problem to

the teaching and learning process of economics. During the course of this research, the researcher will be able to collect useful information from the students and teachers, analyse it and report conclusively. The study consists of 5 chapters, and it is aimed at revealing the mitigating factors that affect the teaching and learning of economics in Secondary Schools in Akwanga Local Government Area of Nasarawa State. At the end of the research work, solutions were recommended to solve existed challenges, so as to help increase the productivity of teaching and learning Economics in Secondary Schools in Akwanga Local Government Area of Nasarawa State.

1.2. Statement of the problem

Since the aim of this research is to evaluate the teaching and learning of economics in senior secondary schools, it is believed of the researcher that, the achievement of these objectives could help toward finding possible solutions to some identified problems in the subject matter. The study revealed that the method of teaching economics affects the learning process of students offering economics; the relationship between students and teachers affect the teaching and learning of economics; lack of qualified economics teachers affect the level of students' performance in senior secondary examinations in Akwanga Local Government Area; the attitude of students towards the study of economics contributes a problem to the teaching and learning of the subject; lastly is, there are no adequate instructional materials in teaching and learning economics. These problems have affected the production of excellent economist in the society.

1.3. Research Questions

In the course of the study, the following research questions will be asked, to enable the researcher understand and evaluate properly, the teaching and

learning of economics in secondary schools in Akwanga Local Government Area of Nasarawa State. They include:

- i. How does method of teaching economics affect the learning process and performance of students in economics?
- ii. Does the relationship between students and teachers affect the teaching of economics?
- iii. To what extent does lack of qualified teachers affect the level of student's performance in senior secondary schools' examinations?
- iv. Does the attitude of the students towards the study of economics constitute a problem to the teaching and learning of the subject?
- v. Are there adequate instructional materials in teachings and learning of economics?

1.4. Objectives of the study

This project is essentially aimed at evaluating the teaching and learning of economics in senior secondary schools with the following specification:

- i. To determine the types and use of instructional materials in the teaching and learning of economics.
- ii. To confirm whether there are sufficient qualified teachers employed in the teaching of economics.
- iii. To ascertain whether the attitudes of students towards learning economics constitutes a problem to the teaching of the subject.
- iv. To confirm whether lack of fund constitute a problem to the teaching and learning process of economics.

1.5. Statement of Hypotheses

Hypothesis 1

H₀: there is no significant relationship between student attitudes towards teaching of economics.

H_i: there is a significant relationship between student attitudes towards learning of economics.

1.6. Significant of the study

This will enable the researcher to highlight of the factors affecting the teaching and learning process of economics and provide possible outcome with some solutions to the solving problems. If the problems facing teaching and learning economics are being tackled, the students learning ability would improve and thereby, the investment of parents becomes worthwhile.

1.7. Basic assumptions

In the evaluation of teaching and learning of economics, in senior secondary schools in Akwanga, the following were considered.

- i. There are inadequate qualified teachers employed in the teaching of economics.
- ii. The objective of teaching and learning is consistent with educational objectives of National Policy on Education (NPE).
- iii. There are standard textbooks of economics available to students.
- iv. The information collected for this theory is through reflection of the situation regarding the subject.

1.8. Scope and Delimitation

Due to the limitation of research resources, the researcher decided to carve out a specific scope to help carry out the study successfully and to help avoid

ambiguity of research work. The research topic is centred on evaluation of teaching and learning economics in secondary schools in Akwanga Local Government Area of Nasarawa State. Akwanga is one of the Local Government Areas in Nasarawa State. It has 11 district/Area. It has 996km² and a population of 113,430 at the 2006 census. It is situated on the western fringe of the state, approximately between latitude 8-90N and longitude 7-80E. Its time zone is WAT (UTCH). Akwanga is the only Local Government Area with a State College of Education in Nasarawa State. It is the centre of education in Nasarawa State. Apart from the College of Education, it has other tertiary institutions like, Hill College of Education, Gwanje, NACABS Polytechnic School in Nasarawa State. Simple Random Technique was used to fairly select 6 government secondary schools from the local government area. The total student population used for this research is 1086, and the total teacher population used for this research work is 37. 2 students and 2 teachers were selected from these schools to work with the researcher and to were used for pilot testing during the course of the study. The Secondary Schools used in the course of the study are hereby underlisted:

- i. Government Secondary School Akwanga North
- ii. Government Secondary School Akwanga South
- iii. Government Secondary School Alushi
- iv. Government Secondary School Wakama.
- v. Government Secondary School Gwanje
- vi. Government Secondary School Andaha

1.9. Definition of Terms

The following are presented to enable the researcher understands the terms as used in this study.

- a. **Evaluation:** it involves reviewing the whole school process to find out why certain things have happened or what should be done to improve poor performance of students, teachers and cases in the discipline. Kissock (1981) defined evaluation as the process through which students' performance and programme effectiveness are assessed.
- b. **Teaching:** the Logman dictionary of contemporary English (1990) definition of "teaching" employed such phrase as "to give (someone) training or lessons in (a particular subject); "to pass on knowledge or skill", "to make known and accepted"; "to show (someone) the bad results to doing something, so that they will do it again". Akinpele (1981:1990) gives what he calls a comprehensive definition of teaching as the "deliberate effort by mature or experienced person", through a process that is morally and professionally acceptable.
- c. **Learning:** (i) B.F. Skinner, the "father behaviourism" that learning will take place when certain environmental conditions occur, apparently independent of any conscious human involvement. Learning is described as a "relatively permanent process that results from practice and is reflected changes in performance" (Ashman & Conway, 1993:32). (ii) Kirnble & Garmezy (1963) in DeCecco & Crawcord (1974:78) "learning is a relatively permanent change in a behavioural tendency and is the result of reinforced practical".

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Conceptual Framework

It is desirable to evaluate teaching and learning process in economics. The research studied various publications and principles in the discipline, ranging from the definition of the subject matter, objectives of teaching and learning economics, methods of teaching economics, materials used in teaching and learning process in economics and an overview of students' performance in the WAEC result of 2001 - 2004.

Methods could be seen according to the definition of the New Webster's Dictionary of English Language (International Edition) who sees method as "a way of doing something, orderliness in doing something, arrangement of doing something". Methods refer to the strategies or procedures through which economics is represented in a bid to achieve its objectives.

Davis Ivor (2000) opined that students should be given the education and training best suited to their age, aptitude and ability so that they can fully realize their innate potentials.

In another decision, the human relation approach to teaching has identified education and training to both social and technical system in which the needs of the teachers and the needs of the students in relation to methods of teaching, discipline and course are considered.

Dong (1974:54 – 60) enumerated in his articles some of the various strategies or procedures for teaching among which includes questioning, programmes learning, demonstration, role player, field trips, problems solving, "the use of the most appropriate strategy will facilitate effective instructions" he concluded.

Brunner (2005) a psychologist categorically stated that ‘any subject can be taught to any child at any stage of his development’. Provided the teacher is intellectually honest about it; this simply stresses the importance of the teacher applying the right method would motivate the child to learn, or in other words, the method applied should be honest, varied, relevant and applicable to students’ level.

Fatunwa (2003) states that “every society whether simple or complex has its own system of training and educating its youth, and education for good life has been one of the most persistent concerns of man throughout history”. However, the goal education and method may differ from place to place, nation to nation, and people to people, hence the need of medium strategies for the teaching of subject in our secondary schools for the ultimate benefits of not only the students, but also the society at large. As a social science, the economics curriculum is based on material and concepts drawn from several social science core disciplines. Unfortunately, economics teachers are not fully equipped with curricula, teaching methods and material that treat concept and issues directly relevant to their own societies.

Gilbert (2003) notes that “a teacher who uses only one method is in danger of developing only one group of skills in his pupils and only part of his own powers as an educator”. Indeed, a student who knows only one way of learning will find it hard to conceive that rich possibilities lie unused in his own mind. All the methods are useful for some purposes, but, for another, all are valuable. Hence, the need to employ different strategies in teaching is considered important. Indeed, there are established principles for teaching and learning. It is the responsibility of the teacher to adopt what he/she has leaned on to solve its own to classroom situation, because each lesson requires different strategies of teaching. The variety of strategies for the teaching of economics can be classified into three basic groups:

- 1) The traditional or teacher centred method includes the lecture, textbook method, assignment and recitation, and the controlled question and answer period.
- 2) **Informal-Student oriented method:** this method includes discussion debate, community and group work, problems solving, case –study, simulation and role-playing.
- 3) **Innovation method:** this method includes team teaching team learning recorded and telephonic dialogue, mobile laboratories on television teachings. This study reviews these strategies in teaching economics in senior secondary schools.

2.2. Empirical Review/ Review of Previous Studies

Economics (from the Greek word ‘*oikonomia*’, which means house-management”) is the social science that studies the production, distribution, trade and consumption of goods and services in their context of the competing alternatives allocation of goods and course of action. Central to economics is the concept that choice must be made when a particular resource or good becomes scarce, that is, insufficient to satisfy all the participants in the economy, economics focuses measurable variables, particularly price, and is usually in the context of the “the market”, (Wikipedia, the free encyclopaedia).

People have defined economics in many ways since the publication of Adams Smith’s enquiry into the nature and causes of the Wealth of Nations in 1776.

Sonic economist defined economics in terms of production, another group see economics in terms of distribution other again defined economics in terms of scarcity.

J.S. Mill defined economics as the practical science of production and distribution of wealth.

Alfred Marshall defined economics as the study of mankind in ordinary business of life.

None of the definition is wrong, but Professor Robbins gives the most acceptable definition of all time.

Professor Lord Robbins defined economics as “the science, which studies human behaviour as a relationship between ends and scarce means which have alternative uses”.

Famoyin (2003) asserted that, Economics therefore, “study how people use limited resources to produce, exchange and consume goods and services”.

The researcher views economics as “the study on how people try to satisfy their unlimited wants with limited resources taking into consideration the key concept of the discipline, which is scarcity”.

2.3. Instructional Materials in Teaching Economics

According to Balogun and et al (1981) “instructional materials may be defined as the systematic application of hardware and software equipment and materials to the process of teaching and learning”. To Balogun, instructional materials involve the use of computer by way of computing and programming to aid the process of teaching and learning. Put differently instructional materials are materials use to ease and enhance effective teaching and learning. The dictionary of education defined instructional materials as” that branch of pedagogy which treats the production, selection and utilization of instruction materials that do not depend solely on the printed word”. Barth et al. (1981) teachers became more professionally trained when modern teaching approaches and pedagogical realization emerged. Research in human leaning and communication strategies improve language languages laboratories, science laboratories, motion pictures, films slides, and photographer became

instructional tools. By implication, instructional material in teaching economic are materials use in explaining certain economics concepts, such as the demand curve, supply production possibilities frontier, etc.

2.4. Theoretical Framework

The theoretical framework gives models and theories relevant to the problems or the topic. It speaks about related works which are of importance to the use of evaluation in teaching and learning of economics.

Economics, like any other subject in the educational curriculum was introduced in schools because of its contribution to the achievement of the general objectives of education. Such objectives aimed at training students today for their role in meeting the needs of the society in the future. As a discipline that is both science and arts oriented, economics would help student ‘live effectively in our modern age of science and technology at the same time retaining love and respect for our cultural heritage’.

The work of Slave (1998) it would help inculcate the right type of value and attitudes for the survival of the individual and the nation.

The work of Ganier (2001) a person that knows more about his country’s problems and unity of the nation. Economics, more than any other disciplines provides for the acquisition of such knowledge.

The work of Wringe (2007) noted that “there is, of course no single overriding goals which all of us engaged in the activity of education should be striving to achieve”. On the contrary, there are many legitimate and proper aims, which may be pursued under the aegis of education, and things often go wrong mostly, when this fact is forgotten. It is therefore proposed to examine various candidates for the status of educational aims that are commonly advocated or factually assumed.

It is in this spirit that the overall aims of education have been stated as being geared “towards self-realization of national goals and educational objectives.

The study promotes economics literacy or the “economics way of thinking” which in effect reinforces the educational and civil rules of economic for every man.

The work of Lee (2003) defines the economics way of thinking, “as a mode of considering a variety of problems that is not easy to define but it has educational value”. He observed that a school learner who doesn’t appreciate, for example, the size and major determinants of the national income, the structure and activities of trade unions, or the workings and influence of the banking system has been underequipped for living and earning a living in the modern society. Lee emphasized that the person who has possessed this knowledge, the skills and abilities, which he used intelligently, and the understanding and attitude that motivated him to take effective economics action could be described as an “economically literate individual”. Lee also stated that the basic objectives of economic teaching are that:-

1. It must seek to develop a knowledge and understanding of economic dimension of the environment in terms of the concepts of the subject.
2. It must seek to develop the capacity to think clearly and act objectively as possible about economic problems, drawing conclusions logically from an informed analysis of the factual and descriptive materials for the subject.
3. It must seek to achieve economic literacy and innumeracy, that is, the capacity to use the terminology and language and symbolism of the subject with some precision and clarity for the purpose of effective communication of economic ideas.

All the above stated objectives are in accordance with the National policy on Education (1981) thus stated below:-

Building of:

1. A free and democratic society
2. A just and egalitarian society
3. A united, strong and self-reliant nation
4. A great and dynamic economy
5. A land of bright and full opportunities for citizens

To achieve these objectives, Turner and Denny (1969) carried out a study of teaching based on the following hypothesis:

That each teacher has a set of reasonable stable characteristics which are reflected in the classroom behaviours of the teacher, and that both the characteristics and behaviours are reflected in a change in pupil characteristics. They identified five characteristics.

Specifically related to the creative teach: Warmth spontaneity, involvement, educational viewpoint (Child-centred versus subject centred), organisation and stability. The four people characteristics chosen involve creativity, redefinition, and spontaneous flexibility and sensitivity problems.

The result reported suggested that teachers characterized as being warmth-spontaneous and child centred tend to obtain greater positive change in pupil's creativity. It is also interesting to note that a teacher characterized as having a high degree of organisation tend to inhibit pupil creativity.

The work of W.E Becker (2001) economics of education focuses on the economics of the institutes of education,. Economics of education identifies opportunities for improved efficiency, equity, and quality of education and promotes effective education reform process to help improve knowledge of

what drives education outcomes and results to better understanding of how to strengthen the links of education systems and the labour market, (World Bank, 2013).

Obayan (2006), the welfarist economist regard education as an industry, an investment, a production and consumption of goods and services especially in this scientific and technological age. Welfare economist includes 8 great economists like John Kenneth Galbraith, Harod Groves, Milton Friedman, Theodore Schultz, Alfred Marshall, A.C Pigon and John Vaizay. Obayan (2006) contends that this school of thought has been able to establish through empirical investigation that education is capable of economic analysis, economic principles and the market mechanism also governs it. The exception to these rule however, is that by its very nature education is an economic activity characterized by public and social services factors-consequently, its materials returns cannot be easily quantified. It is therefore not very easy to attach prices to it in the same way as prices are attached to commodities like milk, clothes, or automobiles and bicycles.

The work of Shultz (2002) education is the only way that independent men can enhance their welfare, as individual, state and as a nation.

The work of Barrup (2006). Has vividly put the idea of education as an investment in human capital in the following words.

Human capital has the fundamental characteristics of any of economic capital. It is a source of future satisfaction or future earnings or both. Such capital deteriorates with inactivity, but it does not disappear completely until the death or complete incapacity of the person possessing it.

2.5. Classification of Instructional Materials.

The classification of instructional materials is categorised into two broad forms, namely: -

- i) **Print:** The print materials are more or less used for research purposes to aid leaning and understanding. These print materials include textbook, journals, magazine, newspapers, reference books, posters, bulletin, hand out, etc. This aid students and teachers when they are faced with a text to look into, e.g. the effect of recapitalization.
- ii) **Technological aid:** Technological aids are electronic media that could be used to enhanced or aid teaching. These aids include; overhead projectors, films, video and television. Here, the teacher can show the learners films that are relevant to the topic of discussion. Like the debate on privatisation can be shown on TV for student to understand better.

The second category classifies instructional materials into three broad forms, namely:

- i. **Audio aids:** audio aids are devices that are used to make teaching and learning easier through the sense of learning. These devices include the use of audiotape, record play, and public addressing system. These kinds of instructional materials are more applicable where the teacher has a large number of students or learners.
- ii. **Visual aids:** these are aids that can be seen alone. These visual aids maybe seen as projected aids as the name implies, are aids that cannot be projected. They can only be seen as they are. These non-projected aids include chart, planned graph, model, photograph, pictorial bulletin, board, role-playing, etc. Here, the teacher designed whatever concept he wants to explain to the learners on a paper and show it to them.

While the projected aids on the other hand are an aid that needs lights source for their projection. Example of such projected aids includes:-

- a. Opaque Projection – the materials to be projected here, are not transparent e.g. lip scope, which is a special machine, used to project a page in a book or a piece of object.
- b. Transparent still projection: the materials to be projected here are non-motion transparent pictures, which can in form of films or slides.
- c. Audio visual aids: this combines both the sense of hearing and seeing. Example of audio-visual aids includes educational television, audiotape, projected or non-projected aids etc.

The aforementioned materials help in explaining economics concepts easier, which go along to enhance understanding.

2.6. Importance of instructional Materials in Teaching Economics

Instructional materials no doubt, help a lot in the teaching and learning of economics in the following ways:

- i. Instructional materials help in improving clarity in understanding. In other words, it makes the understanding in certain economic concepts more varied and vivid.
- ii. It makes communication easier through the use of aids like microscope.
- iii. The use of instructional materials in explaining certain economic concept creates lasting impression on the minds of the learners.
- iv. The use of instructional materials helps in capturing the attention of the studies and stimulates new interest and recall of past experiences.
- v. They help to bring attention since they appear to sense of learning and seeing.

- vi. They help to bring about learning of several kinds of capabilities which are evidenced on improved performance on the part of the learners.
- vii. It arouses the interest of students.

2.7. Reports of Closely Related Studies That Have Been Investigated

Among others, the following are the problems of teaching and learning economics in secondary schools.

- a. Lack of qualified teaching staff: - majority of the economics teachers are underqualified to teach in secondary schools. This is because; most of them are N.C.E holders and others are not economist by profession.
- b. Lack of enough textbooks: - a good number of secondary schools in the State lacks library and the economics textbooks available are modern but insufficient.
- c. Little or no use of instructional materials: - A good number of teachers teaching economics in secondary schools don't use instructional materials always in the process of teaching and learning.
- d. Inappropriate use of teaching methods: - It was realized that some teachers were not educationalists, as such ignorant of the method of teachings economics most effectively and efficiently.
- e. Furthermore, it has been found that most of teacher and student have poor mathematical background.
- f. Teaching methods using lesson plan. Some teachers don't know how to write lesson plan, while others deliberately ceased from writing a lesson plan before attempting to teach.

Below are the recommendations to the stated problems.

1. Secondary schools should be provided with enough qualified teachers, experts in the subject matter, in other words, government should employ more teachers and organise planning supervision to enhance effectiveness and efficiency.
2. Government should build library in secondary schools and equip them with sufficient modern economics textbooks.
3. Government and other private organisations should ensure that teachers are given adequate motivation such as promotions when due, recommendation for in-service training, organise refresher courses such as seminars, workshop, symposium, higher salaries, leave grant, housing allowances overtime allowance free medical care, etc.
4. Instructional material should be provided by government to all secondary schools but in absence of that, economics teachers should improvise.
5. Government should ensure that all schools have current WAEC syllabus.
6. Financing education should become joint responsibility for both public and private agents.
7. There should be serious school activities, supervision by the school management, most especially in checking the use of lesson plan during teaching.
8. Teachers should ensure that they review the whole syllabus with students before their main examination, and provide them with studying guide to enhance learning and retention.
9. There should be an evaluation of teaching and learning processes in economic classes frequently.
10. Finally, government should support teaching by introducing difference incentive to encourage students and teachers hard work. It is important to stress here that, if the above observation is noted, there will be great

improvement in student's performance in economics at SSCE (Mathew Timothy Mwe, et al, 2004, Abeku Grace, et al, 2003 and Ogu Ogitim et al, 2003).

2.8. Implication of Literature Review To The Present Study

The report of closely related studies above has the following implications on the present research work.

- To assess and determine whether there is an improvement based on the recommendations made by the previous researchers.
- To correlate the past situation of students in economics (performance in examination) with the present line of both achievement and failure.
- The outcome shall be a clue for further recommendations.

By implication, the table below shows the number of candidates at SSCE level with varying performance i.e. The number of passes and failure in the WAEC examination from 2001 – 2004 in the sampled schools. It is affirmed that there is a general poor performances in SSCE examination.

WAEC RESULT ANALYSIS OF THE SAMPLE SCHOOL FOR FOUR YEARS

Yr	G.S.S Akwanga North	G.S.S Akwanga South	G.S.S Alushi.	G.S.S Wakama.	G.S.S Gwanje.	G.S.S Andaha	G.S.S Gudi.
2001	16	-	4	204	-	92	43
2002	44	5	2	7	-	68	49
2003	35	21	2	60	29	162	14
2004	-	6	24	93	45	53	8
Total	95	32	32	364	74	375	114

2001	106	-	81	6	-	447	32
2002	27	131	77	259	-	479	30
2003	45	121	60	189	146	219	30
2004	-	138	41	82	190	146	61
Total	178	390	259	336	1291	153	

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

The information required here for the purpose of this research was meant to collect original and true representative view of the students and teachers of economics in the schools under study. This study focuses on the evaluation of teaching and learning economics in secondary schools in Akwanga Local Government Area of Nasarawa State. The research approach (research design) is non-experimental, qualitative, exploratory-descriptive and contextual. Considering these approaches put together, the researcher employed the following methods in collecting data that answers the research questions, they include: questionnaires, oral interview and personal.

3.2. Population

According to Zonal education office statistics section, there are thirty secondary schools in Akwanga Local Government Area, seventeen (17) Senior Secondary School and thirteen (13) junior secondary school, due to time and financial constraint, eleven (11) schools were randomly selected and sampled.

The area this research finding is being carried out comprises eleven (11) secondary schools in Akwanga L.G.A. the area collected are;

N/S	Names of School	No. Of Economic Teachers	No. Of Economic Student	Total
1	Government Secondary School, Akwanga South	7	180	187

2	Government Secondary School, Akwanga North	8	200	208
3	Government Secondary School, Alushi	9	241	250
4	Government Secondary School, Wakama	5	180	185
5	Government Secondary School, Andaha	5	170	175
6	Government Day Secondary School, Gwanje	6	100	106
7	Mada Hill Senior Secondary School	7	120	127
8	St. Peters Secondary School, Akwanga.	3	90	93
9	Shephard International Secondary School, Akwanga	5	85	90
10	Best Bran Secondary School, Akwanga School.	5	69	74
11	Government Secondary School, Wubbe	10	295	305
	Total	70	1730	1797

In all these selected secondary schools, there are about 1,797 students and teachers of economics as at the time of this research.

3.3. Sampling and sampling techniques

A sample is a proportion selected for observation and analysis. By analysing the data obtained from the sample one can make certain inferences from the characteristics of the population from which it is drawn. Drawing inferences or conclusion about the population based on the data obtained from the sample is primary concern in any scientific investigation. The sample characteristics are described including how the sample was selected. The sampling procedure should explain how the sample was drawn.

Due to the limited time and resources at the researcher's disposal, a relatively under survey population was undertaken. The sampling technique used in the course of this research work is the Simple Random Sampling.

3.3.1. Simple Random Sampling Technique

In statistics, a simple random sample is a subset of individuals (a sample) chosen from a larger set (a population). Each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process, and each subset of k individuals has the same probability of being chosen for the sample as any other subset of k individuals (Starnes, 2008).

From a population of 11 schools, a fairly selection of 5 schools were made, 37 out of 70 teachers were selected at random and 180 students out of 1730 students offering economics were also fairly selected.

N/S	Names of School	No. Of Economic Teachers	No. Of Economic Student	Total
1	Government Secondary School,	10	295	305

	Wubbe			
2	Government Secondary School, Akwanga North	8	200	208
3	Government Secondary School, Alushi	9	241	250
4	Government Secondary School, Andaha	5	170	175
5	Government Secondary School, Wakama.	5	180	185
	Total	37	1086	1123

3.4. Methods of Data Collection

The researcher employed both primary and secondary methods of data collection in the course of this research. It is common knowledge that a primary method of data collection is never enough, so it is always advised to employ the two methods. For the primary method, quantitative and qualitative analysis were carried out. Data were presented in form of figures and in tables. A descriptive analysis was carried out. The instrument used to carry out this method was questionnaire, oral interview and personal observation. Obtaining data from the students and teachers with different experience prevents information bias and thus increasing credibility regarding the information. In applying the secondary method, data was collected from previous publications, literatures and journals. These data

were carefully picked and analysed using an unbiased judgment from the researcher and team.

3.5. Instruments of Data Collection

The following instruments were used during collection of data in the course of the research work. They include:

- i. Instrumentational Questionnaires
- ii. Oral Interviews
- iii. Personal Observation
- iv. Journals, Review, Publications and Literatures

3.5.1. Instrumentational Questionnaire

This is an instrument, which involves the listing of printed questions to be answered by respondents to seek for information to carry out research study. The questionnaires constitute questions with a choice of possible answers from a given number of alternatives.

There are twelve (12) items on the questionnaire for students, which were made up of three (3) sections; students and the study of economics, duration and methodology and materials. For the teacher's questionnaire, it is made up of seventeen (17) items which was made up of three (3) sections; teachers personality information, staffing and duration.

The respondents were obtained from secondary schools. The researcher administered the questionnaires himself to avoid irregularities.

The permission and consent of the respondents were sought first before the administration. They were briefed about the purpose of the research. This is to ensure some degree of reality and reliability of their information.

3.5.2. Oral interview

In this study, unstructured interview was used to interview the respondents. This is because it brings in some salient question which questionnaire does not take care of. It also makes respondents to express their thought freely. The researcher carried out the interview with the respondents face to face.

3.5.3. Personal Observation

The researcher took advantage of personally observing all the secondary schools use as case study during the course of this research work by being available at the schools, and attending several classes with the students to share the same experience with the students and the teachers.

3.6. Validation of the Instrument

In this study, the researcher interviewed students and teachers learning and teaching the subject economics, and who have interest in taking the subject to elicit their opinion on the learning and teaching of economics in these secondary schools around them. A pilot-test (pre-exercise) was carried out to orientate the researcher to the research project and to provide the researcher with the insight into the phenomenon to ensure that errors can be rectified at little cost. The pilot study/test was conducted with 4 participants, that is, 2 students and 2 teachers who met the selection criteria. All 4 were assistants. This was done at their schools and was repeated at a later date. The interview was tape-recorded to ensure correct using of the tape recorder and to listen to the researcher's problems with probing and verbal reactions. During the exercise, attention was also given to body language and non-verbal responses as well as the manner of asking questions. All journals, literatures, reviews and textbooks used in the course of this research work are from reputable authors, some of the authors are Doctors of Philosophy. The journals used are published from renowned publishing organisation with

utmost credibility. All these factors, enhanced the researcher's level of confidence.

3.7. Reliability of the Instrument

In the course of this research work, the researcher found out that the instrument used were reliable. This was achieved by splitting a team of researchers from the original team in a pair of two, and conducting a pilot test sample before the main research began. The both teams returned with almost same result when compared to the researcher's final result. This method is referred to as stepwise replication. Also, an inquiry audit was carried out. During this process, relevant supporting documents were scrutinized by an external reviewer and supervisor.

3.8. Method of Administration

The researcher and team administered the instruments of data collection through a one-on-one method, and in a group manner (which was not really common in the process). Questionnaires were taken to teachers and students in their schools and place and primary assignments. All quantitative methods of data collection were carried out in person and on one-on-one basis.

3.9. Method of Data Analysis

The investigation describes carefully the statistical techniques (descriptive and inferential statistics) employed in analysing data for each research question or hypothesis.

After the completion and collection of the various questionnaires, the researcher began to process the response for the analysis, percentages of response were worked out by using the formula below:-

<u>Number in a type of response</u>	X	<u>100</u>
Total number of respondents		1

However, wherever necessary in the analysis, figures were rounded to one place of decimal. Also in the analysis of respondents for each sample group, attempts were made to differentiate the responses of the students from the teachers. This made it possible to correlate the response to each sample group with the other. The percentages of each score, under various categories of the respondents were based on the score obtained all over the total score multiplied by hundred. It was assumed that most of the students and teachers registered valid and reliable answers to the questionnaires.

3.10. Justification and Models of Specification

The research intends to evaluate the Teaching and Learning of Economics in Secondary in Akwanga Local Government Areas of Nasarawa State. Secondary data is therefore intended to be used in order to gather all the relevant information about the scores and assessment of students who enrolled for Economics and took part in the just concluded Senior Secondary School Examination, 2016/2017. In a research of this kind that concerns different schools in comparison, secondary data is often preferred to other sources of data because it provides all the ‘sources of information needed to answer research questions and address the objectives’ (Saunders et al, 2009). There is another source of data collection which is undoubtedly very important known as primary source of data collection. It involves the use of experiments and observations to arrive at research findings. Ghauri and Gronhaug (2005) found that primary data methods are advantageous because the data are collected for the specific purpose it was meant for. Therefore, in a study that intends to know the attitude of people or their teaching and

learning, primary data is the most preferred method. However, in are search like this that involves large volume of data where information is needed for analysis, secondary data is the most preferred because these data are cheaper and faster to access compared to primary data (Crowther and Lancaster 2009).

Furthermore, Ghauri and Gronhaug (2010) prove that primary data are more reliable and mostly provide accurate information under consideration because such data are collected by experts using rigorous test methods. Consequently, secondary data provides easy means of comparing and interpreting data between different schools. Even though secondary data has been criticised because at times it is difficult to get access to such data and moreover, the data might be collected for other purposes other than those needed to answer your research questions (Saunders et al2009). Yet, the data from these secondary schools proved to be more reliable and comprise most of the data needed to answer the research questions.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULT

4.1. Data Presentation

The study investigates the response of both students and teachers on the teaching and learning of economics in sample schools, through questionnaires as an instrument of survey. The findings and data gotten for the purpose of this research are presented in tables for easy analysis and clarification. The responses obtained were scored and analysed using percentage score.

4.2. Data Analysis and Results

In analysing the data collected, the questions designed in the questionnaire were developed based on the research questions and response were calculated for each item designed. The attempt is aimed at finding out whether the assumption under hypothesis proves right or wrong and solutions are proffered. The information will be presented in the tables below.

Table 4a: question 1 (sample group 1) why do you study economics?

Status in the experiment	N	Mean	Std. Deviation	Std. Error
Control	100	1.47	1.068	0.107
Experiment	100	4.23	0.886	0.089
Total	100	5.7	1.1566	0.196

Source: field survey, 2007.

In the table 4a above, it was clearly shown that 64.3% of the students reported that, they were studying economics mainly because they have a

special interest in the subject while relatively small percentage were studying economics because it was made compulsory. The implication of this is that students' attitude toward studying economics is positive. Therefore, students' attitude towards the study of economics do not constitute problem to the teaching and learning processes of economics.

Table 4b: Question 2 (sample group 1) would you like to further your studies in economics?

Response	N	Mean	Std. Deviation	Std. Error
Yes	51	62.41	11.111	1.556
No	49	61.14	9.493	1.356
Total	100	123.55	20.604	2.912

Source: Field Survey, 2007.

Table 4b above, shows that 71.4% of students reported that they will like to further their education in economics. While only 28.66% responded that they do not want to further their education in the subject. Therefore, it could be inferred that, at least, in senior secondary schools in Akwanga Local Area most students wish to further their education in economics.

Table 4c: Question 3 (sample group1) How interested are you in economics?

Response	N	Mean	Std. Deviation	Std. Error
Interested	64	87.80	12.757	1.521

Not interested	36	34.78	7.968	1.410
Total	100	122.58	20.725	2.931

Source: Field Survey, 2007.

Table 4c, above shows how interested the students are to the study of economics. 67.9% of the students reported that they are interested in economics, while about 27.1% of the students reported not to be interested in economics. Thus total of 95% students responded to the question on this part. A small group of students of about 3.6% preferred to remain indifferent by not attempting to answer that part of the question on the questionnaire. It could be generalized that most students in senior secondary schools in Akwanga Local Government Area are interested in the study of economics to the extent of hoping to further their education in the subject if giving the opportunity.

Table 4d: Question 4 (sample group 1) how adequate is the teaching techniques of the economics teachers in your school?

Response	N	Mean	Std. Deviation	Std. Error
Very adequate	48	4.20	0.341	0.120
Not very adequate	52	4.25	0.935	0.131
Total	100	8.45	1.276	0.251

Source: Field survey, 2007.

From the above table 4d, 52.0% of the students reported that the teaching methods of their teachers is not adequate, 48.0% of the students reported that, the teaching methods is very adequate. While only small proportion reported that, they are not sure. Thus, it could be said that, the teaching

methods of the economics teachers in the sampled area is not appropriate and adequate.

Table 4e: Question 5 (sample group 1) How many economics teachers do you have in your school and outside your school (if any)?

Response	N	Mean	Std. Deviation	Std. Error
1-3	64	4.132	1.084	0.104
4-5	36	1.611	0.2771	0.81
Total	100	5.743	1.3611	0.195

Source: Field survey, 2007.

Table 4e above shows that, 46.4% of the students reported that, they have two economics teachers, while 21.4% reported that they have three teachers, 17.9% reported that they have one teacher only and 14.3% reported that they have four economics teachers. Therefore, this means that for all the students studying economics in the seven sampled schools had an average of two teachers for all the schools. This shows inadequacy in the number of teachers involve in teaching economics compared to size and number of classes (economics) relatively with the available teachers. Consequently, it has a negative effect on learning and teaching of economics.

Table 5a: Question 1 (sample group 2) how many economics teachers do you have in your school?

Response	N	Mean	Std. Deviation	Std. Error

1-2	56	78.12	11.759	1.601
3-4	44	18.09	9.469	1.239
Total	100	122.58	20.725	2.84

Source: Field survey, 2007.

Table 5a above shows that 56.3% of the students responded that they had two economics teacher while 18.3% each responded that they had three and four economics teachers respectively only 6.3% reported that they had one economics teacher. Therefore, the teacher and students ratio shows that 56.3% and 46.4% in table 5a and table 4e respectively revealed that, they had two economics teachers in their schools. Therefore, it could be generalized that at least secondary schools in Akwanga, they have average of economics teachers.

Table 4f: Question 6 (sample group 1) In your view, what would you say about economics?

Response	N	Mean	Std. Deviation	Std. Error
Very wide	67	57.112	10.666	1.512
Moderate	34	20.084	6.039	1.265
Total	100	77.196	16.705	2.777

Source: Field survey, 2007.

From the above table 4f, 57.1% of the students were with the opinion that the economics syllabus is very wide, 33.6% of the students reported that the economics syllabus is moderate while 9.3% of the students reported that the economics syllabus is very narrow. It could be said that, for at least in senior secondary school in Akwanga, one of the problem students are

faced within the course of studying economics is the wideness of the syllabus. Therefore, the below average examination performance can be attributed to this problem.

Table 4g: Question 7 (sample group 1) As an economics student, which of the following is your major problem as regards to your study and understanding of the subject?

Response	N	Mean	Std. Deviation	Std. Error
Subject is too wide	55	4.43	0.693	0.311
Poor examination	45	4.11	0.413	0.210
Total	100	8.54	1.106	0.521

Source: Field survey, 2007.

Table 4g above, shows that 3.9% of the students reported that their major problem as to the study and understanding of the subject is that, the subject is too wide, 33.6% indicated poor examination report, 18.6% indicated poor teaching method is their major problem and 8.6% indicated lack of interest affect their studying and understanding of the subject. The fact is that, performance in economics especially in the final year as generally below expectation. This is confirmed by the result contained in the table below.

Table 6c: Question 7 (sample group 2) How many students passed economics in your school in the last SSCE examination from the result that was pasted on your school's notice board.

Response	N	Mean	Std. Deviation	Std. Error
60 and above	40	34.81	3.420	1.161
30 and above	60	52.01	9.181	1.421
Total	100	86.82	12.601	2.582

Source: Field survey, 2007.

The above table 6c shows that in all the schools consulted, only 6.3% had an average pass of up to 80% and above in economics, about 12.5% of the students had up to 60-70% passes in economics, 31.3% had an average pass of about 40-50% and 50% of the students had below 39% passes in economics. This shows a very poor performance of students in economics in the sampled schools.

Table 4h: Question 8 (sample group 1) which of the following factors affect your academics performance?

Response	N	Mean	Std. Deviation	Std. Error
Lack of understanding	64	4.132	1.084	0.104
Financial constraint	36	1.611	0.2771	0.081
Total	100	5.743	1.3611	0.195

Source: Field survey, 2007.

The table 4h above, it clearly shows that 64.3% of the students reported that, lack of understanding affect their academic performance, 21.4% were with the opinion that their academic performance is affected as result of assimilation problem, 8.6% indicated that, their problem is financial

constraint and 5.7% of the students affirmed that their academic performance is affected as a result of frustration.

Since many educationists are of the opinion that knowledge of result help to stimulated learning especially if it is encouraging. Base on the finding in table 4g, it shows that 33.6%, 18.6% and 8.6% of the respondent saw poor examination report, poor teaching method and lack of interest as their problem respectively in understanding economics. Obviously, this factor sabotages the efforts of students and affects their understanding and assimilation of the subject contents.

4.2.1 Staffing Situation

In attempt to ascertain whether there are adequate teaching staff of economics in relative with the size and number of economic classes, the below tables provides the necessary information.

Table 5b: Question 2 (sample group 2) Do you think the number of economics teachers in the schools are sufficient?

Response	N	Mean	Std. Deviation	Std. Error
Not sufficient (No)	81	102.11	15..657	1.968
Moderate	19	6.48	3.716	0.393
Total	100	108.59	19.373	2.361

Source: Field survey, 2007.

The teachers also express their opinion as regards the inadequacy of the number of teachers. 81.25% of them stated categorically that the staffing situation as far as economics is concern was not sufficient. While 18.75%

of the teachers reported that, the number of economics teachers is moderate and no single response to whether it is sufficient.

In conclusion, it could be stated that lack of or shortage of economics teachers is found in at least in senior secondary schools in Akwanga Local Government Area at the time of research. This is also among others, a major problem to the teaching and learning processes in economics.

Table 5c: Question 3 (sample group 2) Are there motivation for teachers?

Response	N	Mean	Std. Deviation	Std. Error
Yes	25	1.43	1.028	0.109
No	75	6.32	0.876	0.93
Total	100	7.75	1.904	1.037

Source: Field survey, 2017.

From the above table 5c, it shows that 75% of the teachers were with the opinion that there is no motivation to teachers while 25% lamented that there is motivation to the teachers. From this analysis, it is quite understood that lack of motivation is an inducement to the performance of teachers in their duty.

Table 5d: Question 4 (sample group 2) How would you access the students studying economics in your school?

Response	N	Mean	Std. Deviation	Std. Error
Average	68	41.65	6.042	1.213
Below average	32	18.22	1.721	1.012
Total	100	59.07	7.763	2.225

Source: Field survey, 2017

Table 5d above, depicts that, 68.8% of the teachers reported that in the schools assessment the performance of their students in average, 18.8% of the teachers viewed that, their students perform below average and 12.5% were with the view that their students are above average.

In the analysis, the performance of students in the internal school assessment is said to be good because it formed a normal assessment curve.

4.2.2 Qualification and Experience of Teachers

These are the most important attribute of a good teacher, which makes him participate effectively in achieving the goals of the school and most especially in impacting knowledge to his students in teaching and learning process. Some teachers reported there year of teaching experience as can be seen below.

Table 6a Question 5 (sample group 2) which of these is applicable to you?

Response	N	Mean	Std. Deviation	Std. Error

Permanent	60	72.10	21.420	1.900
NYSC	40	46.20	15.29	1.087
Total	100	122.58	37.249	2.987

Source: Field survey, 2017.

Out of 100% of the teachers, teaching economics in senior secondary schools Akwanga, 81.3% are permanent appointment, 12.3% are on contract basis only 6.3% is NYSC (table 6a). Thus, it could be generalised that most teachers teaching economics in senior secondary schools in Nasarawa State area are on permanent appointment.

Table 6b: Question 6 (sample group 2) what is your qualification?

Response	N	Mean	Std. Deviation	Std. Error
N.C.E	69	38.71	11.676	1.512
B.Sc. (Ed)	31	22.82	8.102	1.139
Total	100	61.53	19.778	2.651

Source: Field survey 2017.

Table 6b revealed that, there are 16 teachers teaching economics in the sampled schools. It also shows the breakdown of the teachers' qualification as at the time of the research NCE holders are eleven noted, B.Sc. (Ed) are four and H.N.D only one. It should be noted that NCE holders from the majority of the labour forces and followed by B.Sc (Ed) economics, economics teachers.

Therefore, it could be said that, the available economics teachers are well trained. It should also be expected that they have the ability of inculcating the desired knowledge to the students. Hence, the minimum qualification

of a teacher who is to handle SSCE class is B.Sc. (Ed) economics for effective and efficient teaching and learning.

Table 6d: Question 8 (sample group 2) how long have you been teaching economics?

Response	N	Mean	Std. Deviation	Std. Error
1-5	29	5.28	3.716	0.392
5 & above	71	90.14	13.657	1.865
Total	100	95.42	17.373	2.237

Source: Field survey, 2017.

Table 6d above shows the years of expectation of economics teachers. 3 teachers had 3 years of experience, 50% of the teachers reported that their years of experience in teaching economics ranges from 3-5 years, 31.25% of the teachers affirmed that, their working experience as economics teacher is that his years of experience as economics teachers is less than a year. This could be generalized that, for at least secondary schools in Akwanga, the teaching experience of economics teachers ranges from 3 years and above which constituted to about 81.25%. Though the experience is important, it does not show any significant impact on the students' performance with regards to the number of economics teachers in each of the sampled schools.

4.2.3 Methods of Teaching and Learning Economics

The table below reported that different methods of teaching and learning adopted by economics teachers in the sampled schools.

Table 7a: question 9 (sample group 2) what method do you employ in teaching economics?

Response	N	Mean	Std. Deviation	Std. Error
Lecture	19	6.48	3.716	0.393
Mixed method	81	102.11	19.373	1.968
Total	100	108.59	19.373	2.361

Source: field survey, 2017.

Table 7a above revealed that, mixed method (eclectics) and activity method were mostly used. Because 81.25% of the teachers prepared mixed method while 12.5% used activity method. This implies that, economics teachers in the sampled schools adopt different methods of teaching.

Table 7h: Question 10 (sample group 2) what is your view about excursion in economics?

Response	N	Mean	Std. Deviation	Std. Error
Highly essential	63	86.70	11.646	1.410
Essential	37	24.67	6.857	1.300
Total	100	11.37	18.503	2.71

Source: Field survey, 2017.

The table above shows how important excursion is in studying economics. Here, 62.5% and 37.5% of the teachers reported that excursion in economics is essential.

Empirically research has shown that, teachers-student's rapport is very important in teaching and learning process, hence it enables the teacher to understand the brilliant and less intelligent ones and how to assist them appropriately. Also student-teacher relationship enables good communication flow, which is a instrument for both teaching and learning processes. It could be said that, economics teachers in secondary schools in Akwanga do establish a rapport with their students. And this affects student's interest and improves their performance in the subject.

4.2.4 Availability of Teaching and Learning Facilities in the Schools

In this section, an attempt was made to assess whether secondary school n Akwanga have an available teaching learning materials. All sampled students and teacher reported pertaining to the availability of instructional materials in the schools. This phenomenon can be seen in the following tables.

Table 8a: Question 9 (sample group 1) do you have sufficient textbooks to read in the library?

Response	N	Mean	Std. Deviation	Std. Error
Not sufficient	88	2.061	1.043	0.461
Moderate	12	36.49	8.712	1.628
Total	100	33.551	9.755	2.089

Source: Field survey, 2017.

Majority of the students reported that, there were not enough textbooks to read in the various libraries. Hence, 64.3% of the students responded that the textbooks in the library are not sufficient. Only few indicated sufficient

and moderate textbooks. The economics teachers also supported this view. This can be seen below.

Table 8b: Question 11 (sample group 2) what can you say about school textbooks?

Response	N	Mean	Std. Deviation	Std. Error
Old but not sufficient	38	3.123	1.082	0.102
Moderate but sufficient	62	1.561	0.257	0.051
Total	100	4.684	1.339	0.153

Source: Field survey, 2017.

From the table 8b, it shows that 62.5% of the teachers reported that most of the textbooks available in schools for students to read are modern but insufficient. Also some reasonable percentage of teachers reported that, the textbooks are old but insufficient. It can be deduced that, textbooks in most of the schools in Akwanga are insufficient whether modern or out dated in nature. Although, this is another constraint that affects teaching and learning process. But Oriero (2005) study in Kano confirmed that textbooks were not a problem in the schools but the students were poorly served with other instructional materials. The study also confirmed this to be true in schools in Akwanga.

Table 8c: Question 12 (sample group 2) as an economics teacher which of the problem do you encounter in your course of teaching economics?

Response	N	Mean	Std.	Std. Error
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			Deviation	
Lack of adequate teaching materials	54	62.41	11.111	1.556
Government attitude towards education	46	61.14	9.493	1.3556
Total	100	123.55	20.604	2.912

Source: field survey, 2017.

Table 8c above, 50% of the teachers reported that, the most serious problems they faced in the process of teaching economics were lack of adequate materials. Others, (37.5% and 12.5%) expressed their problems to be government's attitude towards education and little time devoted to the teaching of economics respectively. It could be concluded that, inadequate instructional material constitute the major problem in teaching and learning of economics.

Table 8d: Question 13 (sample group 2) do you use instrumental materials always?

Response	N	Mean	Std. Deviation	Std. Error
Yes	53	5.6	1.046	0.261
No	47	5.21	1.914	0.135
Total	100	10.57	2.96	0.396

Source: field survey, 2017.

Table 8d above shows the response of teachers, whether they use instructional materials always or not in teaching economics. 62.5% of the teachers reported that, they used instructional materials always. This

information may not be too reliable for the fact that 50% of the teachers reported that, the major problem they are faced with in the teaching of economics is lack of adequate teaching materials. For a teacher to become successful in his work, and the learners to acquire functional and viable knowledge, the teacher needs in addition to his knowledge, utilisation of instructional materials that would help in simplifying the task.

Table 8e: Question 14 (sample group 2) which of the following factor affects the academic performance of your students?

Response	N	Mean	Std. Deviation	Std. Error
Environmental factor	63	86.70	11.646	1.410
Social Factor	37	24.67	6.857	1.318
Total	100	111.37	18.503	2.728

Source: Field survey, 2017.

From the ongoing analysis in table 8e, the major factor influencing the academic performance of students in the sampled schools as at the time of the research work, is environmental factor- the classes were not conducive for effective teaching and learning, lack of classrooms, etc. The second major problem is the economic factor, majority of the students come from the less privileged families (low income earning families), of which all they cannot afford to buy to their children all the needed textbooks, prompt payment of school fees and other miscellaneous expenditure. The weaker factor is the social factor; only few members of the students are inclined with social vices (behaviour) such as smoking, sex relationships between and among students.

Table 9a: Question 10 (sample group 1) how many economics lesson do you have?

Response	N	Mean	Std. Deviation	Std. Error
Once- twice a week	42	17.08	8.358	1.128
Thrice- four times a week	58	67.11	10.648	1.502
Total	100	84.19	19.006	2.63

Source: Field survey, 2017.

Table 9a depicts a case of the number(s) of economics lesson(s) do students have in a week.

Two scenarios were obtained. The first is the normal number of lessons. Which are the required periods for an effective teaching and learning. The other is the abnormal ones, the two times a week and four times a week. These are not the schedule of the normal school teaching time table periods for teaching economics.

4.3 Discussion of Findings/Hypothesis Testing

The hypothesis state as:

H₀: there is no significant relationship between student attitudes towards learning of economics.

H_i: there is a significant relationship between student attitudes towards learning of economics.

The chi-square method χ^2 is used for the testing. The principle guiding this method to accept null hypothesis (H_0) if the computed χ^2 that is calculated value is less than the vertical value at 0.05 level of significance. Equally, the null hypothesis is rejected if the calculated value χ^2 is greater than the critical value of 0.05 level of significance and the alternative hypothesis (H_i) is accepted. The formula is thus:

$$\chi^2 = \frac{(f_o - f_e)^2}{f_e}$$

Where χ^2 = Chi-square statistics coefficient

f_o = Observation frequency

f_e = expected frequency

Where also:

f_e = ROW total x column total/Grand total. In testing this hypothesis, the table on the questionnaire distributed in collecting data on the topic “An Evaluation Teaching and Learning of Economics” in selected senior secondary schools in Akwanga local government area of Nasarawa state. The table is shown below:

Table 8: Contingency table showing response of the students

Response	No of males responded	No of females responded	Raw total
Yes	27	22	49

No	3	8	11
Undecided	0	0	0
Column total	30	30	60

Source: Field survey, 2017.

Table 9: contingency table showing observed and expected frequency

Fo	Fe	Fo-fe	(fo-fe)²	(fo-fe)²/fe
27	24.5	2.5	6.25	0.255
22	24.5	-2.5	6.25	0.255
3	5.5	-2.5	6.25	1.135
8	5.5	2.5	6.25	1.135
0	0	0	0	0
0	0	0	0	0

Source: field survey, 2017, 2017.

$$X^2 = (fo-fe)^2/fe$$

Therefore X^2 calculated = 2.782

Determination of the tabular value of Chi-square, determine the degree of freedom.

(DF), thus:

$$Df = (c - 1) (R - 1)$$

Where:

C= number of columns

R = number of rows

$$Df = (3-1) (4-1)$$

$$Df = (2) (3)$$

$$= 6$$

We now refer to the table of sampling distribution of X^2 for 6 degree of freedom at 5% (0.005) level of significance. The critical or tabulated value for 6 degree of freedom at 5% (0.005) level of significance is X^2 tabulated = 1.64.

Decision:

The Chi-square (X^2) therefore, we reject the null hypothesis and accept the alternative hypothesis and calculated that there is a significant relationship between students attitudes towards learning of economics in government secondary school Akwanga, in Akwanga local government area of Nasarawa state.

Discussion of Result Hypothesis

The major findings of this study are based on postulated hypothesis on the significant relationship between student attitudes towards learning of economics. The result from the test of hypothesis shows that; the null hypothesis was rejected while the alternative hypothesis was accepted which implies that there is a relationship between student attitudes towards learning of economics.

Based on the analysis and interpretation of data collected for the study, great effort need to be geared towards helping the student have a positive mind set in the learning of economics. Also teachers must be able to sensitize the student on the need to create time in studying economic as it is important in the school as well as in the real life cycle. The behaviour of the students towards learning of economics must be overseen by the teachers in order to see the student performance better in WAEC, SSCE and so on.

CHAPTER FIVE

CONCLUSION, SUMMARY AND RECOMMENDATIONS

5.1 Conclusion

In conclusion of this research work, ‘an evaluation of teaching and learning economics in senior secondary schools in Akwanga LGA of Nasarawa State, the researcher conducted research in selected Secondary Schools in Akwanga LGA of Nasarawa State using a Simple Random Sampling Technique. The local government has a total population of 11 secondary schools, 70 economic teachers, and 1730 students. For the sake of this research, the simple randomly sampling technique employed was used to draw out 6 secondary schools, 37 economics teachers and 1086 students. The samples will be used to answer some of the research questions (hypothesis) asked from initial. The predetermined hypothesis include ‘there is no significant relationship between students toward teaching of economics (H0)’, and ‘there is a significant relationship between students attitudes toward the learning of economics (H1)’. Questionnaires, Oral Interviews, Personal Observation were the tools used to collect useful data for this research. The data collected were presented in tables after analysis using Chi Square Testing Methods. After testing, the result shows that the both hypothesis stand a chance. ***It went further to show that there are a good number of factors affecting the learning and teaching of economics in the secondary schools in Akwanga LGA of Nasarawa State.***

5.2 Summary

Primarily, the purpose of this study was to evaluate the teaching and learning of economics as a school subject. Secondly, to assess the type and use of instructional materials in the teaching and learning process of economics. Thirdly, to assess whether there are sufficient and qualified teachers

employed for teaching economics. Fourthly, to determine whether the attitude of students towards economics constitute a problem to the teaching of the subject and finally, to assess whether lack of fund constitutes a problem to the teaching and learning process in economics.

The study attempted to answer five research questions:

- 1) How does the method of teaching of economics affect the learning process and performance of students in economics?
- 2) Does the relationship between students and teachers affect the teaching of economics?
- 3) To what extent does lack of qualified teachers affect the level of students' performances in senior secondary schools examination?
- 4) Does the attitude of the students towards the study of economics constitute a problem to the teaching and learning of economics?
- 5) Are there adequate instructional materials in teaching and learning of economics?

Some questionnaires were constructed and administered to sixteen economics teachers in the sampled schools. The data collected were analysed by converting responses into percentages and some tables were shown to reflect this. The result from the data analysed revealed the following:

- 1) It was discovered that various teaching methods were used to teach economics, but methods such as project, activity, lecture and field course have not featured prominently as means of teaching the subjects in the schools.
- 2) It was found that, there are inadequate economics teachings but most of the few ones available are on permanent appointment. This signifies that, at all levels there is problem of teaching. This affects the expected number of lesson periods of each class per week.

- 3) It was revealed that, instructional materials were used in the teaching of economics, but the instructional materials were found to be inadequate, this in turn affects effective learning process.
- 4) This study reveals that the textbooks used in the schools are insufficient in quantity but modern. Generally, there is scarcity of comprehensive and relevant textbooks for teachers and students. This in turn affects both the teaching efficiency and the student's performance.
- 5) The findings showed that, students were having interest in the study of economics though they did find the subject to be difficult, mainly because it had an aspect of calculation. This makes it difficult to cover the syllabus from SSS I to SSS III and coupled with the teachers ineffective methodology makes it difficult to achieve the objectives for which the course is designed.
- 6) The principals have been trying as they still promise to do, to encourage the teaching of economics but the most serious constraint in all the schools was identified to be problem of finance.

The effect of the problems identified can be seen in the fact that, the average percentage passes in economics in almost all the schools was virtually below 60%.

5.3 Recommendations

Having considered the result of this study, the researcher wishes to recommend the following in order to improve the learning and teaching of economics in senior secondary schools in Akwanga local government area, particularly in Nasarawa state and even the entire country.

- 1) Generally, teachers should use eclectics' methods like discussion, group work, and problem solving methods as often as possible and occasional use of field trips/study could make economics lessons interesting. Such methods when used encourage active participation of the students in

economics lessons, while teachers take on the role of guardians. It will be appropriate, if inspectors are employed according to subject specialization and assigned to supervise the teaching of the subject and give necessary assistance to the teachers by organising in-service, workshops, and seminars for the teachers to acquaint them with modern techniques and dynamic approach to teaching.

- 2) Another to get enough teachers, to combat the present shortage of economics teachers, the state ministry of education should encourage students to further their studies higher level in economics.
- 3) Locally derived instructional materials should be made in used by the teachers (i.e. improvisation). This method of ‘teacher initiative’ ensures a better understanding of the broad generalization of economic facts in the textbooks. Also instructional material used in other advanced country should be adopted to suite our cultures so as to promote effective and efficient means of teaching.
- 4) The best solution to problem of textbook is the writing and publication of new ones by qualified Nigerian economist. But since this takes time, government should supply modern but sufficient books both to the teachers and students. Every child in the school should be provided with textbooks and others materials. This will encourage and stimulate those who find it difficult to purchase the needed books. There should be a departmental library fully stocked with essential books for use and references.
- 5) It is also recommended that, the government should make capital resources available towards ensuring that a solid foundation built in the students not only in economics but also in all field of study if our nation must experience growth, progress and development in future.

Finally, it is right to recommend that, a similar study can be undertaken in other state of the country.

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APPENDIX

QUESTIONNAIRE ON THE EVALUATION OF TEACHING AND LEARNING ECONOMICS IN SECONDARY SCHOOLS IN AKWANGA LOCAL GOVERNMENT AREA OF NASARAWA STATE

Oath of Confidentiality: The personal information or details supplied during the course of filling this questionnaire are confidential and intended solely for the purpose of this research. It will not be duplicated, distributed, supplied, transmitted or even retyped. The team of researchers pledge confidentiality of this material and urge that if peradventure, the detail(s) supplied be found anywhere other than on this booklet or anything related to this research, kindly draw the immediate attention of the researcher via email or phone number displayed on the letter of introduction.

SECTION A

Instruction: Dear Participant, please supply on the space allocated and represented in dotted lines, your personal information to enable us identify you properly.

Name:

Address:

Age:

Occupation:

MaritalStatus:

SECTION B: STUDENTS AND STUDY OF ECONOMICS

Instruction: This portion is for students offering Economics as a subject. Kindly fill in your answers on the dotted line, using capital letters, and tickcheck() on the box that matches your response.

1. Why do you study Economics?

.....

2. Would you like to further your studies in Economics?

Yes ☐ No ☐ Not Sure ☐

3. How interested are you in studying Economics?

Interested ☐ Not Interested ☐ Not Sure ☐

4. How adequate is the teaching techniques of the economics teacher(s) in your school?

Very Adequate ☐ Not Very Adequate ☐ Not Sure ☐

5. How many Economics teachers do you have in your school?

1-3 ☐ 4-5 ☐

6. In your view, what would you say about economics?

Very Wide ☐ Moderate ☐ Others

7. As an student of economics, which of the following is your problem as regards your study and understanding of the subject?

Very Wide ☐ Poor Examination ☐ Teacher Problem ☐

Others:

8. How many students passed economics in your school in the last SSCE examination from the result that was pasted on the school's notice board?

60 and above 59 and below No idea

9. Which of the following factors affect your academic performance?

Lack of understanding Financial Constraints

Poor Infrastructure Outdated Library Materials

APPENDIX C

SECTION B: STAFFING SITUATION

Instruction: This portion is for academic staff only.

1. Do you think that the number of economics teachers in the schools is sufficient?

Yes ☐ No ☐

2. Give us reason to your number 1 answer:

.....

3. Are there motivations for teachers?

Yes ☐ No ☐

4. How would you assess the students studying economics in your school?

Average ☐ Below Average ☐ Excellent ☐

APPENDIX D

SECTION C: QUALIFICATION AND EXPERIENCE OF TEACHERS

1. Which of these is applicable to you?

Permanent NYSC

2. What is your qualification?

NCE B.Sc. (Ed)

3. How long have you been teaching economics?

1-5 years 5 years and above

4. What method do you employ in teaching economics?

Lecture Mixed Method

5. What is your view about excursion in economics?

Highly Essential Essential

6. Do you have sufficient textbooks to read in the library?

Not Sufficient Moderate

7. What can you say about school textbooks?

Old but not sufficient New but sufficient

8. As an economics teacher, which of these problems do you encounter in your course of teaching economics?

Lack of Adequate Teaching Materials

Government Attitude Towards Education

9. Do you use instrumental materials always?

Yes No

10. Which of the following facts affect the academic performance of your students?

Environmental Factor

Social Factor

11. How many economics lessons do you have?

Once to Twice a Week

Thrice to Four Times a Week

6)