CHALLENGES OF TEACHING AND LEARNING OF ECONOMICS AT SECONDARY SCHOOLS

(A Study of Selected Secondary Schools In Bida L.G.A of Niger State)

BY

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A PROJECT SUBMITTED TO
DEPARTMENT OF ECONOMICS
SCHOOL OF ARTS AND SCIENCES
NIGER STATE COLLEGE OF EDUCATION
MINNA

NOVEMBER, 2021

CHALLENGES OF TEACHING AND LEARNING OF ECONOMICS AT SECONDARY SCHOOLS (A STUDY OF SELECTED SECONDARY SCHOOLS IN BIDA LOCAL GOVERNMENT AREA OF NIGER STATE)

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A PROJECT SUBMITTED TO THE DEPARTMENT OF ECONOMICS IN PARTIAL FULLFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE NIGERIA CERTIFICATE OF EDUCATION (NCE) IN ECONOMICS/SOCIAL STUDIES, SCHOOL OF ARTS AND SCIENCES, NIGER STATE COLLEGE OF EDUCATION, MINNA.

NOVEMBER, 2021

DECLARATION

We, the following students, Tauheed D. Ibrahim (AS/ECO-SOS/18/0120), Salihu A. Musa (AS/ECO-SOS/18/0154), Abdullahi I. Aliyu (AS/ECO-SOS/18/0142), Siraju A. Majahidu (AS/ECO-SOS/18/0063), and Abdulkadir D. Hussaini (AS/ECO-SOS/18/0064) hereby declare that this project titled "**Challenges of Teaching and Learning of Economics at Secondary Schools (Case Study of Selected Secondary Schools in Bida Local Government Area of Niger State)**" is our work and has not been presented in any college or institution. This research work has been supervised by Mal. M.S. Yahya. Information derived from both published and unpublished work of others have been fully acknowledged.

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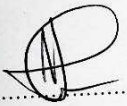
CERTIFICATION

This is to certify that this project titled **"Challenges of Teaching and Learning of Economics at Secondary Schools (Case Study of Selected Secondary Schools in Bida Local Government Area of Niger State)"** carried out by the aforementioned students meets the requirements governing the Award of the Nigeria Certificate of Education (NCE) in Economics/Social Studies of the Niger State College of Education Minna and it is approved for its contribution to scientific knowledge and literary representation.



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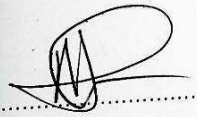

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DEDICATION

This project is dedicated to Almighty Allah, the giver of knowledge and source of wisdom for His mercies, love, favour, protection and guidance throughout the period of conducting the research and above all, the gift of life which enabled us to witness this privilege.

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We appreciate our parents and siblings for their constant encouragement, support and prayers throughout the period of our studies and this research work.

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Finally, our sincere appreciations go to our siblings, friends and departmental colleagues who have in one way or the other helped us with their abilities for the success of this research.

ABSTRACT

Teaching and learning are dependent events that occur simultaneously and are inseparable. In other words, where teaching is going on learning is also taking place. Economics is one of the subjects expected to be studied at the senior secondary school level under the new National policy on Education. The guiding principle of the Economics curriculum is the need to equip graduates of the senior secondary school with the basic knowledge and skills that will enable them to better appreciate the nature of economic problems in any society. The underlying philosophy of this, is to present Economics as a subject that has relevance to everyday life. This study was therefore, conducted to find out the challenges of teaching and learning economics at secondary with reference to selected secondary schools in Bida Local Government Area of Niger state. The purpose of the study is to identify the factors affecting the effective teaching and learning of economics in secondary schools. The research design of the study was descriptive survey approach. One hundred (100) teachers and students were sampled in the five selected schools, five (5) teachers and fifteen (15) students from each school. 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 analyze 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 research findings, some recommendations were made as 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.

ABSTRACT

Teaching and learning are dependent events that occur simultaneously and are inseparable. In other words, where teaching is going on learning is also taking place. Economics is one of the subjects expected to be studied at the senior secondary school level under the new National policy on Education. The guiding principle of the Economics curriculum is the need to equip graduates of the senior secondary school with the basic knowledge and skills that will enable them to better appreciate the nature of economic problems in any society. The underlying philosophy of this, is to present Economics as a subject that has relevance to everyday life. This study was therefore, conducted to find out the challenges of teaching and learning economics at secondary with reference to selected secondary schools in Bida Local Government Area of Niger state. The purpose of the study is to identify the factors affecting the effective teaching and learning of economics in secondary schools. The research design of the study was descriptive survey approach. One hundred (100) teachers and students were sampled in the five selected schools, five (5) teachers and fifteen (15) students from each school. 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 analyze 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 research findings, some recommendations were made as 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.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teaching is a process that involves bringing about desirable changes in learners so as to achieve specific objectives (Ayeni, 2011). The importance of teaching and learning to a nation cannot be overemphasized. Teaching and learning are dependent events that occur simultaneously and are inseparable. In other words, where teaching is going on learning is also taking place. The primary purpose of teaching is to bring fundamental change in the learner. (Tebabal & Kahssay, 2011).

Learning is a relatively permanent change in human behavior arising from experience. Surprisingly, the term teaching has been erroneously misunderstood to mean an act whereby anybody who is assumed to be knowledgeable to disseminate information to others. It is this wrong interpretation of the term, that has led to the appointment of many unprofessional qualified people in the profession. Teaching is a serious business as it is very tasking and highly demanding. It is an art of passing knowledge by way of deliberate arrangement of the task to be learnt, the methods to be used, the materials to be used, the learners, the evaluation as well as the entire teaching - learning environment in a manner that will provide learning arising from the interactions. Therefore, any teaching activity which fails to produce the desired outcome (learning) should not to be considered as teaching. To facilitate the relatively permanent change in student's behavior, teachers should apply appropriate teaching methods that best suit specific objectives.

Economics is one of the electives or group of subjects expected to be studied at the senior secondary school (SSS) level under the new National policy on Education. The guiding principle of the Economics curriculum is the need to equip graduates of the Senior Secondary School (SSS) with the basic knowledge and skills that will enable them to better appreciate the nature of economic problems in any society. The

underlying philosophy of this is to present Economics as a subject that has relevance to everyday life. Thus, an attempt has been made to integrate the theoretical foundations of the subject with their practical applications. This curriculum has been designed as a teaching syllabus with built-in teaching schemes and some suggested strategies to facilitate the teaching and learning process. This approach is expected to ensure the effective handling of the subject in the classroom by inexperienced or untrained teachers while reinforcing the knowledge of teaching methods of the trained teachers. In economics activities, the individual does job to earn a living and study his many wants or needs which include food, clothing, housing and so on. For example, there are individual farmers, business people and other workers who produce goods and services to satisfy the needs of consumers. The government strives to provide services for the welfare of the citizens in the state. Nations trade among themselves, and many international organizations exist to promote the economic wellbeing of mankind.

Morakiya (2003) opined that the falling level of academic achievement is attributed to teachers' non-use of appropriate teaching methods. However, looking at what is applicable in the selected secondary schools, the general practice by both teachers and learners towards the teaching is not encouraging. Emphasis is only made on teacher-centered method, the traditional approach in spite of other teaching methods.

Furthermore, substantial research on the assessment of teaching indicates that the quality of teaching is often reflected by the achievements of learners. Teaching and learning had been assessed by many researchers to bring out the best way of teaching of economics that provide better learning. The effect of quality teaching of economics should be the interest of every economics teacher and student. This is what has actually prompted the need for this research.

1.2 The Statement of the Problem

The act of teaching is fundamentally concerned with passing ideas, skills and attitude from the teacher to the learner. Spoken words alone in communication of idea are grossly not enough in providing desire learning outcomes. Most economics teachers including those who are graduates in the field lack the rudiment of effective teaching and presentation which greatly contribute to poor learning habit, deviation of learners' interest and massive failure in the subject assessments. As a result of the identified problems, this research work would investigate the following:

i. The methods and techniques employed in teaching economics in secondary schools and their effectiveness.

ii. The types of teachers employed to teach economics in the secondary schools, and how students are motivated to learn and understand economics?

iii. The types of instructional material e.g. textbooks, posters, pictures, charts teaching aid etc. used by the teachers; and how relevant those materials are to the teaching and learning of economics.

iv. The areas of difficulty faced by teachers and students in the cause of teaching and learning of economics. Suggest how best to improve the teaching and learning of economics in secondary school.

1.3 Objectives of the Study

The broad objective of this study is to identify the challenges that are associated with teaching and learning of economics in secondary schools with reference to selected secondary schools in Bida local government area of Niger state.

The specific objectives of the study are as follows:

1. To evaluate the quality of economics teachers and the material used in teaching, whether the materials are adequate and relevant or not.
2. To evaluate the methods employed in teaching economics in secondary schools and their effectiveness.
3. To identify and address various challenges faced by teachers and learners of economics.
4. To draw attention of school administrators, educational planners, economic policy makers and curriculum developers to be aware of what is happening in classroom.

1.4 Research Questions

The following research questions will be used to guide the study.

i. Will there be any significant difference between the academic performance of students in economics taught with traditional method and those with non-traditional method?

ii. Will there be any significance difference in the performance of students in economics due to the use of instructional material?

iii. Will there be any significance difference between the performances of students in economics taught by professionally qualified economics teachers and those taught by unqualified teachers?

iv. Will the use of instructional materials have significant influence on students learning economics?

v. Will there be any significant difference between the performance of motivated economics students and those who are not motivated?

5 Research Hypothesis

ıe following are the research hypotheses:

1. Null Hypothesis (H_0): There will be no any significant difference in academic performance in Economics between students taught with traditional method and. those with non-traditional method.

   Alternative Hypothesis (H_1): There is significant difference in academic performance in Economics between students taught with traditional method and those taught with nontraditional method.

2. Null Hypothesis (H_0): Teaching with instructional materials does not have any significant influence one learning of Economics.

   Alternative Hypothesis (H_1): Teaching with instructional materials has significant influence on learning of Economics.

1.6 Scope and the Limitation of the Study

The scope of this study is narrowed to cover the few selected secondary schools in Bida local government area of Niger state. Due to financial and time constraints, the study is confined to the evaluation of the challenges of teaching and learning of economics in secondary schools taking into consideration the following factors: methods of teaching, qualification of teachers, instructional materials used and how student are motivated to learn.

1.7 The Significance of the Study

This study will not only acquaint the economics teachers with the challenges of teaching economics in secondary schools, it will also be of immense use to other teachers in various subjects who are faced with similar challenges. More so, it will make the economics students know where emphasis should be laid to

further enrich the study and learning of the subject. Finally, this study will serve as a guide to stakeholder in education as to what must be done to give students a progressive education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Review

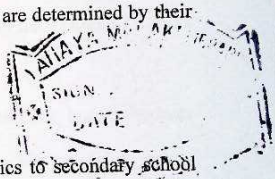
2.1.1 Concept of Economics

Makoshi (2017) said that the basic problem of the society is "what to produce, how to produce and for whom to produce". Development economy is achieved by effective allocation of scarce resources to solve this problem. Countries and their government need money for investments as well as provision of goods and services. The study of economics covers a broad range of skills needed to work effectively and prepares people to fill these roles. Economics education is important in any country that seeks development as it has been shown to contribute directly towards economic growth and indeed where countries are unable to provide suitable education systems, there is a direct link with poor economic growth. Therefore, it is important for stakeholders in every economy to ensure that their economics education system serves the intended purpose. Economics education has been an important part of economic development in Nigeria for a long time now. For the economic education to be effective, it must provide students who meet the country's need in terms of the skills and the level of proficiency to be able to advance the country economically. Only a strong system of teaching and learning of Economics can ensure that the education has been assimilated and embedded into the skill base of Nigeria.

Soas (2020) said that the term "Economics" originates from two Greek words, 'eco' meaning home and 'nomos' meaning accounts. The subject has developed from being about how to keep the family accounts into the wide-ranging subject of today. Economics has grown in scope, very slowly up to the 19th century, but at an accelerating rate ever since. It focuses on the behaviour and interactions of economic agents and how economies work. Microeconomics analyzes basic elements in the economy, including individual agents and markets, their interactions, and the outcomes of interactions. Individual agents may include

households, firms, buyers, and sellers. On the other hand, Macroeconomics analyzes the economy as a system where production, consumption, saving, and investment interact, and factors affecting it: employment of the resources of labour, capital, and land, currency inflation, economic growth, and public policies that have impact on these elements. Krugman (2012) further asserted that Economics is concerned with the study of scarcity and choice. It also finds ways of reconciling unlimited wants with limited resources. Economics explains the problems of living in communities in terms of the underlying resource costs and consumer benefits.

Andrew and Robert (2021) contend that there are four basic economics concept which help human to better understand why they make many decisions in respect to consumption of product and services. These concepts include: scarcity, supply and demand, costs and benefits, as well as incentives. Scarcity explains the basic economic problem that the world has limited or scarce resources to meet seemingly unlimited wants, and this reality forces people to make decisions about how to allocate resources in the most efficient way. As a result of scarce resources, humans are constantly making choices that are determined by their costs and benefits and the incentives offered by different courses of action.



2.1.2 Teaching

Teaching can be referred to as the transmission of the knowledge of economics to secondary school students. According Glickman (1991) effective teaching is not a set of generic practices, rather it a set of context-driven decision about teaching. Effective teachers do not use the same set of practices for every lesson, they constantly reflect on their work observe whether students are learning or not then adjust their practices accordingly. In effective teaching, the teacher uses certain approaches and tools to help the students learn. To be an effective teacher, the following needs to be done:

i. **Get to know your student:** effective teaching begins most importantly with knowledge of your students. To achieve this and assist them, you need to answer the following questions:

- Where are they academically at this point?
- What is the appropriate material for their grade level?
- Are there any students with ADHD (Attention Deficit Hyperactivity Disorder) in the class who need unique assistance?
- Have any gone through a recent trauma or tragedy?

ii. **Explain material clearly, break down bigger concepts:** students learn best when the teacher explains the material well. It's important to develop the habit of teaching patiently, take harder materials step by step, observe the students to identify the confused ones and clarify their doubts.

iii. **Promote students' independence:** one purpose of teaching is to build up the students' abilities to remember the material/concept learned and figure things out for themselves. Thus, effective teaching includes: giving students the chance to work independently in the way that builds up their own critical thinking as well as their confidence in the material, and ensure students understand that they have to work independently rather than getting help from parents or peers when going over homework/assignments.

iv. **Get student interested and engaged with the material:** the best teaching makes students curious and motivated to learn more. As such, you need to think if there are interesting stories or examples you can provide. It's crucial for teachers to be creative enough to: apply content of the material to the students' lives, and give them opportunities to do various projects that will get students interacting with the lessons.

v. **Provide immediate feedback to students:** one of the essential ingredients of effective teaching is to provide students with rapid guidance, motivation and encouragement when necessary. For students to learn well, teachers need to provide them with feedback on their performance to enable them know where they need help and what they are doing well.

vi. **Monitor students' progress and get feedback from students:** it is vital for teacher to pay close attention to the development and progress of their students. It is also helpful to get feedback from students on things like, what is helping them learn better and what they feel is not helping. The best teachers are the ones who are willing to learn from mistakes they have made and who are constantly searching for ways to teach more effectively.

3 Learning

brose (2010) Learning is "a process that leads to change, which occurs as a result of experience and reases the potential for improved performance and future learning" The change in the learner may pen at the level of knowledge, attitude or behavior. As a result of learning, learners come to see ncepts, ideas, and/or the world differently. Learning is not something done to students, but rather nething students themselves do. It is the direct result of how students interpret and respond to their periences. While there are disciplinary differences in what students learn, students need to have nificant opportunities to develop and practice intellectual skills/thinking processes (e.g. problem-ving, scientific inquiry), motor skills and attitudes/values that are important to their fields of study.

.4 Instructional Material

ic (2020) Instructional materials are those materials used by a teacher to simplify their teaching. They clude both visual and audio-visual aids and could either be concrete or non-concrete. These instructional aterials bring life to learning by stimulating students to learn. Instructional materials also known as aching/learning materials that a teacher may use in teaching and learning situations to help achieve sired learning objectives. Types of instructional materials include:

i. Print: Textbooks, pamphlets, handouts, study guides, manuals.

ii. Audio: Cassettes, microphone, podcast.

iii. Visual: Charts, real objects, photographs, transparencies.

iv. Audiovisual: Slides, tapes, films, filmstrips, television, video, multimedia.

v. Electronic Interactive: Computers, graphing calculators, tablets.

2.1.5 Assessment

Prodigy (2020) Assessments are a way to find out what students have learned and if they're aligning to curriculum or grade-level standards. Assessments of learning are usually grade-based which include: exams, portfolios, final projects, standardized tests; each of these ways of assessing students' learning have a concrete grade attached to them that communicates student achievement to teachers, parents, students, school-level administrators and district leaders. Assessments for learning provide you with a clear snapshot of student learning and understanding as you teach, allowing you to adjust everything from your classroom management strategies to your lesson plans as you go. Assessments for learning should always be ongoing and actionable. When you're creating assessments, keep these key questions in mind:

- What do students still need to know?
- What did students take away from the lesson?
- Did students find this lesson too easy? Too difficult?
- Did my teaching strategies reach students effectively?
- What are students most commonly misunderstanding?
- What did I most want students to learn from this lesson? Did I succeed?

Huba & Fred (2000) defined assessment as a process of gathering and discussing information to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their education experiences. Asking students to demonstrate their understanding of the subject matter is critical to the learning process, it is essential to assess whether the educational goals and standards of the lesson are being met. Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met.

.2 Theoretical Review

.2.1 Theories of Learning

Makoshi (2017) Learning theories are organized set of principles explaining how individuals acquire, etain and recall knowledge. By studying and knowing various theories of learning, we can better nderstand how learning occurs. The principles of the theories can be used as guidelines to help select nstructional tools, techniques and strategies that promote learning. Theories of learning equips the eacher's effectiveness to meet the learning needs of learners.

The Behaviorism Theory: this theory assumes a learner is essentially passive and will be shaped through positive or negative reinforcement; according to B.F Skinner learning is therefore, defined as a change in behavior. Skinner believed that behavior is a function of its consequences. Consequences that reinforce the desire behavior are arranged to follow the desire behavior (e.g. study for a test and get a good grade). The new behavioral pattern can be repeated so it becomes automatic. The change in behavior of the learner according to Skinner signifies that learning has occurred. Teachers use behaviorism when they reward or punish student's behavior. Teachers are led to believe that if learning is not occurring then it was their responsibilities to restructure the environment to promote the desired student behavior provide a negative reinforcement to extinguish unwanted behaviors. Examples and application of behaviorism learning theories are drill/fete work, providing an incentive to do more, verbal reinforcement like saying excellent, very good.

The Cognitivist Theory: this theory of learning focus on what happens in the mind such as thinking and problem solving. New knowledge is built upon prior knowledge and learners need active participation in order to learn. The cognitive approach to learning pays more attention to what goes on inside the learner's head and focuses on mental processes rather than, observable behavior. Changes in behavior are observed and used as indicators of what is happening inside the learner's mind. Learning involves the reorganization

f experiences, either by attaining new insights or changing old ones. This theory implies that learning is change in knowledge which is stored in memory, and not just a change in behavior.

mplication for Cognitivist Teaching Method: cognitivist teaching methods aim to assist learners in ssimilating new information to existing knowledge and enabling them to make the appropriate nodifications to their existing intelligence framework to accommodate that information. Thus, while ognitivists allow for the use of "skulls are drill" exercises on the memorization of facts, they place greater mportance on strategies that help learners to actively assimilate and accommodate new material. For nstance, asking students to explain a concept in their own words can assist them in assimilating it by orcing them to express the new idea in their existing vocabulary which promotes learning.

The Pragmatism Theory: John Dewey (1859 - 1952) believed that formal schooling was falling short of ts potential. Learning can be enhanced through promoting various learner-friendly activities rather than y using a traditional teacher focused method. Dewey believed that learners learnt more from guided xperiences than from authoritarian instruction. He subscribed to a pragmatist theory which placed the earner as the focus rather than the teacher or the teaching itself and emphasized that using different lelivery approaches combined with practical activities preferences of the individuals you are teaching is he key to learners' progress.

The Constructivism Theory: this theory of learning states that learning is an active process of creating neaning from different experiences. It says that people construct their own understanding and knowledge f the world through experiencing things and reflecting on those experiences. In other words, this implies hat when we encounter something new, we have to reconcile it with our previous ideas and experiences, nay be changing what we believe or may be discarding the new information as irrelevant in any case, we re active creators of our own knowledge. Students will learn best by trying to make sense of something

their own way with the teacher as a guide to help them along the way. This has led many to believe that he best way to learn is by having students construct their own knowledge instead of having someone onstruct it for them. Constructivism offers teachers instructional approaches that are in agreement with urrent research on learning. By viewing learning as an active process, taking students previous nowledge and consideration, teachers can design instruction that goes beyond role learning to meaningful earning" that is more likely to lead to deeper, longer, lasting undertaking.

2.3 Empirical Review

Makoshi (2017) discovered that many students are of the opinion and belief that there's no other lternative aside from their teacher's way of addressing an issue. This ideology gave birth to another rinciple of teaching, the use of case studies which is applied to enable students analyze a particular issue sing different views. For example, to teach the concept of unemployment, the class was divided into small groups provided with data on unemployment over the years for further discussion so as to identify he potential causes of unemployment and its possible solutions; after which each group would deliver a presentation on the given problem. This gave the students the privilege to understand the problem, analyze t and proffer solutions to it in their own way. It gives them different views on unemployment and they ealized that as long as they could logically' justify their solutions, there was no right or wrong answer ence, the teacher's views are not the only view on a topic. Under the case study method, information is rovided. However, there is no analysis regarding outcomes or solutions students need to provide situation ossible options to the given situation which are backed by conceptual justifications. The teacher uses the ase study method to extend students' understanding of real-life issue and in turn enhances their existing onceptual knowledge.

Adekunle (2018) revealed that alternative strategy to enhance learning is students teaching each other in ariety of ways which is referred to as peer teaching and learning. This strategy is very useful for topics

at require a large number of points to be covered such as factors affecting elasticity of demand. The ass is divided into groups and each group read only one factor and ensures that each group member nderstand it. The teacher asks any group member to articulate the understanding of the group.

Iorakiya (2003) associated economics students' learning and performance with the adopted teaching ethods while stating that the falling level of academic achievement is attributed to teachers' non-use of ppropriate teaching methods. He also revealed that at secondary school level emphasis is only made on eacher-centered method, the traditional approach in spite of other teaching methods as such, the general ractice by both teachers and learners towards the teaching is not encouraging.

Makoshi (2017) identified these as challenges of effectively assessing teaching and learning of the subject s earlier discussed in the chapter: time consumption, unqualified teachers, lack of capital, poor record eeping. In the light of this, many schools record high rate of failure and underachievement due to lepreciation of students' interest in economics; as a viable solution to change the students' thinking about he subject, he proposed the use of case studies in teaching-learning process. Adekunle (2018) also uggested peer teaching and learning can also serve as a solution to some challenges of secondary school conomics' teaching and learning. Noting that, it is a very useful strategy for simplifying cumbersome opics like factors affecting elasticity of demand as it carries every student along in the learning process.

CHAPTER THREE

RESEARCH METHODOLOGY

,1 Research Design

'his is a detailed outline of how the investigation is carried out. In this research work, the descriptive urvey method will be used so as to obtain firsthand information and/or opinions of students and teachers n the subject matter through the use of a structured questionnaire.

.2 Area of Study

'his study would be conducted in Bida Local Government Area of Niger State, a prominent north central tate in Nigeria which was part of the former Kwara State. Niger state is considered state of power as the ydro power station responsible for provision of electricity is located in one of its regions named Kainji. inally, the state constitutes twenty-five (25) local government areas.

.3 Population of the Study

'he target population of the study is a large group of people, which has one or more characteristics in ommon on which the research study will be focused (Kothari, 2004). Population is customarily referred as universe is simply the totality of individual observation about which inferences are to be made 3rown, 1983). The research population constitutes secondary schools' teachers and students in Bida local overnment.

4 Sample and Sampling Techniques

ccording to Brown (1983), a sample is the fraction of an entire population. The process of selecting a mple is called sampling. This implies that sampling involves taking any portion of a population or iverse whether the population is infinite or finite. As a matter of fact, in Bida Local Government Area, ere are a lot of public and private secondary schools. It is however, tedious to use the whole of this

opulation as result of its large number and time consumption. As such, for the purpose of fulfilling the bjectivity of this research, only schools were sampled taking twenty participants from each school as the ample size. Thus, the sample is made up of 100 respondents or participants and the questionnaire will be istributed using random sampling technique. The schools considered are as follows:

1. Day Secondary School, Ndayeko.
2. Model Day Secondary School, Bida.
3. Eyagi Day Secondary School, Bida.
4. Government Girls' Secondary School, Bida.
5. Police Day Secondary School, Bida.

.5 Validation of the Instrument

he validity of test reveals the degree to which an instrument measures what it is intended to measure Norland, 1990). He stated that the accuracy and significance of inferences are based on research results. he validity of the research instrument is determined by the amount of built-in error(s) in the neasurement. Copies of the survey data would be made accessible to the concerned expert (the project upervisor) for his comments and opinions in order to create validity in terms of contrast, content, criterion nd readability for it to be suitable for the objectives of the study. Also, areas considered irrelevant to the tudy will be removed and the remaining ones will be updated.

ontent validity will be used in determining the validity of the research instrument. Content validity is he extent to which a measuring instrument provides suitable coverage for a particular study (that is, esearch items or variables). Thus, the validity of the research instrument will be gotten from the various uestions posed to the respondents (Ojo, 2003).

3.6 Method of Data Collection

Data collection involves gathering of relevant and important data used for conducting a particular research work. It is the basis for acquiring data. Data can be collected in two ways which are; primary data and secondary data. Primary source of data was used for gathering data in this research work. It is the data collected for the purpose of the research, these are the responses generated or obtained from administered questionnaires (Mugenda & Mugenda, 2003). The questionnaire research instrument was used in this research work to gather information because it helps to access a large number of respondents at a minimal cost.

3.7 Method of Data Analysis

In presenting the finding of this study, data collected was analyzed descriptively with compliment of tables. The form of descriptive statistics used in analyzing the data is frequency distribution. Frequency is a good measure of comparison of data which give accurate description of case in the study. This is in agreement with Daka (1990) who opined that such illustration enables the research to fully appreciate early enough the "possible relationship that might exist among the key variables of the study." Data from section A and B of the questionnaire will be cross tabulated from the frequency distribution table for the purpose of analysis.

3.8 Administration of the Instrument

Tests for independence involve two variables and what is tested is the assumption that the two variables are statistically independent. Independence implies that knowledge of the category in which an observation is classified in respect to variable which has no effects on the probability of being in one of the several categories of other variables. Since two variables are involve the observed frequency are entered in two-way classified table or contingency table. The dimensions of such tables are defined by the expression R & K, in which "R" indicate the number of rows and "K" the number of columns. The

ypothesis of independence is a relationship between them (Kazimier, 1981). The questionnaires were listributed as follows:

Table 3.1: Questionnaire Distributed Per School

S/No	Responses of Schools	Teaching Staff	Learners (Students)
1	Day Secondary School, Ndayeko.	5	15
2	Model Day Secondary School, Bida.	5	15
3	Eyagi Day Secondary School, Bida.	5	15
4	Government Girls' Secondary School, Bida.	5	15
5	Police Day Secondary School, Bida.	5	15
	Total Number	**25**	**75**
	Grand Total		**100**

CHAPTER FOUR

DATA REPRESENTATION AND ANALYSIS

4.1 Data Presentation, Analysis and Interpretation

Generally, the information used in this section were generated from the responses supplied in the questionnaires by respondents in various chosen schools and percentage was the tool used in their analysis as follows:

4.2 Responses of Different Schools

For the purpose of this project work, one hundred (100) questionnaires were administered to sampled respondents in selected schools. During this exercise, it was noticed that not all the participants filled the questionnaire. Analysis of the collection is as follows:

Table 4.1: Details of Questionnaires Administered and Retrieved from Different Schools

S/N	School Name	No. Issued	No. Collected	% of No. Collected
1.	Day Secondary School, Ndayeko.	20	19	95
2.	Model Day Secondary School, Bida.	20	20	100
3.	Eyagi Day Secondary School, Bida.	20	16	80
4.	Government Girls' Secondary School, Bida.	20	18	90
5.	Police Day Secondary School, Bida.	20	17	85
	Total	**100**	**90**	**90**

Table 4.2: Classification of Response by Gender

S/N	Gender	Frequency	Percentage (%)
1	Male	52	57.3
2	Female	38	42.2
	Total	**90**	**100**

Table 4.2 shows that 52 (57.8%) of the respondents are male while the remaining 38 (42.8%) are female.

Table 4.3: Classification of Response by Occupation

S/N	Gender	Frequency	Percentage (%)
1	Teachers	25	27.8
2	Students	65	72.2
	Total	**90**	**100**

Table 4.3 shows that 25 (27.8%) of the respondents are Economics teachers while the remaining 65 (72.2%) are Economics students.

4.3 Testing of Hypothesis One and Two

The null (negative statement) and the alternative (positive statement) are the two components of hypothesis. The researchers have expectations concerning the relationship between the research variables. The hypothesis is tested through chi-square data analysis which will confirm or reject the hypothesis. If the null hypothesis of independence is rejected for classified data; this indicates that the two variables are independent and that there is a relationship between them.

4.3.1 Test of Hypothesis One

The first hypothesis involves investigation into the methods used in teaching Economics in secondary schools.

Null Hypothesis (H_0): There will be no any significant difference in academic performance in Economics between students taught with traditional method and. those with non-traditional method.

Alternative Hypothesis (H_1): There is significant difference in academic performance in Economics between students taught with traditional method and those taught with nontraditional method.

The formula for the goodness of fit test is as follows:

$$x^2 = \sum \frac{O-E^2}{E}$$

With degree of freedom equal to the number of schools minus one and where,

O = Observed frequency, and

E = Expected Frequency

Since $x = 0.05$ and the degree of freedom is 5 - 1 = 4, the critical value is 9.488 from the chi-square table.

Table 4.4: Observed Frequency Contingency

S/N	Schools	Methods of Teaching		Total
		Traditional	Non-Traditional	
1.	Day Secondary School, Ndayeko.	8	11	19
2.	Model Day Secondary School, Bida.	13	6	19
3.	Eyagi Day Secondary School, Bida.	14	3	17
4.	Government Girls' Secondary School, Bida.	3	15	18
5.	Police Day Secondary School, Bida.	14	3	17
	Total	**52**	**38**	**90**

4.3.2 Expected Frequency Table

From table 4.1 the number of respondents that learn best by traditional method from Day Secondary School, Ndayeko. is 8 while that of non-traditional method is eleven (11); this gives us the total number of respondents from that school as 19. The total number of respondents from all schools for traditional

method is 38 while that of non-traditional method is 52. This gives us the total number of 90. The expected values are calculated for each school as follows:

Day Secondary School, Ndayeko.

$\frac{52\times19}{90} = 10.98$

$\frac{38\times19}{90} = 8.02$

Government Girls' Secondary School, Bida.

$\frac{52\times17}{90} = 9.82$

$\frac{38\times17}{90} = 7.18$

Model Day Secondary School, Bida.

$\frac{52\times19}{90} = 10.98$

$\frac{38\times19}{90} = 8.02$

Police Day Secondary School, Bida.

$\frac{52\times19}{90} = 10.98$

$\frac{38\times17}{90} = 7.18$

Eyagi Day Secondary School, Bida.

$\frac{52\times19}{90} = 10.98$

$\frac{38\times18}{90} = 7.6$

Table 4.5: Computed Values for Testing Hypothesis One

S/No	School	Observed	Expected	O - E	$(O - E)^2$	$(O - E)^2/E$
1.	Day Secondary School, Ndayeko.	8	10.98	-2.9	8.41	0.77
		11	8.02	3.00	9.00	1.13
2.	Model Day Secondary School, Bida.	13	10.98	2.10	4.41	0.40
		6	8.02	-2.00	4.00	0.50
3.	Eyagi Day Secondary School, Bida.	14	9.82	4.2	17.64	1.80
		3	7.18	-4.1	16.81	2.37
4.	Government Girls' Secondary School, Bida.	3	10.4	-7.40	54.76	5.27
		15	7.6	7.40	54.76	7.21
	Police Day Secondary School, Bida.	14	9.82	4.2	17.64	1.80
		3	- 7.18	-4.1	16.8.1	2.37
						21.82

4.3.3 Test of Hypothesis Two

The second hypothesis for this research is concern with how instructional materials affect teaching and learning of Economics. Null Hypothesis (H_0): Teaching with instructional materials does not have any significant influence on learning of Economics.

Alternative Hypothesis (H_1): Teaching with instructional materials has significant influence on learning of Economics.

4.3.4 Observed Frequency Contingency Table

To test this hypothesis, the observed frequency and the expected frequencies were tabulated as thus:

Key: A = True, B = Fairly True, C = Not True.

Table 4.6: Observed and Expected Frequency Contingency Table

S/NO	Survey Questions	Response Options						Total
		A		B		C		
		O	E	O	E	O	E	
1.	Instructional material simulates learners' interest	60	39.1	20	27.1	10	23.7	90
2.	Making teaching-learning more productive	52	39.1	20	27.1	18	23.7	90
3.	Improve teachers' competence	26	39.1	30	27.1	34	23.7	90
4.	Provide sources of information for teachers	19	39.1	41	27.1	30	23.7	90
5.	Stimulation of problem-solving in students	57	39.1	20	27.1	13	23.7	90
6.	Helping to overcome physical limitation in teaching-learning	45	39.1	25	27.1	20	23.7	90
7.	Instructional materials are affordable by all students	15	39.1	34	27.1	41	23.7	90
	Total	**274**		**190**		**166**		**630**

4.3.5 Expected Frequency Table

The expected frequency values were calculated and the frequency constructed as earlier mentioned in table 4.6, was done by the use of the formula:

$$\text{Expected frequencies} = \frac{\text{row total} \times \text{column total}}{\text{grand total}}$$

$$\frac{27 \times 90}{630} = 39.10$$

$$\frac{190 \times 90}{630} = 27.14$$

$$\frac{166 \times 90}{630} = 23.71$$

Just like these ones, values of the other expected frequencies were calculated using the same formula.

Table 4.7: Computed Chi-Square (X^2) Value

Observed	Expected	O - E	$(O - E)^2$	$(O - E)^2/E$
60	39.1	20.9	436.81	11.17
20	27.14	-7.14	50.98	1.88
10	23.7	-13.90	187.69	5.74
52	39.1	12.9	166.41	4.26
20	27.14	-7.14	50.98	1.88
18	23.7	-5.7	32.49	1.37
26	39.1	-13.1	171.61	4.39
30	27.14	2.9	8.41	0.31
34	23.7	10.3	106.09	4.48
19	39.1	-20.1	404.01	10.33
41	27.14	13.9	193.21	7.13
30	23.7	6.3	39.69	1.67
57	39.1	17.9	320.14	8.19
20	27.14	-7.10	50.41	1.86
13	23.7	10.70	144.49	4.83
45	39.1	5.90	34.81	0.89
25	27.14	-2.10	4.41	0.16
20	23.7	-3.70	13.69	0.58
15	39.1	-2.41	580.81	14.85
34	27.14	6.90	47.61	1.76
21	23.7	-2.70	7.29	0.31
			X^2	**88.84**

4.4 Decision Rule

4.4.1: Decision Rule for Hypothesis One

Degree of freedom = 5-1 = 4,

Therefore, Df = 4

Computed value of $x^2 = 21.82$

$\alpha = 0.05$, the critical value from the chi-square table is 9.488

Since the calculated x^2 value of 21.82 is higher than the tabulated value of 9.488, by implication the null hypothesis is rejected and alternative hypothesis is accepted which stated that there is significant difference in academic performance between the students taught by traditional and non-traditional method. In conclusion, the table reveals that students of Economics in the non-traditional method learns better than the students of traditional teaching method.

The computed value of chi-square invalidates H_0 which states that there is no any significant difference in academic performance of the students taught by traditional and those taught by non-traditional method. Thus, the superior performance of non-traditional method students over others lend credence to the fact that students who actively participate in the learning process learn more. This support the view that students' active participation in the learning process enhances their academic performance (Bradford and Peck, 1997).

4.4.2 Decision Rule for Hypothesis Two

In testing the hypothesis, the researcher makes certain comparisons of certain values - the critical value read from the chi-square table with the calculated value of x^2 in order to guide the decision making. To calculate the degree of freedom, the contingency table has 7 rows and 3 columns, the degree of freedom is calculated as follows:

(r -l) (c -l)

Where, r (row)= 7 and, c (column) = 3

(r -l) (c -l) = (7-1) (3-1)

6×2 = 12

The level of significance is also considered. This is the maximum probability with which the researcher would be dwelling to risk a type 1 error. The level of significance of 0.05 (5%) is used. From the chi-square (x^2) table, the 5% (0.05) point at 12 degrees of freedom is 21.02.5. Since the observed values of x^2 lies in the critical region, the result is significant at the 5% level.

In other words, the evidence suggests that there is a real difference between teaching, and learning of economics with instructional materials. However, from what we have seen above the computed value is greater than the table value as such, the alternative hypothesis is accepted and the null hypothesis is rejected. This implies that teaching and learning economics using instructional materials improve teachers' competence and students' performance.

4.5 Summary of Findings

The result of the study shows that the non-traditional (students-centered) method is better for promoting academic performance in Economics than the traditional (teacher-centered) method. Teaching and learning with instructional materials enhance learning, improve the teacher's competence and make learning more meaningful. There is no iota of doubt that the instructional materials and the non-traditional method of teaching provide an avenue for both the good and weak students to interact by discussing the lesson taught to them and work on assignment together. This clearly relates a precise explanation for superior performance of the non-traditional method.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This research work is concerned with assessing the challenges of teaching and learning of Economics at secondary schools with particular reference to five (5) selected secondary schools in Bida local government area of Niger State. The assessment of teaching and learning aims at strengthening the educational sector so as to enhance student's academic performances for effective management of national resources. The study envisioned educational assessment as a facilitator for higher achievement on the part of the students as it will help them learn better and succeed in school steadily keeping track of their accomplishments and learning progress. For teachers, the research will give them a clearer picture of learning goal in the economics domain, and standard learning pathway for reaching those goals. The study will proffer solution to students' phobia in terms of providing answers to their teachers' questions, writing and simplifying difficult concepts to their colleagues. Findings of the research show how teachers can use the obtained information to modify instruction for the entire class and individuals on the basis of their understanding and thinking patterns.

5.2 Conclusion

We have seen that assessment is an integral of instruction, as it determines whether or not the goals of education are being met. Asking students to demonstrate their understanding of the subject matter is critical to the learning process, it is essential to evaluate whether the educational goals and standards of the lessons are being met. The result of this study suggests that the non - traditional method of teaching and learning promote greater learning in economics than the classroom teaching and learning method. This implies that non-traditional classroom teaching and learning is a viable teaching strategy that economics teachers as well as others can adopt to enhance the learning in secondary school level. Also,

instructional materials are indispensable in the teaching - learning process. They enhance learning, improve the teacher's competence and make learning more meaningful.

5.3 Recommendations

The findings of the study show that teachers centered pedagogy is the dominant of instruction while student centered (non-traditional) pedagogies are used sparingly. Teachers seem to be more concerned with completing the Economics syllabus in time for examination at the expense of imparting knowledge. The findings of this study suggest that the practices of Economics studies teachers do not confirm to model of teaching and learning Economics in that traditional method appears to be the dominant mode of instruction in schools rather than non - traditional method. This study therefore, recommends that:

i. Curriculum bodies responsible for designing and developing curricula, such as the Nigerian Educational Research & Development Council (NERDC) and professional bodies like National Association of Business Economics (NABE) need to specify non - traditional method as a teaching method, that Economics teachers should use in the teaching of their classes.

ii. The school inspectorate, the national Economics studies committee and school administrator should monitor and ensure that the delivery of Economics education is done according to stipulated curriculum and set standard. They should also enforce the fulfillment of pedagogical practices set in the syllabus.

iii. There is need for teachers' development to assist teachers with the implementation of the economics education by sending them to seminars and workshops in order to update their knowledge.

iv. The finding after testing hypothesis II indicates that there will be a significant positive difference in the performance of secondary school students in economics when they are taught

instructional materials are indispensable in the teaching - learning process. They enhance learning, improve the teacher's competence and make learning more meaningful.

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iii. There is need for teachers' development to assist teachers with the implementation of the economics education by sending them to seminars and workshops in order to update their knowledge.

iv. The finding after testing hypothesis II indicates that there will be a significant positive difference in the performance of secondary school students in economics when they are taught

the subject with instructional materials as the use of instructional material in teaching and learning of economics obviously improves the performances of students.

v. Schools should provide enough instructional materials to enable teachers clarify their lesson for students to learn effectively.

vi. Government should subsidize textbooks, as well as others materials to make it affordable for all.

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APPENDIX

Niger State College of Education Minna,
Department of Economics,
Minna, Niger State.
October, 2021.

Dear Respondent,

REQUEST FOR THE COMPLETION OF QUESTIONNAIRE FOR THE AWARD OF NIGERIA CERTIFICATE OF EDUCATION (NCE)

We are students of the Department of Economics, Niger State College of Education Minna. Towards the partial fulfilment of the requirements of NCE in Economics/Social Studies, we are undertaking a group project titled **"Challenges of Teaching and Learning Economics at Secondary Schools (Case Study of Selected Secondary Schools in Bida Local Government Area)."**

To this end, we would dearly appreciate your assistance in the completion of this questionnaire so as to obtain relevant information for further analysis. Kindly note that, the research is purely academic in nature and as such, all information supplied would be treated with utmost confidentiality.

Thank you.

Tauheed Ibrahim
Salihu Musa
Isah Aliyu
Siraju A. Majahidi
Abdulkadir D. Hussaini

QUESTIONNAIRE SURVEY

Instruction: Please tick [√] the appropriate option(s) for each question as stated in this section of the questionnaire

SECTION A: For Teachers Only

1. **What is your gender?**

   Female ( ) Male ( )

2. **What is your marital status?**

   Single ( ) Married ( )

3. **What is your employment status as a teacher?**

   Full-Time ( ) Part-Time ( ) Student Teacher ( )

4. **What is your highest educational qualification?**

   NCE/OND ( ) First Degree ( ) Master's Degree and Above ( )

5. **How long have you been teaching Economics?**

   Below Five Years () Five to Ten Years () Above Ten Years ( ) ,

6. **Do you have any professional teaching qualification(s)?**

   NCE() B.Sc.Ed.( ) PGDE ( ) if any other, please specify

7. **What instructional method do you use best in teaching economics?**

   Teacher's centre method ( ) Student's centre method ( )

8. **Which method does students' best understand for teaching?**

   Teacher's centre method ( ) Student's centre method ( )

9. **How do you assess your teaching and your students' learning?**

   By observation ( ) By written test ( ) terminal examination ( )

Instruction: Please tick [√] the appropriate option(s) for each question as stated in this section of the questionnaire

SECTION B: For Learners Only

1. **What is your gender?**

   Female ( ) Male ( )

2. **What is the level of your class?**

   SSI ( ) SS2 ( ) SS3 ( )

3. **What infrastructural method does your teacher use to teach economics?**

   Student's centre method ( ) Teacher's centre method ( )

4. **Which method do you best understand your lesson?**

   The teacher's centre method ( ) the student's centre method ( )

5. **Does your economics teacher use teaching aid and illustrations?**

   No ( ) Yes ( )