

THE CHALLENGE AND PROSPECTS OF TEACHING ECONOMICS IN SECONDARY
SCHOOL: CASE STUDY OF SOME SELECTED SECONDARY SCHOOL IN SOKOTO
METROPOLIS

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF CURRICULUM
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APPOVAL PAGE

THIS RESEARCH PROJECT HAS BEEN REAL AND PROVED AS HAVING SATISFIED PART OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE EDUCATION (B.SC.ED.) DEGREE IN ECONOMICS IN THE DEPARTMENT OF CURRICULUM STUDIES AND EDUCATIONAL TECHNOLOGY, FACULTY OF EDUCATION AND EXTENSION SERVICES, USMAN DANFODIYO UNIVERSITY SOKOTO AND IS APPROVED FOR ITS CONTRIBUTION TO KNOWLEDGE.

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DEDICATION

This research project is dedicated to our beloved parents, teacher, relatives and friends for their moral and financial sacrifice in the course of our various educational endeavors.

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All praise be to Allah in the beginning and the end, he is the first and the last, the manifest and the hidden, and he also absolute power over all thing, he is Allah who gave the power and wisdom to undertake this onerous task successfully.

May the peace and blessing of Allah be upon the noblest of the prophet and messengers, Muhammad (PBUH) who brought the religion of Islam, which emancipates women from the grip of jahiliya (pre-Islamic period) traditions and customs and assert their humanity and rights to obliges for them to search for knowledge as that for their counterparts male.

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finally, we must intend our profound gratitude to our parents for their enormous support to wish our educational carrier may almighty Allah (s.w.a) continue to guide and protect them throughout their worldly life and the hereafter Ameen we also wish to express our appreciation to our wives, Haizarana Haliru Aliyu , Asma'u Muhammad Faruku, and Aisha Ibrahim for as well as cause matters. May Allah reward them abundantly?

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CHAPTER ONE

GENERAL INTRODUCTION

1.1 Background to the Study

In the recent time, there are growing agitations and calls on developing countries to focus their attention on economics education in order for them to turn around the economic status of their various Countries. It is against this background that the various Nigerian governments have been placing emphasis on the acquisition of economic education in the educational system. This issue led to the formulation of the new national policy on education. (NPE, 2006) which seems to place high emphasis on economics as a subject.

Under the new policy economics is to be taught right from secondary school. The aim here is to inculcate into the secondary school student the basic necessity for the learning of economics at the higher levels of education. According to the national policy on education (NPE, 2006) the aim is to provide the students with “a sound basis for economical and reflective thinking” (FEM, 1981 : 146). In essence, the secondary school is considered as the foundation upon which the future of economy in Nigeria is based. It is at this level that the student is introduced into the field of social science to explore it.

Secondary school students are known to be curious and it is at this stage that curiosity can be tapped to advantage to develop the right economic attitudes in the students.

In recent times also there have been complains by examiners teachers and even parents about poor student's performance in economic more especially at the secondary level. There are also cries of students lack of interest in social sciences. This study intends to examine whether these trends are due to shaky foundations laid right from the secondary school. In other words are the secondary students given the adequate orientation to develop interest in economics?. The emphasis being laid on economics by successive Nigerian governments. Studies such as this could help in revealing the fundamental faults if any, associated with the teaching of economics, and the prospects for improvement.

It is in recognition of the crucial role that secondary school plays in the development of economics that the study intends to look into the challenges and prospects of teaching economics in some selected secondary schools in Sokoto metropolis.

1.2 Statement of the Problem

The study will focus its attention on the challenges being encountered by both students and teachers in the teaching and learning of economics at the secondary school.

Specifically, the study will look into the issue of economics teaching materials to find out whenever or not there are enough materials for the effective teaching of economics in our secondary schools?.

It is stipulated in the new national policy on education that economics teaching should make use of local materials. The study will look into the suitability of local materials for the teaching of economics. The emphasis on the educational system is that curricula should be community oriented.

The study will examine how the student's local background and immediate environment is employed in the teaching of secondary School Students.

The study will consider the issue of medium of instruction for the teaching of economics in secondary schools. This study is interested in examining if there are any challenges of communication between the teachers and students in the teaching of economics among others.

Another area that the study will be interested in is manpower for the teaching of economics to determine if there are enough qualified teachers for the teaching of economics in secondary schools?

Finally, the study will, on the basis of its findings, outline what prospects there are for the teaching and learning of economics in the secondary schools.

1.3 Objectives of the Study

The main objectives of this study are:

1. To find out if there are qualified and well experienced teachers for effective economics teaching in secondary schools.
2. To determine if there are adequate economics teaching materials in secondary schools.
3. To identify problems associated with communication between students and teachers while conducting economics lessons.
4. To assess students prospective performance on WEAC /NECO economics results from year 2009 to 2013.

1.4 Research Questions

2. Do students have greater interest in economics as a subject?

3. Are there qualified & well-experienced teachers for economics teaching in secondary schools?
4. Are there adequate economic teaching materials in secondary schools within Sokoto metropolis?
5. Is there any problem associated with communication between students and teachers?
6. Are there appreciable performances on WAEC / NECO economic results in secondary schools within Sokoto metropolis?

1.5 Significance of the Study

When completed it is hoped that the study will be of importance to educational policy makers and administrators in the ministries of education. It is also hoped that the findings of this study will highlight some issues deserving official consideration in the teaching and learning of economics in secondary schools.

The study will also prove to be of great importance to secondary school teachers of economics as it will expose some challenges connected to the teaching of economics and make suggestions for prospective improvement.

1.6 Scope and Limitation of the Study

This study will be restricted to some selected secondary schools in Sokoto metropolis due to financial challenges and time factors.

In all, there (44) secondary schools in the metropolis. Out of this number, the study sampled three (3) for the purpose of data collection.

It is however, hoped that our selection is spread enough to allow for some useful references which could have effective generalize ability.

Through the study is on challenges and prospect of teaching economics in secondary schools emphasis will be placed on those problems as experienced by both students and teachers in the course of classroom instructions.

To cut down costs, the sample size of the study population (staff and student) is stratified into staff group and students group. It is how ever hoped that the data collected are sufficient enough to make the research reasonable findings.

1.7 DIFINITIONS OF TERMS

The following are the definitions of terms according to Prof. Robbin

1. SCARCITY

This means, "Limited in supply." All the resources of the world are limited in supply. These resources in economics are:

(a) Land: this is a free gift of nature like water, air, natural resources, temperature and other climate conditions.

(b) Labour: this is human effort which may be natural and physical that may be acquired or inherited which, are needed for the production of goods services.

(c) Capital: which is the man made aids like tools, techniques, methods, factories and inventories that are needed for the production of goods and services.

2. CHOICE

Since all goods and services are scarce relative to desire for them as a result of which we may not satisfy all our wants at the same time we must make a choice between alternatives. Also firms or businessmen are confronted with choice. They

must decide what to produce i.e. whether to employ labour or buy more equipment.

3. OPPORTUNITY COST

An economic choice involves the satisfaction of want at the expense of another. Since it is not possible for an individual's to satisfy all wants. We therefore make a choice between two alternatives. The alternative made is the choice while the other alternative not chosen is the alternative forgone and this is opportunity cost.

4. SCALE OF PREFERENCE

Scale of preference is an arrangement or listing of wants in order of importance. An individual need to satisfy the more pressing wants than the least pressing wants. At all times that is arranged in the upper limit on the scale will be more preferred or give more satisfaction than these arranged at the lower limit on the scale.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAME WORK

2.1 INTRODUCTION

This chapter is a review of related literature on a survey of the challenges and prospect of teaching economics in some selected secondary schools in Sokoto metropolis. The chapter is divided into three sections namely:- introduction, literature review and conceptual frame work. The literature review is divided into several parts. It reviews the meaning of economics, method of teaching economics in secondary schools, the importance of studying economics in secondary schools, the purpose of teaching economics in senior secondary schools, the impact of economics education in Nigeria & problems of teaching economics in secondary schools education in Nigeria.

The review of related literature for the study is with a view to exploring opinions and findings of experts in order to discover and point out a research gap.

2.2 THE MEANING OF ECONOMICS

The term economics has been defined by various economists based on their view on the working of the economy as related to consumer behavior. The

dictionary definition of economics is “the science dealing with the production, distribution and consumption of wealth”.

Walker In Oyedeji And Popoola (1989) sees economics as” the nature and causes of wealth of nations.”

Marshal (1890) Defines economics as “the study of mankind in the ordinary business life, it examines that part of individual and social action which is most closely connected with the attainment and with the use of the material requisite of well-being”.

Udu and Agu (1981) define economics as a social science that studies a particular aspect of social behavior.

Again, economics is the study of economics organization and distribution of goods and services. Economics, in other words, is the study of allocation and of a social limited or scarce resources among alternative used and the distribution of the society’s output among individual and groups.

Vein (1983) economics as “ the study of the laws which govern wealth”. In this definition, wealth is considered as an end in itself. However, the problem with this definition is that, it has narrow the scope of economics by excluding all

economic activities that are related to production of non-material goods and services.

Today, however, economics is seen slightly differently from the earlier definitions given by Robbins, who sees economics to mean the science which studies human behavior as a relationship between ends and scarce means which have alternative uses. Put differently, it is the science that studies the process and institutions whereby the limitless human wants are satiable within the limits imposed by availability of resources which have alternative uses.

From the meaning it is clear that:

- (a) Economics is related to one aspect of human behavior i.e maximizing satisfaction from scarce resources.
- (b) Ends or wants are insatiable i.e. when a particular want is satisfied others develop to take it's place.
- (c) Reason for non-satisfaction of unlimited wants is the scarcity of resources.
- (d) The scarce means are capable of alternative uses.
- (e) Economics is related to all kinds of behavior that involve the problem of choice.

2.3 METHOD OF TEACHING ECONOMICS IN SECONDARY SCHOOLS.

The method of teaching is a way of doing something. It is an approach that directly by the teacher to explain a subject matter to a learner. Instructional strategies in general are decision on how to organize learning materials and the ideals to produce learning. A teacher who have various methods of teaching and who is fully prepared for his subject, will master his subject very well and the student attitude towards his subject will be positive.

Robbert (1976) maintained “teachers need a lot of those ones that are relevant to the topics they want to teach and to raise up teaching by using various approaches.

Burke (1983) opined that “the manner in which a teacher teaches is as important as what he teaches because learning is the product that educator are paid for. He want further and explained that teachers usually give very little thought to considering their teaching styles because many teaching styles are elective, not by formal choice but conscious or unconscious limitation of the formal teachers, “it is true that teacher often take too large part of the class period. This is not necessary a fault of lecture method, the fault lies in the teacher. To much time is often wasted in the classroom in asking useless

questions and rambling comments, frequently the poor teacher who does not have much to give on the topic to cover the period resorts to talks that have little educational significance the better teacher may come to the class with a well prepared lesson but achieve much, if the method or presentation is uninteresting”.

Iyewarun (1979) maintained “teacher should employ specific method of teaching and that the progressive approach should be emphasized rather than the traditional concept or practice which can no longer meet the need of modern instructional strategies. Among the methods of teaching economics enumerated by him are:

- i. Student – centred method
- ii. Inquiry method
- iii. Role playing method
- iv. Team teaching method

Nowsu and Corbin (1977) discussed some of the popular methods that can be employed in the teaching of economics in school. They suggested the following methods.

1. Inquiry
2. Small group discussion

3. Whole class discussion

4. Sorting

2.4 The importance of studying economic in Secondary Schools.

Today all over the world people have become highly economic minded. They have realized that the study of economics can provide them a solution to their economic and social problems. Today economics is more useful than any other branch of knowledge because it makes human welfare its direct and primary concern. The following are the main importance of studying of economics as stated by Malthus (1971)

1. Useful For The Distribution of National Income

From the study of economics one can easily judge that how the income should be distributed among the four factors of production. For this purpose marginal productivity theory is suggested by economics.

2. Cultural Value

A person's education cannot be considered complete unless he has some knowledge of economics. The things which happen daily around us have an important economic bearing. So there is also the cultural value of the study of economics.

3. Economic Planning

In the modern age the importance of economic planning cannot be ignored. Through planning we can utilize our natural resources in better way and can improve our economic condition.

4. Importance For Labour

It guides the workers that how they can get maximum wages from the employer. It enables them to get right of trade union, collective bargaining and fixation of working hours.

5. Solution For Economic Crises

It guides the nations that how they can save themselves from the economic crises. The advanced countries desire is that there should be economic stability and full employment without inflation to achieve these objectives, economics is very useful for them.

6. Intellectual Value

Economics has great intellectual value, because it broadens our outlook, sharpens our intellect and inculcates in use the habit of balance thinking.

7. Useful For The Producer

Economics is very useful for the producer. It guides him that how he should combine the four factors of production and minimize the cost of production.

8. Useful For The Consumer

The consumer can adjust his expenditure of various goods in better way if he knows the principles of economics. He will spend his income according to the law of equi-marginal utility in order to get maximum satisfaction.

9. Poverty and Development

It helps in removing the poverty from the country. Under developed countries are facing many problems like unemployment, over population low per capital income and low production. Economics is very useful in solving these problems.

10. Crises The Sense of Responsibility

Economics develop the sense of responsibility among the citizens by explaining the various problems and their solution.

Other Include

11. Importance for a common man

12. Inspires for development
13. Optimum resources
14. Useful for international trade
15. Useful for the leader
16. Useful for the finance minister

2.5 THE PURPOSE OF TEACHING ECONOMICS IN SECONDARY SCHOOLS.

Economics is the study of how people set the things they want and need and how these things are distributed. When teaching economics, the purpose is for students to understand these concepts from a wider and diversified perspectives.

MICRO ECONOMICS

The purpose of micro economics education is to teach students about how people make choices at the individual or household level. Micro economics also teaches students how these people interact in markets.

When someone finishes a micro economics course, he should have a better understanding of how his economic action effect the around him.

MACROECONOMICS

The purposes of teaching macroeconomics are the same as microeconomics, just on a large scale. Macroeconomics studies the effects of decisions made by groups of people, rather than the effects of decisions made by just a few people.

The purposes of teaching economics are the following as stated by Oyedeji (1995) and Udu and Agu (2000):-

1. To develop an understanding of the basic economic problems.
2. To increase the knowledge of economy, it's goals, characteristics, strength, weakness and problem.
3. To increase to students ability to read comprehensively and also to interpret intelligent statistical materials, tables, graph and other graphical economic presentation.
4. To acquire knowledge about the principles of economics.
5. To appreciate that, many social problems stem from economic issues.
6. To appreciate the relationship in economics activities.
7. It enables us to think, we are able to apply its principles to solve practical problems and thus avoid unnecessary and closely mistakes.

8. The study of economics enables the individual to understand better the relationship between himself and his fellow human beings in his effort to make a living. This may have a salutary effect on his personal progress.

In other word, the purpose of teaching economics will assist the individual to develop and understanding of the Nigerian economics system and of these skill and abilities necessary to function effectively in the system.

1.6 The Impact of Economics Education in Nigeria.

The followings are the impact of economics education in Nigeria, according to Adu and Ayenia (1998)

Economic impacts are effects on the level of economic activity in a given area.

They may be viewed in terms of:-

- (1) Business output (or sales volume)
- (2) Value added (or gross regional product)
- (3) Wealth (including poverty values)
- (4) Personal income (including wages)

- (5) Jobs. Any of these measures can be an indicator of improvement in the economic well being of area residents, which is usually the major goal of economic development effect.

The net economic impact is usually viewed as the expansion or contraction of an area's economy, resulting from changing in (i.e. opening, closing, expansion or contraction of) a facility, project or program.

Economic impacts are different from the valuation of individual user benefits of a particular facility or service, and they are also different from broader social impacts. The user benefits and social impacts may include the valuation of changes in amenity or quality of life factors (such as health, safety, recreation, air, or noise quality).

Economic impacts also lead to fiscal impacts which are changes in government revenues and expenditures. Economic impact on total business sales, wealth or personal income can affect government revenues by expanding or contracting the tax base. Impacts on employment and associated population levels can affect government expenditures by changing demand for public services. Yet while they are related, fiscal impacts are not the same as economic impacts.

1.7 Problems of teaching economics in secondary schools education in Nigeria.

The problems of teaching economics are the following as stated by Adu (2002)

(1) LACK OF TEACHER'S COMMITMENT

The issue of teacher commitment and effectiveness is now a perennial one in educational discourse. The teacher today occupies a paramount position in the teaching learning situation. It is agreed that no education can rise above the quality of its teacher. Teachers need to be committed and dedicated to teaching profession.

2. IN ADEQUATE TEACHING AND LEARNIN MATERIALS ON THE TEACHING OF ECONOMICS

The teaching of economics in Nigeria is characterized by many in adequacies. Nigerian secondary school teachers of economics have few materials on the teaching of economics to work with. For example, audio – visual aids for the teaching of economics are either not available in sufficient quality or that what is available is usually in appropriate. with the exception of a few, the

economics textbooks written in Nigeria are badly written, sketchy and lacking in in-depth for economic analysis.

2. NEGATIVE ATTITUDES OF EDUCATION MINISTRY

The Ministries of Education in Nigeria Show no Interest in the subject there was a time when they appointed subject inspectors such as inspectors of mathematics or English language. A survey was undertaken to determine whether inspectors were appointed for economic by the various State ministries of Education. It was found that only three states, Bendel, Rivers and Kwara had inspectors for economics. However, it was not certain whether they were appointed as inspectors of economics or they were just economics graduate who were appointed as inspectors of schools.

4. NO SPECIFIC CONFERENCE OR WORK SHOPS FOR ECONOMICS TEACHER

Ministries of education in the country have not thought it necessary to . Organize or sponsor refresher courses or workshop or even conferences for secondary school teachers of economics. If and when economics is sufficiently recognized as a secondary school subject the various state ministries of education should sponsor or organize conferences workshops and refresher courses

secondary school teachers of economics as they have done for other secondary school subjects such as language, history and sciences.

5. NO COLLABORATION OF ECONOMIC IN SECONDARY SCHOOLS AND ECONOMICS IN UNIVERSITY

If economics which is probably the most popular subject in the secondary school curriculum had been given its rightful place, there would have been some contact between secondary school teachers of economics and teachers of economics in universities. In many if not most of the universities in Nigeria, the department of economics have refused to recognize secondary school economics as economics partly on the grounds that the secondary school economics syllabus stresses descriptive economics.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 This chapter describes the procedure used to collect the data. These include research design, the population of the study, sample size and sampling techniques, method of data collection, instruments of data collection and data analysis techniques.

3.2 research design

The descriptive technique according to Bickman and Rog (1998), the term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. Descriptive statistics tell what is, while inferential statistics try to determine cause and effect. Similarly Robinson's (1994) contended that the descriptive statistical technique of research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation.

Descriptive method was used in this research. This enables the respondents to answer the questions on their own without any outside influence especially by the researchers.

3.3 Population of the study

The population of this study was made up of all the secondary schools in Sokoto metropolis. It was from this population that some samples were selected as representation.

3.4 Sample size and Sampling techniques

The researcher sample for this study consists of randomly selected senior secondary students and teachers within Sokoto metropolis. Twenty (20) students were randomly picked from each of the selected schools to fill the questionnaire. But apart from the teachers fourteen (14) from first School while other thirteen (13) were selected to feel the Questionnaire. In all, one hundred (100) students and teachers Fill the questionnaire.

The name of all the selected schools in Sokoto metropolis were written in a sheet of paper squeezed and dropped in a tray.

The following is the list of the sample of the schools selected.

Table 3.1 Sample School Size

S/NO.	NAME	NO. OF STUDENTS
1	Sultan Atiku Sec. School	20
2	Government Girls Day Arbic Yar Akija Sec. school	20
3	Sokoto Teachers Collage Sec. School	20
Total		60

Table 3.2 Sample School Size

S/NO.	NAME	NO. OF TEACHERS
1	Sultan Atiku Sec. School	14
2	Government Girls Day Arbic Yar Akija Sec. school	13
3	Sokoto Teachers Collage Sec. School	13
Total		40

3.5method of data collection

The researchers administered the questionnaire in all the selected school.

The students and teachers that filled the questionnaire were randomly selected

the researchers immediately collected the questionnaires after they had been completed by the students and teachers.

3.6 instrument of data collection.

Basically, the instrument used for the purpose of this research was questionnaire. The questionnaire is made up of two sections. Section 'A' deals with the student's personal data such as name, age, sex and name of their school. Section 'B' contained information on educational material in the school and these are library facilities, text books, and instructional materials and so on.

3.7 Data analysis techniques

The data collected were analyzed using statistical tools such as the frequency and the means using SPSS. The mean were calculated using the frequency count of the responses of the students and teachers to the questions rise in the questionnaires.

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