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PEDAGOGICAL ISSUES IN TEACHING OF ECONOMICS IN SECONDARY SCHOOL IN SAKI WEST LOCAL GOVERNMENT AREA OF OYO STATE.

BY

ABDULSALAM IDOWU SULAIMAN
DEPARTMENT OF ECONOMICS,
OYO STATE COLLEGE OF EDUCATION,
LANLATE, OYO STATE
08054225558
abdulsalamidowu12@gmail.com

AND

LAWAL NASIRU ALAYO
DEPARTMENT OF ECONOMICS,
FEDERAL COLLEGE OF EDUCATION (SPECIAL),
OYO, OYO STATE
08064979300
Lawal.nasiru@fcesoyo.edu.ng

ABSTRACT

This study investigates the pedagogical issues in teaching of economics in Saki West Local Government Area of Oyo State. The study employed a descriptive survey research design. A total of 132 people, consisting of 36 teachers and 96 students were randomly selected from twelve (12) secondary schools in Saki West Local Government Area. Data collected were analyzed using simple percentage and chi-square in line with 5 point Likert scale. The results of the findings revealed that availability of instructional materials and uses of appropriate method of teaching has a positive impact on the teaching and learning of economics. The results further showed that motivation of teachers and regular sponsor of teachers to attend seminars, workshops and conferences also has positive effect on the teaching and learning of economics in secondary schools in Saki West Local Government Area of Oyo State. Based on these findings, adequate funds should be made available for provisions of standard libraries, economics textbooks and relevant instructional materials for effective teaching of economics. Also, teachers' salaries and other welfare packages should be given priority.

Keywords: Economics, Teaching, Instructional Materials, Secondary School

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Introduction

Economic education is a very crucial subject that many of our nation's schools tend to overlook. It goes far beyond the goal of improving an understanding of the basic principles of supply and demand and the workings of the economy. Economics can be taught by generating new knowledge with the help of exposing students to real-life learning environments and experiences (van Wyk, 2014).Economics focuses on the study of individuals, firms and the government whose activities are geared to the production of goods and services for the satisfaction of human want since Economics is concerned with human behavior. Economics has many definitions, this is because various economists see the subject from different points of view. They therefore define economics to reflect their interest and this is why there is no definition of economics that is all–embracing. There are varieties of modern definition of economics some of the differences may reflect evolving views of the subject or different views among economist. According to Harper Dictionary of Economics, economics is the social science that analysis the production, distribution and consumption of goods and services.

Economics is the branch of social science that deals with the production and distribution and consumption of goods and services and their management. Economics therefore is the social science that examines how people choose to use limited or scarce resources in attempting to satisfy their unlimited wants. It also studies how the forces of supply and demand allocate scarce resource.

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 (Nwachukwu & Ayodele, 2001). The guiding principle of the Economics curriculum is 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 (Yusuf, 2009).The curriculum is designed by the Comparative Education Study and Adaptation Centre (CESAC) to meet the requirements of Economics in the new system. The underlying philosophy of this is to present Economics as a subject that has relevance to everyday life. Curriculum is the subject matter of instruction or a planned course or instruction. That is to say all activities and subject in school. Curriculum embraces all the planned and unplanned learning experience to which learners are exposed under the supervision, direction, auspices and control of the school, this is the reason why it is called the subject matter of instruction (Adeyemo, 1982; NERC, 2000).

The whole aim of the curriculum must be provided with useful activities of the basic need for the child that is, it must be based on activities that will help pupils to be more useful to themselves, their immediate environments, and to the nation as a whole. And to achieve the aim above the pupils and their teacher will work together with the support of the parents and the community (NERC, 2000). Putting too much emphasis on cognitive and the theoretical knowledge without the corresponding skills and values of orientation had been of the major weakness of the Nigerian education system, perhaps this account, for one of the major causes of graduate unemployment in our society today. In trying to solve the educational, social problems, the federal and state government decided to introduce a policy of education which was tagged 6-3-3-4 system. The system provides for six years primary education and three years each of junior secondary schools and four years in the university.

However, a well- structured and relevant curriculum itself is no guarantee of the desired learning outcomes. Teacher who is identify as facilitator of teaching-learning process require the appropriate skills, combined with other resources to enable effective learning. Curriculum reform needs to also to include reform of teaching and learning materials, re-orienting and preparing teachers, and changes to how learning is assessed. Hence, teaching encompasses a variety of related activities that include institution, training, educating and schooling. The proportion of these activities varies from one teaching context to another, but regardless of the context, teachers exert influence in a variety of ways. Therefore, for teachers to make a valuable and long lasting impact on students of economics, he/ she has to go through the proper study of economics and become a master in it. Economics teachers are expected to embrace the in depth knowledge of the methods and practice of teaching economics, good mastering of subject matter, the organization and evaluation of its contents, the philosophies and objectives of the discipline by attending seminars, workshops, conferences periodically coupled with the knowledge of Information and Communication Technology.

This would enabled the economics teachers to key into the modern computer age, adequately resourceful and research oriented before they can be placed in the classes of educators where they are expected to be masters and initiators of knowledge and ideas.

Research Questions

The following research questions were used for the study:

1. To examine the extent to which the availability of teaching materials improve the students' performance in economics in Saki West Local Government?
2. Does the motivation of teachers improve effective teaching of economics subject in Saki West Local Government?
3. What is the effect of teaching method on the effective teaching of economics subject in Saki West Local Government?

Research Hypotheses

The following research hypotheses are to be tested by this study:

1. Availability of teaching materials has no significance relationship with students' performances in economics subject in Saki West Local Government.
2. Motivation of economics teachers has no significance influence on the effective teaching of economics in Saki West Local Government.
3. Teaching method has no significance influence on the effective teaching of economics subject in Saki West Local Government.

Literature Review

Economics has been defined by various scholars based on the structure of the time they lived. According to (Oko, 2014), Adam smith who is regarded as the father of discipline sees economics as an inquiry into the nature and causes of the wealth of the nations. This definition by Smith could be traced to the period of industrial revolution in the continent of Europe when fortunes were being made through some materials resource. As a result of the industrial revolution at that period Adam Smith concluded that economics was all about how

nations make their wealth. J.S. Mills in (Onwukwe and Agwu, 2002) defined economics as "the practical science of production and distribution of wealth". Mills opined that beside the production of wealth, man should also provide appropriate means to ensure that all the productions gets to the final consumers. Similarly, Davenport defined economics as "the science that treats phenomenon from the start point of price". He was interested in exchange value. While A.C Pigou submitted that economics is "the science of material welfare". He was interested in consumption which is an aspect of welfare economics.

Pigou concern was how to increase the standard of living of man by increase in total production. The most widely acceptable definition of economics is given by Lionel Robbins in (Anyaele, 2003) which affirmed that economics is "the science which studies human behavior as relationship between ends and scarce means which have alternative uses". He emphasizes that besides being a science, economics also investigate positive and logical method rather than normative with vague judgment. Curriculum is a tool of education which is designed to educate and humanize the whole man. Recently, curriculum is views as all the knowledge and experience got by child in and out of the school walls either on the time table or outside it. Therefore, it refer to the experience the learner has regardless of where, when and how they take place (Akinsola and Abe, 2006). Curriculum is a working document and also a document for the instructional guide use for teaching and learning which bring about concrete, desirable and additional changes in the learners. (Oko, 2014) viewed curriculum as a conscious effort made by the school to change the behavior of members of the society in which it resides. According to (Kelly, 2008), curriculum is all the learning that is planned and guided by the school which can be carried out in group or individual, within or outside the school. (Offorma, 2006) submitted that the school curriculum can be taken to mean the instrument the school seeks to translate the hopes of the society which they function into the society. Curriculum is a tool for translating societal values from generation to generation.

The functions of a teacher cannot be replace by good teaching materials but if such materials are effectively presented, they can be use to achieve the teaching and learning objectives. Instructional materials can aid students in concretizing a learning experience after teaching. Instructional materials are tools that could make tremendous enhancement of lesson impact if it is perfectly used (Abdullahi, 1982). Instructional materials is define as any collection of instructive literatures and physical materials including animate and inanimate objects, human and non-human resources that a teacher may use in teaching and learning situations to assist in achieving the desired learning objectives in the classroom or unconventional settings (Ugwu, Onwukwe and Umah, 2014). Instructional material encompasses all the materials both physical and electronic means an instructor might use to implement instruction and facilitate students' performance and achievement of instructional objectives. Such materials include materials used to facilitate learning for better results (Obi, 2010). Similarly, (Onyia, 2012) described instructional materials as any devise used to assist the instructor in the preparation of a lesson, teaching of the lesson and facilitate students' learning of the subject matter. They include those objects that are commercially acquired or improvised by the teacher to make conceptual abstraction more concrete and practical to the learner. Furthermore, they are relevant materials utilized by the teacher during instructional proceeds for the purpose of making the contents of the instructions more practical and less vague.

The role of a teacher is often formal and ongoing, carried out by way of occupation or profession at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain a professional qualification or credentials from a

University or College of Education. A good teacher can translate information, good judgment and wisdom into relevant knowledge that a student can understand, retain and pass to others employing appropriate method(s) under a conducive school environment (Lesi, Awobodu & Adegbamigbe, 2009). The teacher is the most important single individual in the life of a child outside his home. His personal relationship with individual child should be characterized by warmth, acceptance and friendliness. This relationship is necessary in the teaching-learning process and in emotional and mental state of individuals. Since the teacher is the person most conveniently accessible for understanding and assisting a child. She has very important guidance responsibilities which include learning to provide for individual differences among students and organizing class work in ways which will help each student understand clearly his strengths, weaknesses, needs, problems and how to meet those needs, problems and resolve them (Adeyemi, 2008).

Ezoem (1998) submitted that Teaching is both formal and informal. Formal teaching is associated to most commonly with organized schools where licensed professionals, qualified and instruct student. While, informal teaching involves parents teaching their children, children teaching other children and their parent, military officers teaching recruits, society teaching themselves. Oshodi, (1998) define teaching as the process of transmitting knowledge, ideas, skill and believe from one person to another. Teaching is also any interpersonal influence aimed at changing the ways in which other persons can or will behave, Gage (1963), and Corrigan, Palmer and Alexander (1982).Similarly, Iwuanyanwu (1996) defines teaching as the process of imparting knowledge, skills values and attitudes to learners by teachers. While Urevbu (1985) refers to teaching as an occupation or profession, an enterprise that is the normal activity of a classroom and every act of teaching. In their submission, Nweke and Ughamady (1997) described teaching as what an individual does in an attempt to pass on some knowledge considered worthwhile to some other person who seems to lack the knowledge.

METHODOLOGY

This study employs descriptive survey design in determine pedagogic issues of teaching economics in secondary schools in Saki West Local Government of Oyo State. This research seeks to investigate the influence of teacher and other variables on the teaching of economics in secondary schools in Saki West Local Government Area. The targeted population for the study is all the secondary schools in Saki West Local Government which comprises of twelve (12) senior secondary schools. Three teachers and eight students were selected from each secondary school through simple random sampling which make a total of 132 teachers and students were randomly selected for the study and different questionnaire were designed for staff and students. A-10 items interview (self-designed questionnaire) was used as the major instrument of the study. The questionnaire employed for this study were made up of two (2) sections namely: A and B. Section A contains background information such as name of school, gender, age, discipline, qualification and year of service for the teachers and name of school, class, sex and age for students. Section B contained information on items that examined the influence of teacher and other variable on the performance of teaching economics in Saki West Local Government.

The five point Likert scale was used ranging from Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD). Out of the 132 questionnaire that were distributed for administered, 130 were retrieved while 2 questionnaires could not be

retrieved. Data collected was presented using frequency method presented in simple percentage. The hypotheses formulated were analyzed statistically using chi-square method.

Result and Discussion of Findings

The collected data were analyzed on the hypotheses raised for the study. Were chi-square statistical analysis was used to analyze the result at 5% level of significance. The study stick to the rule which state that if the estimated value is greater than the table value, the hypothesis be rejected and vice-versa

Ho1: Availability of teaching materials has no significance relationship with students' performances in economics subject in Saki West Local Government.

Response	Observed Frequency	Expected Frequency	X2 Cal Value	Degree of Freedom	X2 Table Value	Level of Significance	Remark
SA	23	26	0.4				
A	50	26	22.2				
U	9	26	11.1				
D	28	26	0.2				
SD	20	26	1.4				
	130	130	35.3	4	9.49	0.05	Significant

From the table above, the chi-square calculated value of 35.3 is greater than chi-square table value of 9.49 at 0.05% level of significance with degree of freedom 4. The null hypothesis thereby rejected and the alternative hypothesis is accepted.

Ho2: Motivation of economics teachers has no significance influence on the effective teaching of economics in Saki West Local Government.

Response	Observed Frequency	Expected Frequency	X2 Cal Value	Degree of Freedom	X2 Table Value	Level of Significance	Remark
SA	30	26	0.6				
A	48	26	18.6				
U	16	26	3.9				
D	19	26	1.9				
SD	17	26	3.1				
	130	130	28.1	4	9.49	0.05	Significant

From the table above, the chi-square calculated value of 28.1 is greater than chi-square table value of 9.49 at 0.05% level of significance with degree of freedom 4. The null hypothesis thereby rejected and the alternative hypothesis is accepted.

Ho3: Teaching method has no significance influence on the effective teaching of economics subject in Saki West Local Government.

Response	Observed Frequency	Expected Frequency	X2 Cal Value	Degree of Freedom	X2 Table Value	Level of Significance	Remark
SA	41	26	8.7				
A	48	26	18.6				
U	11	26	8.7				
D	17	26	3.1				
SD	13	26	6.5				
Total	130	130	45.6	4	9.49	.05	Significant

From the result above, the chi-square calculated value of 45.6 is greater than chi-square table value of 9.49 at 0.05% level of significance with degree of freedom 4. The null hypothesis thereby rejected and the alternative hypothesis is accepted.

Conclusion

This study discussed the strategies enhancing the teaching and learning of economics in secondary School in Oyo State. Primary data were collected through structured questionnaire. Survey research method was used to collect data for the study and the analysis was done using simple percentage and chi-square. Results of the findings revealed that availability of instructional materials, uses of appropriate method of teaching, motivation of teachers by prompt payment of salaries and other benefits and sponsoring of teachers periodically to attends seminars, workshops and conferences has a positive influence on the teaching and learning of economics. The study further shown that teacher's experience also play a significant role in the effective teaching and learning of economics in secondary schools in Saki West Local Government.

Recommendations

Based on the findings of the study, the following recommendations were made.

i. Adequate funds should be made available for provisions of standard library filled with textbooks and other relevant teaching materials.
ii. Educational agencies and other stakeholders should be meeting periodically so as to review and improve the curriculum aspect of the discipline.
iii. Besides the prompt payment of teachers' salaries they should also be re-trained and allowed to acquire more skills through seminars, workshops and conferences.
iv. Teachers-students relationship should be fostered so as to enable the students to feel at home and learn effectively.

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