

IMPACT OF TEACHER FACTORS ON EFFECTIVE TEACHING AND LEARNING OF ECONOMICS IN PUBLIC SECONDARY SCHOOLS IN SOMOLU LOCAL GOVERNMENT AREA OF LAGOS STATE, NIGERIA.

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ABSTRACT

This study examined the effect of selected negative teachers attributes (poor qualifications, lack of commitment, poor teacher- students interaction, poor usage of instructional materials) on effective teaching and learning of Economics in public senior secondary schools in Somolu Local Government Area of Lagos State, Nigeria. The study also examined the teaching strategies considered appropriate by economics teachers for the teaching of the subject. The study employed descriptive survey research design. The population of the study consisted of all Economics teachers in public senior secondary schools in Somolu local government. Three (3) public senior secondary schools and ten (10) Economics teachers were randomly selected. The research instrument used for the data collection in this study was questionnaire. The data collected were analyzed using frequency tables, simple percentages and correlation analysis. The findings revealed that there is significant relationship between the selected teachers attributes and effective teaching and learning of Economics; these attributes have negative effect on teaching learning activities. Respondents also agreed that practical, student centred, problem based teaching strategies are most appropriate for teaching the subject. Appropriate recommendations were given based on the findings..

Keywords: *Teacher factors; Effective teaching and learning, Economic, Public Schools*

INTRODUCTION

Economics is a social science subject offered in senior secondary schools in Nigeria. According to the NERDC (2008), the objectives of the subject in secondary schools are to enlighten students to understand basic economic principles and concepts as well as the tools for sound economic analysis. It enables students to contribute intelligently to discourse on economic reforms and development as they affect or would affect the generality of the citizens, as well as understand the structure and functioning of economic institutions. The study of the economics is important because it covers all areas of human lives and occupies the unique portion of man's activities. However, despite the above importance attached to the learning and teaching of economics in our educational system, the performance of students in secondary schools in Nigeria has remained an issue of concern to all stakeholders (Ajagun, 2000) due to the many problems issues limiting the effective in schools leading to poor performance of students in public examinations.

Teachers are pivotal in the transmission of knowledge, values, and skills in the learning process. Teachers are the mainstay of every education system. This because, they are the centripetal force which holds the success of the system. As a result of this, there is need for adequate provision of teachers for public senior secondary schools. Kimani, Kara, and Njagi (2013) opined that if the teacher is ineffective, the students will achieve inadequate progress academically. It is nevertheless the responsibility of students to recognize that they are accountable for their academic success by making choices and taking actions that will lead them toward their educational goals.

Teachers are absolutely essential in the entire educational system of any nation and are pivots on which education's wheels revolve. A teacher is therefore a professional who consciously and deliberately uses a wealth of experience, training, skills, competencies, attitudes, interests, and knowledge of content, with the help of instructional materials and methods/techniques, to impart knowledge to less experienced persons (Mkpa, 2009).

Academic performance has been chronically poor in some public senior secondary schools, despite the government's effort to improve quality of education. Many stakeholders have tried to provide the solution to poor academic performance of students in Economics in public senior secondary schools. In view of these difficulties, most teachers of economics still resort to the theoretical method of teaching the subject. This undoubtedly, is contrary to the improvement of economics education, which is greatly needed at this period of our development with emphasis on practical oriented learning. The researcher observed that most teachers in public senior secondary schools did not fully make use of instructional materials in the teaching of economics to their students. This negligence of the effective use of the instructional materials in teaching and learning of economics common to teachers affected the academic performance of students in economics in public secondary schools in Lagos state. This study is set to investigate the hindering factors on teaching and learning of Economics in public senior secondary schools.

Given the above background, the main objective of this study was to investigate the teacher factors hindering effective teaching and learning of Economics in public senior secondary schools in Somolu Local Government Area of Lagos State, Nigeria. The specific objectives of the study were to;

- ❖ ~~investigate~~ the problems hindering factors of teachers on effective teaching and learning of Economics in public senior secondary schools in Somolu Local Government Area of Lagos State.
- ❖ ~~determine~~ the teaching strategies to be adopted for effective teaching and learning of Economics in public senior secondary schools in Somolu Local Government Area of Lagos State.

The research questions investigated were:

1. What is the impact of selected teachers factors on effective teaching and learning of Economics in public senior secondary schools in Somolu Local Government Area of Lagos State?
2. What are the teaching strategies essential for effective teaching and learning of Economics in public senior secondary schools in Somolu Local Government Area of Lagos State?

The hypotheses tested in the study were:

Ho¹: There is no significant relationship between negative teacher factors and effective teaching and learning of Economics in public senior secondary schools in Somolu Local Government Area of Lagos State.

Ho²: There is no significant relationship between teaching strategies and effective teaching and learning of Economics in public senior secondary schools in Somolu Local Government Area of Lagos State.

RESEARCH METHODOLOGY

This study provides a comprehensive overview of the research methodology used to investigate the hindering factors of teachers on effective teaching and learning of Economics in public senior secondary schools in Somolu Local Government Area of Lagos State, Nigeria. A descriptive survey research design was used for this study. The purpose of descriptive research is to describe systematically the facts, qualities and characteristics of a given population (Nworgu, 2014). The population of this study comprised two hundred and thirty-five (235) Economics teachers in public senior secondary schools in Somolu Local Government Area of Lagos State. A simple random sampling technique was used to select three (3) public senior secondary schools out of the 10 public senior secondary schools in Somolu Local Government area; and ten (10) Economics teachers were randomly selected in the schools.

The research instrument used in this study was a self-structured questionnaire titled “Hindering Factors of Teachers Questionnaire (HFTQ)” which comprised of two sections A & B. Section A collected demographic data of the participants and Section B captured items related to the effective teaching and learning of Economics in two sections. To ensure the reliability of the instrument used in this study, a test-retest method was employed. The cronbach's alpha of 0.88 was used to measure and acceptable realised.

The questionnaire were administered and collected personally by the researchers in the field. The researchers encouraged the respondents to complete the questionnaire without influencing them materially. The questionnaires completed by the teachers were collected by the researcher for analysis. The data collected for the research were analysed using simple percentage to answer research questions. Descriptive statistics such as frequency distribution tables, simple percentages, were used to summarize the data. The pearson product moment correlation coefficient was also used to test the hypotheses formulated for the study. The level of significance was set at 0.05, and a p-value less than 0.05 was considered statistically significant.

RESULTS AND DISCUSSION

Research Question One: What are the teacher factors hindering effective teaching and learning of Economics in public senior secondary schools in Somolu Local Government Area of Lagos State?

| S/N | Items | SA | A | D | SD | Total | Remarks |
|-----|--|--------------|--------------|--------------|--------------|-------------|-----------|
| 1 | Unqualified teachers are employed to teach economics | 1 | 1 | 3 | 5 | 10 | Disagreed |
| 2 | Unseriousness of teacher of economics affect teaching and learning of economics. | 3 | 4 | 2 | 1 | 10 | Agreed |
| 3 | Poor teacher -student interaction in the classroom | 30.0% | 40.0% | 10.0% | 20.0% | 100% | Agreed |
| 4 | ----- | 1 | 3 | 3 | 3 | 10 | Disagreed |
| | ----- | 10.0% | 30.0% | 30.0% | 30.0% | 100% | |
| 5 | Lack of competence on the use of available instructional materials | 2 | 5 | 3 | 0 | 10 | Agreed |
| | | 20.0% | 50.0% | 30.0% | 0.0% | 100% | |
| | Grand Total | 10 | 17 | 12 | 11 | 50 | Agreed |
| | | 20.0% | 34.0% | 24.0% | 22.0% | 100% | |

From table 1 above, analysis of items 1 to 5 shows that 27(54.0%) of the participants agreed that there are problems hindering factors of teachers on effective teaching and learning of Economics; and while 23(46.0%) disagreed with the statement.

Research Question Two: What are the appropriate teaching strategies for effective teaching and learning of Economics in public senior secondary schools in Somolu Local Government Area of Lagos State?

| S/N | Items | SA | A | D | SD | Total | Remarks |
|-----|---|---------------------|---------------------|--------------------|-------------------|--------------------|---------|
| 6 | Teacher like demonstration method when teaching Economics | 3 30.0% | 4 40.0% | 2 20.0% | 1 10.0% | 10 100% | Agreed |
| 7 | Student-centered learning methods should be used by the teachers | 3 30.0% | 6 60.0% | 1 10.0% | 0 0.0% | 10 100% | Agreed |
| 8 | Problem-based learning strategies should be used in teaching economics | 2 20.0% | 4 40.0% | 2 20.0% | 2 20.0% | 10 100% | Agreed |
| 9 | Field trips and excursions should be in cooperation with the teaching of economics | 3 30.0% | 4 40.0% | 2 2.0% | 1 1.0% | 10 100% | Agreed |
| 10 | Professional development training such as conferences, workshops, and seminars to update the teachers' knowledge and skills | 3 30.0% | 6 60.0% | 1 10.0% | 0 0.0% | 10 100% | Agreed |
| | Grand Total | 14 28.0% | 24 48.0% | 8 16.0% | 4 8.0% | 50 100% | Agreed |

From table 2 above, analysis of items 6 to 10 shows that 38(76.0%) of the participants agreed that there are teaching strategies adopted for effective teaching & learning of Economics; and while 12(24.0%) disagreed with the statement.

Testing of Hypotheses

Hypothesis One: There is no significant relationship between teachers hindering factors and effective teaching and learning of Economics.

Table 3: Hindering factors of teachers and effective teaching and learning of Economics.

| Variables | Mean | SD | N | r-cal | r-tab | Remarks |
|--|------|------|------|--------|-------------|--------------------------|
| Teachers Hindering factors | f | | | | | |
| Effective teaching and learning of Economics | 2.10 | 0.70 | 2.22 | 0.8510 | 1.16***0.64 | Ho ¹ rejected |

** Significant, $P < 0.05$

Analysis of table 3 shows that the calculated value r-cal (1.16) is greater than the r-tab (0.64) at 0.05 level of significance. Based on this result, the null hypothesis which stated that “there is no significant relationship between hindering factors of teachers and effective teaching and learning of Economics” was rejected. Thus, there is significant relationship between hindering factors of teachers and effective teaching and learning of Economics. This implies that if there was hindering factors of teachers such as unqualified teachers, unseriousness of teachers, poor student-teacher interaction, teachers' lack of knowledge of the subject, and lack of competence on the use of available instructional materials. These hindrances are negatively effect on teaching and learning performance of Economics.

Hypothesis Two: There is no significant relationship between teaching

strategies and effective teaching and learning of Economics in public senior secondary schools in Somolu Local Government Area of Lagos State.

Table 4: Teaching strategies and effective teaching and learning of Economics

| Variables | Mean | SD | N | r-cal | r-tab | Remarks |
|---|------|------|------|-------|----------|-------------------------------|
| Teaching Strategies effective teaching and learning of Economics | 1.50 | 0.42 | 1.85 | 0.64 | 1.04 *** | 0.28 Ho ² rejected |

** Significant, P < 0.05

Analysis of table 4 shows that the calculated value r-cal (1.04) is greater than the r-tab (0.28) at 0.05 level of significance. Based on this result, the null hypothesis which stated that “there is no significant relationship between teaching strategies and effective teaching and learning of Economics” was rejected. Thus, there is significant relationship between teaching strategies and effective teaching and learning of Economics. This implies that if there was teaching strategies such as demonstration method, problem-based learning strategies, field trips and excursions, student- centered learning methods. These teaching strategies would enhance effective teaching and learning of Economics.

The finding of hypothesis one revealed that there was a significant relationship between hindering factors of teachers and effective teaching and learning of Economics. This implies that if there was hindering factors of teachers such as unqualified teachers, unseriousness of teachers, poor student-teacher interaction, teachers' lack of knowledge of the subject, and lack of competence on the use of available instructional materials. Therefore, the study showed that teacher qualification is a factor that hinders effective teaching and learning of economics. The study also indicated teachers' knowledge of the subject as a factor hindering effective teaching of economics in the secondary schools. This finding agrees with the view of Ibrahim (2011) showed that teachers' qualifications and experience were the major factors affecting the use of instructional materials to influence students' academic performance. The lack of qualified economics teachers in secondary schools has been noted by others (Adeyemi, 2010) as a major factor affecting academic achievement.

The finding of hypothesis two revealed that there was significant relationship between teaching strategies and effective teaching and learning of Economics. This implies that if there was teaching strategies such as demonstration method, problem-based learning strategies, field trips and excursions, student-centered learning methods. Therefore, the study showed that the usage of non-student-centered learning methods hinders effective teaching and learning of Economics. The ability to choose and use appropriate teaching or instructional methods is a skill that develops with experience. This finding agrees with the study by Wion (2008), who noted that one of the major problems with the teaching of economics is the strategies teachers use to teach the subject.

CONCLUSION AND RECOMMENDATIONS

This study examined the hindering factors of teachers on effective teaching and learning of Economics in public senior secondary schools in Somolu Local Government Area of Lagos State, Nigeria. Based on the findings of the study, the following conclusions were drawn. An overview of the results of the study showed that teachers' qualifications and teachers' knowledge of the subject are the key elements affecting effective teaching and learning of Economics. The availability and use of instructional materials were also identified as important factors, as well as teaching methods is a skill that develops with experience.

Based on the findings of this study, the following recommendations were made:

1. The government agencies should endeavor to recruit teachers with at least Bachelor degree in Education Economics to teach Economics in senior secondary schools.
2. The Ministry of Education and other relevant authorities should regularly organize trainings, seminars, conferences, and workshops for Economics teachers to keep them abreast of current and productive student-centered teaching and learning methods.
3. Economics teachers should be encouraged to use relevant instructional materials, and current textbooks.
4. The government should do more to ensure teacher welfare through payment of salaries as and when due, provision of accommodation in the form of housing or allowance, office facilities, introduction of reward systems, etc.

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