

**FACTORS AFFECTING TEACHING AND LEARNING OF ECONOMICS IN
PUBLIC SECONDARY SCHOOLS IN IKPOBA OKHA LOCAL
GOVERNMENT AREA, EDO STATE**

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CERTIFICATION

We the undersigned certify that the research was carried out by
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DEDICATION

This work is dedicated to my husband for his contribution towards it success.

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What God cannot do does not exist. I sincerely appreciate Almighty God for the privilege given to me to take up this program. My Sincere appreciation goes to my amiable Supervisors, Dr. (Mrs) Philomena Aibinoumo. For her consideration, dedication and commitment towards this Work, inspire her busy schedule. May the Almighty God continue to bless you and your family. I appreciate all my lecturers in the Institute Of Education for sharing and imparting their knowledge to me Prof. (Mrs.) Roseline O. Olubor, Prof Kehinde Aluko, Dr. (Mrs.) Ojeme Agatha, Dr. (Mrs.) Florence I. Iyamu. As Director of the Institute Of Education. Dr. Imasuen Kennedy, who faithfully analyzed the data retrieved for this work and Dr. Uwadia Wesley.

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ABSTRACT

This study designed is to investigate the factors affecting teaching and learning of economics in public secondary schools in Ikpoba Okha local governments Area Edo state. to carry out this study, four research questions were raised. The study was descriptive study the population of the study was three hundred teachers. The sample for the study was 20% of the total population which were selected using the stratified sampling method which gave a sample of 60%. The instrument used for the collection of data was questionnaire. The reliability of the questionnaire was ascertained using test-retest method. Thereafter, the Person Product Moment Coefficient (Pearson r) was determined in its level of reliability. A correlation coefficient of 0.70 was obtained and it showed that the instrument was reliable.

The major findings stated that there is a significant difference in the method of teaching that influence the teaching and learning of economics in between low and high qualified teachers in public secondary schools in Ikpoba Okha Local Government Area. The teachers with higher academic qualification's method of teaching seems to influence the teaching and learning of economics in public secondary schools in Ikpoba Okha Local Government Area than those with lower qualifications.

CHAPTER ONE

INTRODUCTION

Background of the study

Economics is one of an important subject taught in the secondary schools. It is important to both students and the society at large because it cuts across all spheres of human endeavor. Robbins (2004) explained that economics as a science which studies human behavior as a relationship between ends and scarce means which have alternative uses. By this definition Robbins emphasized economics as a science and that economic analysis should be based on scientific and logical process rather than vague judgments.

Many researchers defined economics as the production and distribution of money and goods of a country. It is the study of how people of the society choose to use their limited resources like land, capital, labour, goods and technical knowledge to provide various goods and services for the consumption of man. Also economics makes it easier to institute practical measures to promote welfare, so that the society may build upon. He concluded by saying the study of economics is not only worthwhile for its own sake but only for the healing that the knowledge may help to bring. Economics is relevant to the field of science and art. It enables the individuals to think in the sense that he/she is able to apply its principles to solve practical problems and avoid unnecessary costly mistake. It also enables individuals to understand better

the relationship between himself and his fellow human beings in his effort to make a living.

All over the world, the importance of economics as an instrument of nation building and national development cannot be over-emphasized. It is based on this axiom that Nigeria as a sovereign nation requires excellent qualified teacher and teaching aids in the students understanding of the need to effect a change in National Development through the teaching and learning of economics in the senior secondary schools preferably those in SSI to SS3.

There has also been a traumatic growth in commerce and industry since independence which invariably calls for specialized and qualified manpower to make the various aspects of the economy become imperative. This lead to the introduction of economics as a separate subject of study in the new National policy of education. Economics subject was also included in the curriculum that is geared towards producing a group of people who can study and improve the structure of Nigerian Economy. Economics as a field of study provides individuals with sound knowledge on how to be self-employed and better the lots of people in his or her own society.

Profoundly, in Ikpoba-Okha Local Government Benin city, there has been a lot of factors militating against the teaching and learning of economics in the secondary schools, which invariably calls for the study of this research work.

Consequent upon this foregoing therefore, we can briefly look at the word “teach and teaching”. The Oxford Advance Learners Dictionary 6th edition (2001:1220), defined the word teach to mean a given lesson to students in a schools, colleges, universities, etc to make somebody learn something by giving information about it and to show somebody how to do something so that they will be able to do it by themselves. Many researcher explained teaching as the interaction between a teacher and student under the teacher’s responsibility in order to bring about the expected change in the students’ behaviour. Alaezi (1999)described teaching as the business of all those involved in the act of changing human behaviour and transformation of society for better, particularly when their actions render them perceptibly significant respectable and recognizable to others because of the consequences they accomplish and the unique manner they do them. He emphasized that a teacher must possess knowledge and method of imparting it that could bring about positive change in learners attitude or behavior.

Teaching of economics in secondary schools has been based on the quality and the numbers of the teachers we have in the secondary schools to enable us achieve and attain the goals for which these secondary schools were established without any impediment or hampering this purpose. Hence, being properly trained as a professional teacher and having a sound knowledge of what to teach is the most vital prerequisite for a good qualified teacher. Unqualified teachers in our secondary

schools today in teaching of economics have acted persistently as canker-worm devouring the efforts of achieving the educational objectives for this subject. It is observed that a person can never give out what he does not have.

The proper application of teaching materials is very important in the effective studying of economics. Such as teaching materials help students in teaching and learning of economics. According to Okorita (2004), there is urgent need to provide the schools with facilities and materials so as to boost the teaching and learning which will call for education for all the year 2010. Writing further, he attributed the largely factors affecting the teaching and learning of economics in secondary schools to lack of adequate facilities and teaching materials in the school surrounding which could have facilitated the teaching of the subject.

In teaching economics, methodology is a veritable tool for the conveyance of the principles or theories of economics as well as materials to the students for the achievement of the goals of that institution. According to Ali (2001), says “methodology uses materials in an instructional setting to send the principles (knowledge) which could be the cognitive, the affective and the psychomotor aspect of the school’s curriculum.” Ugwu (2001), emphasized the essentiality for a teacher to select most effective method amongst other for a given purpose, if he must satisfy the learners need to know and his desire to participate actively in the instructional process.

The interest and attitudes of teachers and students over teaching and learning of economics in secondary schools are of great effects. Onyeji (2000), of his view that the teacher's attitude discourages and scares away students from studying the subject. This is so, if the students are not properly guided, they become scared of the teachers and the subject resulting in lack of interest and the student's performance tend to be poor since effective teaching do not take place.

Statement of the Problem

Economics is being taught in secondary schools in Ikpoba-Okha Local Government Area and it has been observed that students performed poorly in the public Senior Secondary Certificate Examination. It has been observed that there are lots of factors militating against the effective teaching and learning of economics in secondary schools. To this end this study therefore is to investigate the factors which include lack of qualified teachers, lack of instructional materials, poor methodology of teaching, attitudes and interest of teaches and students in teaching and learning of economics etc.

Research Question

The following research questions guided this research work:

1. How does qualifications of the economics teachers influence the teaching and learning of economics in the secondary schools?
2. How does teachers method of teaching affect teaching and learning of economics in public secondary school?

3. To what extent does teachers method of teaching affect teaching and learning of economics between male and female teachers in public secondary schools based on school locations.
4. To what extent does teachers method of teaching affect teaching and learning of economic between highly and lowly qualified teachers in public secondary school.

Purpose of the Study

The general purpose of the study is to identify the factors affecting the effective teaching and learning of economics in secondary schools in Ikpoba Okha Local Government Area.

The study is specifically designed to:

1. Determine the educational qualification of economics teachers in the secondary schools and how it affects the study of economics.
2. Find out the extent instructional materials available and how they affect the study of economics?
3. Identify the method economics teachers used in teaching economics in the secondary schools
4. Identify the extent interest and attitudes of students and teachers affect the teaching and learning in the secondary schools.

Significance of the Study

This study will help to make our educational administrators to see the need to have qualified economics teachers if not available to handle the subject and effectively for the benefits of the students and society at large.

It will also helps to sensitize the educational administrators to appreciate the need to make available the necessary materials, examples chalkboard, graph, audio-visual materials, etc that will enhance effective learning of economics if they are not available.

This study will if need be direct the economics teachers' attention to the need for them to adopt more appropriate teaching method in order to bring about the above mentioned desirable experience in the learners. This study will have a great significant to economists for formulation and evaluation of their plans.

It will be useful to learners to identify the factors affecting the teaching and learning of economics. It will help to identify the factors affecting the teaching and learning of economics. It will help to produce sound economics students that will function well in the economy.

This work will serve as a source of encouragement to students and teachers that will come across it. It is hoped that the findings of this study would also form the basis for further research.

Scope of the Study

The study deals with the factors affecting the effective study of economics in secondary schools in Ikpoba –Okha Local Government Area of Edo state. It geographically covers the five selected secondary schools in Ikpoba-Okha Local Government Benin city.

Definition of terms

Economics is the study of scarcity and its implications for the use of resources, production of goods and services, growth of production and welfare over time, and a great variety of other complex issues of vital concern to society.

Teaching is the ability to assist learners in organization directing, and maximizing the stream of developing life experiences. As Dewey stated, teaching relies upon “the educational significance of social arrangements [as] means used to educate the young

Learning has been defined functionally as changes in behavior that result from experience or mechanistically as changes.

Instructional materials are those materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete. These instructional materials bring life to learning by stimulating students to learn

Performance is the execution or accomplishment of work, acts, feats, etc. a particular action, deed, or proceeding.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter describes a review of literature under the following sub-

- Theoretical Framework
- Concept of Teaching Economic
- Concept of Academic Performance
- Factors Militating Against teaching and learning of Economics
- Teaching and Learning of Economic in Secondary School Based on Teachers Gender

Theoretical Framework

The theory adopted behavioral theory which was propounded by Pavlov, Thorndike, Eston and skinner (1994). The theory state that learning can be defined differently depending on which perspective one takes in defining it. The complex process of learning is defined according to behaviourism, cognitivism and constructivism. According to a behaviourist, learning can be defined as “a relatively enduring change in observable behaviour that occurs as a result of experience” (Eggen land Kauchak, 2001: 214). Although the cognitive theorists accept most behaviouristic concepts, they define learning differently. They view learning as the acquisition or reorganisation of cognitive structures through which human beings process and store information (Good and Brophy, 1990:189). Moreover, learning for the constructivists is the construction of personal perceptions of reality according to

one's personal experiences (Jonasson, 1991). It can be stated here that although learning is defined differently, the overall objective of it is some form of behavioural display by the learner. We see that for the behaviourists, learning is said to have taken place when the learner shows change in behaviour. For the cognitive theorists learning occurs when the learner portrays the behaviour of ability to process cognitive structures. We also see that for the constructivists, the final end of the construction of personal perceptions of reality is some particular behavioural disposition that goes with the way one perceives reality. Therefore, it can be stated with confidence that the whole educational complex process of learning is anchored on behaviourism in one way or another.

Essentially, another aspect that can be perceived as a contribution of behaviourism to education is the use of lesson objectives during the instructional process. It is vital to state that learning objectives are actually behavioural objectives in that they set standards on how the learners are expected to behave at the end of the learning experience. Behavioural objectives show the overall purpose of any learning experience such that without them, a lesson can be said to have no direction or an intended goal. A behavioural objective states learning objectives in "specified, quantifiable, terminal behaviours" (Saettler, 1990: 288). Moreover, the ABCD mnemonic device is used to sum up behavioural objectives (Schwier, 1998:12). For instance, the ABCD mnemonic device can be clearly portrayed in the following behavioural objective. 'At the end of the lesson, students should be able to answer

correctly 85% of the questions on the post test'. In the behavioural objective above, we see that A implies the 'audience' which in this case comprises the students, B implies the 'behaviour' which further implies to answer correctly, C implies the 'condition' evidenced by the statement, 'at the end of the lesson, on the post test' and finally D implies the 'degree' shown by the figure 85% correct. Therefore, as portrayed above by the ABCD mnemonic device, to develop behavioural objectives a learning task must be broken down through analysis into specific measurable tasks. Moreover, it is very important at this point to state that learning success may be measured by tests developed to measure each objective of the lesson.

Another contribution made to education by behaviourism is the behaviouristic belief that the teacher has the duty to create a favourable environment for learners. Hence, teachers who accept this behavioural perspective believe that the behaviour of students is a response to their past and present environments and that all behaviour is learned. To enable effective learning, the teacher should control the learning environment in order to ensure that the environment is conducive for learning. This emphasis on the importance of the teacher in ensuring a favourable learning environment is highlighted by Skinner (1968: 64) when he states that;

The application of operant conditioning to education is simple and direct. Teaching is the arrangement of contingencies of reinforcement under which students learn. They learn without teaching in their natural environments, but teachers arrange special contingences which expedite learning, hastening the appearance of behaviour

which would otherwise be acquired slowly or making sure of appearance of behaviour which otherwise would never occur.

It should also be stated that in their endeavour to create a favourable environment for learning, teachers are advised by behaviouristic principles to reinforce appropriate behaviours only and extinguish inappropriate behaviours. The maintenance of a favourable environment for learning by the teacher is not only advocated for by Skinner but many other behaviourists as well. They stress the importance of a favourable environment in fostering effective learning. For instance, the point above is clearly evident in Darby (2003: 5) when she states that;

classical conditioning suggest maintaining a positive environment, or the possibility arises of pupils developing a negative attitude towards a subject because of the unpleasant feelings associated with how it was learned.

A controlled environment was considered by Skinner to be the prerequisite for total behaviour modification. Therefore, the emphasis on the importance of maintaining a favourable learning environment in school contexts is a behavioural contribution to education.

The use of behaviour modification¹ in the classroom is yet another vital contribution of behaviourism to education. According to Congelosi, (2000: 42) behaviour modification refers to the behaviourist approach by which students' environments are manipulated to increase the chances of desired behaviours being rewarded while undesired behaviours go unrewarded. We therefore see that through

behaviour modification, students are thus conditioned towards being on task in the class room. There are different behaviour modification methods used in the classroom. For example, student behaviour can be modified through shaping, chaining, extinction, positive and negative reinforcers, discipline plans and token economies (Eggen and Kauchak, 2001: 36). These behaviour modification methods are common practices in elementary schools. The most widely used methods are the two types of reinforcers above (positive and negative reinforcements) and token economy.

In case of positive and negative reinforcers, Skinner highlighted the importance- of generalized reinforcers such as giving praise, stars and points to the student immediately after their performance of desired behaviours. This enables students to repeat the desired behaviour. In line with reinforcement, he discouraged the use of punishment in class in favour of merely ignoring inappropriate behaviour as the best way of extinguishing it. Behaviourists believe that punishment is less effective in terms of terminating inappropriate behaviour because it only suppresses behaviour temporarily (Darby, 2003: 4). Moreover, the removal of punishment allows the behaviour to reappear. Furthermore, we see that punishment is also known to have unpleasant side-effects such as group hate and group unhappiness. Token economy is simply a system of exchange. Here the teacher offers a reward to a student when desired behaviours are attained as a conditioned reinforcer. The teacher has to be committed to dispense tokens quickly after desired behaviours. Tokens can be things such as stickers, money and so on.

In any educational context, it is very important to assess the learners. We see that this fundamental educational technique is based on the principles of behaviourism. Since from a behaviourist perspective, we defined learning as 'a relatively enduring change in observable behaviour that occurs as a result of experience' (Saettler, 1990). It therefore follows that assessment or indeed evidence of learning must be some capturing of that change. Hence, assessment is a purely behavioural activity because its main objective is to show whether there has been change in the learner's behaviour after a learning experience. Without the behavioural educational technique of assessment, it would be very difficult to know whether learning has taken place. Students should be assessed by observing behaviour. Educators cannot assume that students are learning unless they observe that behaviour is changing through assessment. Assessment therefore acts as a vital instrument through which educators can receive feedback vis-visa progress of learning in the classroom.

It can also be stated that behaviourism has made a major contribution to education in the area of teaching methods. According to Driscoll (2000:16), one major contribution of behaviourism to education is the use of the 'drill and practice methodology' during the instructional process. The central principle in this teaching methodology is that the teacher presents the stimulus to the learners and what is expected from the learners is to respond to it through constant practice. This teaching method is commonly used in language lessons where it is known as the 'audio lingual method'. Here, the teacher presents the stimulus to the learners in form of a word

inscribed on the black board and reads it aloud. The learners are expected to actively respond to the stimulus by reading the word after the teacher in a chorus form repeatedly until the time they are told to stop doing so by the teacher. In this context, the intention is to make the word sink in the minds of the learners. It is believed that in the 'drill and practice' teaching method, the repetition of the stimulus response habits can strengthen those habits. This belief is also evident in yet another belief among educators that the best way to improve reading is by encouraging students to read more and more in order to strengthen the link between the stimulus (material to be read) and the response (ability to read).

The Pavlovian classical conditioning is not an exception to but an exemplification of several educational implications. As pointed out earlier that if learning is indeed the goal in any classroom, educators need to create an environment conducive to learning. Classical conditioning advocates for the creation of an environment conducive to learning. The point at hand comes out clearly in Edwards (2000: 24) under the sub heading 'educational implications of classical conditioning' when he states that "students should experience academic tasks and contexts that cause or encourage pleasant emotions". The implication of this is that students should be able to feel enthusiasm, excitement or enjoyment in their learning context rather than being in contexts that cause anxiety, disappointment and anger. In the classroom context, mathematics anxiety is a good example of classical conditioning that can be mitigated with classical conditioning.

Focusing more specifically on academic learning in terms of the 'content' of the lesson, we see that the theory of behaviourism has made some fundamental contributions to education through Thorndike's 'Theory of Transfer of Identical Elements'. Thorndike's theory represents one of the most important behavioural principles that;

The amount of learning that can be generalized between a familiar situation and an unfamiliar one is determined by the number of elements the situations have in common (Schweiso, 1989: 121).

Thorndike concludes in his theory that education does not easily generalize what is taught to the learners. He further stresses that if education is to be preparation for life beyond the school, it should be as life-like as possible. His theory has had a tremendous influence in the introduction of life or social oriented themes in most subjects on the school curriculum. Moreover, he encouraged educators to introduce skills to learners when they are still conscious of their ability to perform them correctly. The best time for this is usually after positive reinforcement.

The behavioural experiments of Skinner are seen as a highly rich source of educational implications. We see that regarding the lesson material, Skinner specified that to teach well, educators must decide exactly what it is they want to teach (Darby, 2003: 6). It is only then that they can present the right material to the learners and know what responses to look for. When educators present the right material to the learners they can know what responses to look for and hence know when to give

reinforcement that usefully shapes behaviour. Skinner (1968) advocated for effective learning in school institutions. In his endeavour to ensure effective learning in schools, he suggests three principles to be used by teachers when he states that;

information to be learned should be presented to the learners in small behaviourally defined steps ... rapid feedback should be given to pupils regarding the accuracy of their learning and that pupils should be allowed to learn at their own pace.

We also see that building on the three principles, Skinner proposed a different teaching method which he called 'programmed learning or instruction' and a 'teaching machine' that would present programmed material. Two techniques of teaching emerged from programmed learning.

The first is the linearly structured technique where all pupils follow the same sequence of learning steps and the second technique involves the creation of different paths for different pupils according to their answer at each frame. It is vital here to state that studies have shown that both teaching techniques are as effective as conventional teaching (Schunk, 1996: 91). From the programmed instruction portrayed above, it is evident that based on operant conditioning, Skinner's teaching machine requires the learner to complete or answer a question and then immediately receive feedback on the correctness of the response.

In school contexts, there are a number of issues that affect the educational achievement of the learners. One of the issues that have a direct impact on the

educational achievement of the learners is lack of self-esteem. According to Blascovich and Tomaka (1991: 4) self-esteem is;

An individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes or likes him or herself.

The problem of lack of self-esteem in schools is most evident in maladjusted children. A maladjusted child is "continually seeking help in gaining self-esteem and a feeling that somebody cares about him" (Wheldall, 1981: 39). In order to give such children more direct help in terms of enhancing their self-esteem, educational psychologists have turned to behavioural techniques. According to De Klyen (1976) research has provided evidence that behavioural changes brought about by the use of behaviour modification produces higher self-esteem in maladjusted children. The major findings from research with maladjusted children show that a substantial and sustained increase in positive reinforcement enhances self-esteem as reflected in both verbal reports of self-esteem and overt behaviours considered to be related to self-esteem. Reinforcement is defined as anything which increases the probability of a response or particular behaviour (Green and Hicks, 1984: 32). Moreover, we see that positive reinforcement occurs when something rewarding happens after the behaviour. Therefore, in the case at hand, we see that maladjusted children in schools are beneficiaries of a behavioural modification technique of positive reinforcement.

The relevance of this theory to the study is that learning takes place and the influence

of teacher towards a favorable environment for learning. And how school environments influence the academic performance of students. If the school environment is well put together with appropriate facilities the students may likely to learn faster, more effectively and effectively and this theory goes to that the environment to man extent influences the way students learn.

From the theory, it can be seen that both the physical, instructional and psychological settings of a school influences the academic achievement of students these conditions ranges from availability of the right functional and usable infrastructures, available of right quality and quantity of teaching materials and work force, standard class size, proper location, good student -teacher relationship and improved methodologies, how the school curriculum is put together, the social learning climate and how students respond to these factors which in turn influences their educational outcomes.

Concept of Teaching Economics

Economic education focuses on the knowledge of teaching and learning economics as a subject. It encompasses the content to be taught, methods of teaching, evaluation of those methods, and information of general interest to teachers of economics in senior secondary school.

Economic education is extremely important because it is vital to the future health of our nation's economy. The purpose of economic education is to create responsible citizens and providing more health care centers and repairing infrastructures;

electricity, good road, pipe borne-waters, etc.

Economics by nature, meets those ends by its study on price, costs, interest rate, unemployment, inflation, profit, budget deficit, trade deficit, exchange rates and so on. But economists sometimes turn their attention to other areas such as crimes, family relationship, war, politics, anthropology and the law.

David (2003), explained that economics is the study that decides what, how and for whom to produce; goods are physical commodities such as steel and strawberries, services are activities such as messages, live concerts, consumed or enjoyed only at the instant they are produced. In a rare case, some of the questions about what, how and for whom to produce have not been answered, until the arrival of a man. Friday, Robinson Crusoe can ignore the “for whom” question. In general, however, society must answer all these questions.

By emphasizing the role of society the nature of economics places economics within the social sciences, the science that studies and explains human behaviour. The subject matter of economics is human behaviour in the production, exchange and use of goods and services. Economics in nature studies the central economic problem for society is how to reconcile the conflict between people’s virtually limitless desires for goods and services and the scarcity of resources (labour, machinery and raw materials) with which these goods and services can be produced.

Awoke (2000:1) explained economics as the study of how man allocates their scarce resource to provide for their various wants or needs. As a science which studies

human behaviour in the disposal of scarce goods. Economics is about human behaviour, yet we describe it as a science rather than a subject within the arts of humanities. This reflects the way economist analyzed problem not the subject matter of economics.

Some definitions by some scholars were not good enough and did not embrace all aspects of economics. This made scholars and some students to wonder about the natures of economics over the years. However these definitions were accepted to some extent. Marshall (1996) defined economics as a study of man's action in the ordinary business of life, He consider how peoples receive moneys (incomes) they earn, how they spend it rationally due to the knowledge of economics. Agu (1994) explained economics as the organization and distribution of goods and service. He further states that economics is concerned with the scarcity and the activities of man that is pertaining to making or earning a living. In support of this, Alan (1990:9) viewed economics as “as social sciences” concerned with how people either individual or groups, attempt to accommodate scare resource of their wants through production substitution and exchange process.

Economics is an important subject that is why Paul (1999:20), believed that economics is the study of allocation of scarce resources among alternative and competing ends.

Pigou (1988), stated that economics is worthy of study because it makes it easier to institute practical measures to promote welfare. Some scholars in this field

sees it as a social subject while others in another dimension came up with different ideas about the concept. For example Adam Smith came up with the first publication “An Inquiry into the nature” helps us to observe that economist views on this subject of wealth creation as a means of enduring increase in materials to improve the standard of living.

However, conceptual framework of economics limits this study to micro economics that deals with small units of the economy (output of a product, individual demand etc).

Factors Militating Against Teaching and Learning of Economics in Ikpoba Olga area.

Concept of Academic Performance

Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized test students academic achievement describes academic outcomes that indicate the extent to which a student has achieved their learning goals. Academic achievement may refer to completing educational benchmarks such as a bachelor's degree. Academic achievement is often measured through examinations or continuous assessments.

Academic performance by students has always been a subject of interest to every educational institution. Whereas there is a consensus that schools should play a major role in this process, there seems to be disagreement about what exactly that role should

be. While some believe that the primary focus of schools should be the academic preparation of students (Hirsch, 1996; Tienken, & Wilson, 2001). Others however believe that efforts of schools should be integrated with other social institutions such as family and community towards educating children (Huitt, 2007). In fact, heads of educational institution, teachers and parents are primarily responsible for students' academic performance (Darling-Hammond, 2000), and that schools should efficiently and effectively organize themselves towards this task (Engelmann & Carnine, 1991).

Many researchers over the years have used a variety of ways to measure academic performance and these include report card grades, grade point averages, standardized test scores, teacher ratings, other cognitive test scores, grade retention and dropout rates (Burns & Darling, 2002; Hijazi & Naqvi, 2006). Thus student's academic performance is typically assessed by the use of teacher ratings, tests, and exams. In fact, student academic performance is more likely to be experience and evidenced when students feel personally validated and believe that their effort matters and can influence or control the prospects of their academic success. In reality, these inspire them to develop a sense of purpose and perceive the school experience as being personally relevant.

Granting the importance of academic performance is rarely questioned, however the factors that influence and mediate it have been elusive (Elliot, 2007). In reality, amongst the various predictors of academic performance, there are likely to be some interactions between each other, and therefore the effect of one factor on the

academic performance may be indirectly reflected through others. Thus, the studies surveyed support the hypothesis that student academic performance depends on a number of factors. Findings from studies identify students' effort/persistence, academic ambition, previous grades (Anderson et al., 1994), parents' education, parents academic ambition for their wards (Sentamu, 2003; Osiki, 2001) sex of the child, age of student (Aripin, Mahmood, Rohaizad, Yeop, & Anuar, 2008), peer influence (Tope, 2011; Black, 2002), and personal effort, academic ambition (Schoon & Parsons, 2002) as factors that have a significant influence on the students' academic performance .

Factors Militating Against the Teaching and Learning of Economics in School includes:

Lack of qualified teachers, lack of instructional materials, poor methodology of teaching, attitudes and interest of teachers and students in teaching and learning.

Lack of Qualified Teachers in Economics

The impact of teachers on students should not be underrated. Thus, schools and other educational institutions should consider the qualification, training, and experience of prospective teachers during their recruitment exercise. The effect of unqualified teachers can lead to unprecedented disruption in the academic performance of students, persistent and critical low self-esteem, and decreased motivation for self-development. The availability of qualified teachers determines the performance of students in schools.

Unqualified Teachers means teachers posting to schools lacking the proper, necessary or required qualification to handle teaching activities and other school responsibilities effectively.

Most unqualified teachers lack the competence to deliver quality teaching to their students. Such teachers have not been trained in employing 21st-century skills in teaching, and most of the teachings are teacher-centered. These observations have demonstrated the cause of students' poor academic performance in rural areas of sub-Saharan countries to be the lack of qualified teachers.

Lack of Instructional Materials

The term instructional material encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students achievement of instructional objectives.

Lack of classroom materials is one of the problems that our public school has. Because of these problems, teachers are spending their own money in buying materials that will sustain the productivity of the classroom.

Lack of classroom materials has a big impact in the process of teaching and learning, through this problem teaching learning process will not become productive and conducive. Many classroom lacks of enough books, art supplies and technology to provide same instruction offered at schools with greater resources. Lack of books translates into an inability for students to take books for homework. Lack of classroom materials is a negative cycle. Without materials, the work doesn't get done, and

without the work there is little incentive to buy into school at all supplies don't get purchased.

Poor Methodology of Reaching

Poor teaching can manifest in different ways, including ineffective communication, lack of organization, inadequate planning, and failure to engage students. Teachers who are not proficient in their subject matter or who lack enthusiasm for teaching can also contribute to poor teaching.

Impact on Student Performance

Poor teaching can have a profound effect on a student's academic performance. For one, students who are exposed to poor teaching may not understand the subject matter, leading to lower grades and test scores. They may also lose interest in learning, become disengaged, and eventually drop out of school. Additionally, poor teaching can lead to low self-esteem, anxiety, and even depression, all of which can hinder academic achievement. Attitude and interest of teachers and students in teaching and learning of economics in Negative attitudes displayed in the school by teachers may result in negative performance while positive attitudes put forth by teachers in the school may result into a positive performance. The attitude of a teacher, consciously or unconsciously, directly or indirectly affects students' academic performance

Attitude and Interest of Students in Teaching and Learning

The attitude being the makeup of every man impacts the daily outcome of our

lives whether as an adult or a child. It is simply the viewpoint of an individual about a given situation and how one reacts to negativity.

A student's attitude towards learning goes a long way in determining his/her academic accomplishments. The attitude of a student can either boost his/her academic accomplishments or tear them apart.

Research has proven that no student has the same attitude towards learning, and this is okay. However, a negative attitude can decline a student's motivation, limit their interest in learning, and hinder their academic progress.

It takes the right attitude to be at the top of the class. Will you ever encounter difficulties? Definitely, yes! And the moment you begin to accept challenges as a student, the earlier you accept positivity which helps to spur your overall academic performance.

Several factors are responsible for the different attitudes displayed by students;

Family:

The type of family a student comes from affects his/her attitude towards learning. A student from a dysfunctional home will find it difficult to relate with other kids when he starts schooling. Such a student will have problems expressing themselves and if not promptly handled may trigger a mindset of negativity in their lives. Generally, a child's upbringing and the environment play a major role in the child's attitude.

Association:

A wise man once said that you make up a fraction of the kind of association you keep. To develop the right attitude, it's important to prioritize your association.

Choice of Visual Aids:

What we see often has a way of affecting our belief system. Refrain from seeing things that will negatively impact our attitude.

Teaching and Learning of Economic in Secondary Schools Based on Teachers Gender

Over the years, educators have identified multiple variables influencing attitudes toward the teaching of mathematics, economics and natural sciences. (Clarke, V., & Braun, V. (2013). Specifically, Clarke & Braun (2013) identified gender, personality, grade level, geographic location, socioeconomic status, cultural background, teaching strategies, and curriculum materials as being strongly influential on attitudes towards quantitative subjects. Of these variables, Clarke & Braun (2013) suggest that tutor gender is the strongest and most consistently influential. The nature of this influence, however, has been contradicted by different studies. Early studies found that male teachers hold consistently more positive attitudes toward teaching sciences than females, but more recent studies have reported that females are more positive in their attitudes (Boohan, R. 2016).

Gender is concerned with masculinity and femininity as categorized to each sex in society (Bronfenbrenner, 2005 and Keightley, 2011). The historical meaning has three applications in contemporary society. Most commonly, it is applied to the general

differences between men and women. Bronfenbrenner (2005) said gender referred to the social differences and relations between men and women. A person's gender is learned through socialization and is heavily influenced by the culture of the society concerned. Gender is socially constructed and it is therefore, learned and can be changed. According to Bronfenbrenner gender differs and varies within and across cultures and overtime it results in different roles responsibilities, opportunities, needs and constraints for women, men, boys and girls. The sex of a person is biologically defined and determined at birth. The debate on gender differences in cognitive abilities actually evolved out of the debate on biological versus social determinism. The biological perspective of sex differences and cognitive achievement considers social factors to be trivial or subordinate to biological factors like brain structure. Lynn and Tse- Chan (2003) asserted that male had larger average brain sizes than females and therefore, would be expected to have higher average intelligent quotients (IQS) and this includes the ability to maintain facilities in schools.

Osho (1998) found out that there was no significant difference between male and female teachers in the areas of teaching economics. His study equally revealed that there was a significant difference between male and female teachers in the area of teaching and methods of teaching. He concluded that female teachers were very careering in the area of teaching students but high handedness at time made male them lose the support of their subordinate which affected their teaching negatively and hindered the attainment of school objectives. Recent gender discourse. According to

fadekemi and Isaac (2011), revealed that a growing skepticism with the validity of gender typecast of men as instrumental, bureaucratic and competitive beings and women as nurturing, relational and collaborative. Accordingly, theories based on transmission models of gender socialization are also too simplistic. They fail to recognize that individuals who become teachers draw their beliefs from a range of value system and also undergo extensive periods of training and reflection which may lead them to question broad social norms. Beyond that, there are some other things worth noting about how male and female teachers differ. Male teachers are perceived by students as more knowledgeable, while female teachers are considered more student-centered and respectful (Basow, 2019). Basow (2019), analyzed data from 197 middle schools in South Korea, and concluded that female students perform better in standardized tests in some subjects such as language and arts when they have a female teacher, but there is little same-gender teacher effect for males. They suggested that teacher behavior drives this increase in student achievement and highlighted stronger interactions between female teachers and students.

Ibe (2013) found a significant difference in the perceived knowledge and familiarity of male teachers with practicals, mathematics, economics and laboratory equipment compared with that of females. They labeled 71 chemical laboratory apparatus and other research items, and asked 454 male and female teachers from 227 schools in Nigeria, to identify the names and uses of these items. Results indicated that male teachers' knowledge, generally speaking, was higher than that of their female

counterparts. Teachers from 22 schools were enrolled in extended training courses (four hours per week for 16 to 18 weeks during the academic year) covering the effective delivery of practical science, mathematics, economics and statistics lessons. Each course was designed to train teachers on practical and pedagogic techniques to enhance activities, in a way that allowed teachers to practice each activity during the training before delivery to their students. Results indicated a positive impact was demonstrated for both genders; however, female teachers' attitude toward quantitative, natural sciences and practical activities was significantly less positive than males, possibly reflecting a different approach in practical classes' delivery (Ibe et al. 2013).

The majority of people believed that more male teachers are needed. There were a variety of reasons behind this, but one of the dominant reasons was because it is assumed that males command more respect from classrooms and serves as role models for their students' learning. Students learn best from teachers they respect and with whom they have developed a good relationship. Research indicates that positive relationships with teachers enhance students' confidence and feelings of competence, which in turn has a positive influence on student learning. Females it appear, generally speaking and especially at advanced grades, feel less competent than males in science. This shows a big difference between male and female teachers in disciplines like economics and natural sciences.

Other studies have found male teachers to be more interactive than the female teachers in the teaching of mathematics, economics, statistics and the natural sciences.

For instance Lim & Meer (2017) who researched on gender variation in male and female teachers of economics found that male use group work discussion more compared to female and are more active during the lesson than female. Male teachers give the boys more attention because it is believed that they are very active and inquisitive. Therefore, receiving more attention was a precautionary measure which also impact on grades.

In conclusion, the majority of female teachers are delivering theoretical classes: Male teachers show more concern for quantitative subjects. Female teachers more frequently require students to work with peers in groups and reflect on their learning in theoretical courses. However, male teachers practiced this process more frequently during laboratory classes where students are normally divided into groups based on spaces in the laboratory, with each group report their results to the whole class. Female teachers create more frequent classroom discourse by engaging students in discussions and bidirectional communication, and allow students to express their opinions and create more student-centered learning environment: the exact opposite is done by male teachers in mathematics, economics and science classes. Female teachers tend to stress and ask their students questions about their prior knowledge of the topic of the lesson before starting; fewer male teachers practice this assessment or review; they prefer to start lecturing directly. Male teachers were generally more knowledgeable and capable of teaching mathematic, economics and natural sciences topics more than the female teachers.

Summary of Literature Review

The theory adopted behavioral theory which was propounded by Pavlov, Thorndike, Eston and skinner the theory started that learning can be defined as the relatively enduring changes in observable behabvious as a result of experience. Concept encompasses the content to be taught, methods of teaching, evaluation of those methods, and information of general interest to teachers of economics in senior secondary schools. The purpose of economics education is to create reasonable citizens and effective decisions makers. Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized test. Factors militating against teaching and learning of economics includes lack of qualified teachers, lack of instructional materials, poor methodology of teaching, attitudes and interest of teachers and students in teaching and learn. Teaching experience is the culmination of skills, exposure or training acquired over time that enables you to perform an existing job better or prepare you for a teaching job. Teaching experience is the culmination of skills, exposure or training acquired over time that enables you to perform an existing job better or prepare you for a teaching job. Teaching economics based on teachers experience includes participation in professional development activities geared towards equipping the economics teacher for better service delivery. The school site/location is therefore defined as the position of school within the chosen area of

study. This may be urban or rural. The urban school location/site refers to schools situated within the local government headquarters with necessary basic amenities like tarred roads, electricity and pipe borne water while the rural location/site refers to schools far away from the local government headquarters and lacking basic amenities like tarred roads, electricity and pipe borne water.

CHAPTER THREE

METHODOLOGY

This chapter describes the methodology under the following sub headings: Research Design Population of the Study Sample and Sampling Techniques, Research Instrument, Validity of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

Research Design

The study adopted descriptive survey research design it was used to investigate factors affecting the teaching and learning economics in public secondary schools.

Population of the Study

The population of the study comprised the teachers in some selected public senior secondary schools in Ikpoba Okha Local Government Area of Edo State.

Sample and Sampling Technique

The sample used for this study was 20% of the senior secondary schools teacher which was used to elicit information. They were selected using stratified sample, sampling methods which gave a sample size of 60 teachers.

Research Instrument

The research instrument used for the collection of data was questionnaire. The questionnaire was tagged the Factors Affecting Teaching and Learning of Economics. It was divided into two parts. Section A and Section B.

Section A sought the personal data information of the respondents, Section B was on factor affecting teaching and learning of economics in Ikpoba Okha Local Government Area of Edo State.

The questionnaire was a 4 point likert scale of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) SA was weighted as 4 points A as 3 points, D 2 points, and SA I point.

Validity of the Instrument

The validity of the instrument was determined by researcher supervisor and other lecturers in the Institute of Education, University of Benin. This was to ensure the appropriateness of the instrument in eliciting the needed information. Their advice, suggestions and corrections were used to produce the final draft of the instrument that was finally administered.

Reliability of the Instrument

Twenty (20) copies of the questionnaire were administered to public secondary schools teachers who were not part of the sample schools used for the study. The cronbach alpha reliability statistic was used and it gave a reliability efficient.

Method of Data Collection

The research administered the instruments, with the permission of School heads in the selected schools. A total of 60 copies of the questionnaire were administered and retrieved immediately..

Method of Data Analysis

The data collected were analysed using mean and standard deviation.

CHAPTER FOUR

Presentation of Results and Discussing of Findings

This chapter presents the analysis of collected data, interpretation and discussion of results. It is divided into two when section, merely, presentation of results and discussion of findings.

Section A: Presentation of Results

Research Question One: What are the factors that influence the teaching and learning of economics in public secondary schools?

Table 1: The Factors that Influence the Teaching and Learning of Economics in Public Secondary Schools

Items	Mean	Standard	Remarks
Academic performance of students	3.60	0.74	Agree
Lack of economics textbooks	3.15	0.58	Agree
Time allocated to the teaching of economics	2.98	0.91	Agree
Teachers' qualification	3.12	0.74	Agree
Inadequate libraries	2.85	0.82	Agree
Teachers' non-challant attitude towards the teaching	2.97	0.96	Agree

Table 1 showed that academic performance of students lack of economics textbooks, time allocated to the teaching of economics, teachers' qualification, Inadequate libraries and teachers' non-challant attitude towards the teaching of economics were

the factors that influence the teaching and learning of economics in public secondary schools.

Research Question Two

How does teacher's method of teaching influence the teaching and learning of economics in public secondary schools?

Table 2: The Influence of Teachers' Method of Teaching on the Teaching and Learning of Economics in Public Secondary Schools

Items	Mean	Standard deviation	Remarks
Deductive method of teaching is preferred to inductive method of teaching economics by teachers	2.98	0.87	Agree
Lack of good teaching affects students' performance	2.97	0.92	Agree
The use of lecture method of teaching economics affects students' performance	2.83	0.98	Agree
Non use of instructional materials by teachers influences the teaching and learning of economics in	2.82	1.07	Agree
Cluster	11.60	2.62	

Table 2 that the teachers agree that deductive method of teaching is preferred to inductive method of teaching economics by teachers, lack of good teaching affects students' performance in economics, the use of lecture method of teaching economics affects students' performance, and non-use of instructional materials by teachers

influences the teaching and learning of economics in public secondary schools. The cluster mean of 11.60 indicates that teacher's method of teaching influence the teaching and learning of economics in public secondary schools to a high degree.

Hypothesis One

There is no significant difference in the method of teaching that influence the teaching and learning of economics in between male and female teachers in public secondary schools in Ikpoba Okha Local Government Area.

Table 3: Independent Sample T-Test of To what extent does teachers method of teaching affect teaching and learning of economics between male and female teachers in public secondary schools based on school locations.

Sex	N	Mean	Standard Deviation	t-value	p-value	Remarks
Male	38	29.76	4.46	-1.156	0.252	Not significant
Female	22	31.14	4.38			

Table 3 shows a t-value of -1.156 and a p-value of 0.252. Testing at alpha level of 0.05, the p-value is greater than the alpha level. Therefore, the null hypothesis which states that “there is no significant difference in the method of teaching that influence the teaching and learning of economics in between male and female teachers in public secondary schools in Ikpoba Okha Local Government Area” was retained.

Hypothesis Two

There is no significant difference in the method of teaching that influence the teaching and learning of economics in between highly and lowly qualified teachers in public secondary schools in Ikpoba - Okha Local Government Area.

Table 4: Independent Sample T-Test of To what extent does teachers method of teaching affect teaching and learning of economic between highly and lowly qualified teachers in public secondary school.

Qualification	N	Mean	Standard deviation	t-value	p-value	Remarks
Low	36	29.42	4.33	-2.851	0.006	Significant
High	24	32.54	4.23			

Table 4 shows a t-value of -2.851 and a p-value of 0.006. Testing at alpha level of 0.05, the p- value is less than the alpha level. Therefore, the null hypothesis which states that "there is no significant difference in the method of teaching that influence the teaching and learning of economics in between low and high qualified teachers in public secondary schools in Ikpoba Okha Local Government Area" was rejected. Consequently, there is a significant difference in the method of teaching that influence the teaching and learning of economics in between low and high qualified teachers in public secondary schools in Ikpoba Okha Local Government Area. The teachers with higher academic qualification's method of teaching seems to influence the teaching and learning of economics in public secondary schools in Ikpoba Okha Local Government Area than those with lower qualifications.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

SUMMARY

This study designed is to investigate the factors affecting teaching and learning of economics in public secondary schools in Ikpoba Okha local Governments Area Edo state.

In carrying out the study, four research questions were raised namely:

1. What are the factors that influence the teaching and learning of economics in public secondary schools?
2. How does qualification of teachers influences teaching and learning of economics in public secondary schools based on school locations?
3. To what extent does teachers' method of teaching affect teaching and learning of economic between male and female in public secondary schools.

The study was descriptive survey design. The population of the study comprises three hundred teachers (300) public secondary schools in Ikopba Okha government area, Edo state. The sample for this study was 20% of the total population and they were selected using stratified sampling procedure which gave a sample of 60. The research instrument used for the collection of data is questionnaire, title: Factors Affecting Teaching and Learning of Economics in Public Secondary Schools in Ikpoba Okha Local Government Area, Edo State. The instrument had sections A and B. Section A consisted of demographic data while section B consisted of ten

opinionated items. The reliability of the instrument was carried out using test- retest method.

Thereafter, the Pearson Product Moment Coefficient (Pearson r) was used to determine its level of reliability. A correlation coefficient of 0.70 was obtained and it showed that the instrument was reliable. The data collected were analyzed using mean and standard deviation.

Based on the analysis of data, the following findings were made:

Academic performance of student, lack of economics textbooks, time allocated to teaching and learning of economics in public secondary schools, were factors affecting teaching and learning.

- It also emerged from the findings that teachers qualification, inadequate library, teachers nonchalant attitude towards teaching and learning were pointed out as factors that affecting teaching and learning of economics based on school location.
- The findings also reveal that deductive method of teaching is preferred to inductive method of teaching in economics by teachers and lack of good teaching also affects students performance in economics.
- The use of lecture method of teaching economics affects students performance, and nonuse of instructional materials by teachers influence the teaching and learning of economics in public secondary schools
- The findings state that "there is no significant difference in the method of

teaching that influence the teaching and learning of economics in between male and female teachers in public secondary schools in Ikpoba Okha Local Government Area.

- The findings also stated that “there is no significant difference in the method of teaching that influence the teaching and learning of economics in between low and high qualified teachers in public secondary schools in Ikpoba Okha Local Government Area” was rejected. Consequently, there is a significant difference in the method of teaching that influence the teaching and learning of economics in between low and high qualified teachers in public secondary schools in Ikpoba Okha Local Government Area. The teachers with higher academic qualification's method of teaching seems to influence the teaching and learning of economics in public secondary schools in Ikpoba Okha Local Government Area than those with lower qualifications.

CONCLUSION

Based on the findings of the study it was concluded that schools should provide economics textbooks to the teachers, more time should be allocated to teachers to ensure effective teaching and learning. The schools should also employ qualified teachers and provide adequate libraries for more effective learning also school make provision for instructional materials.

Teachers with nonchalant should be cautioned and be instructed on what to do.

RECOMMENDATIONS

Based on the findings the following recommendations were made.

- Teachers should adopt discussion method of teaching for better clarification.
Teachers should put more effort in their work and also give more attention to the students.
- The teachers should adopt deductive method of teaching.

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Dear Respondent,

I am **OCHOKWUNU CHINENYEN**, a Post Graduate Diploma in Technical Education of the above Department. I am conducting a research on the FACTORS AFFECTING TEACHING AND LEARNING OF ECONOMICS IN PUBLIC SECODNARY SCHOOL IN IKPOBA-OKHA LOCAL GOVERNMENT AREA, EDO STATE. Your response to the attached questionnaire therefore, will be very useful to the study. I assure you that your response will be treated with utmost confidentiality.

Thank you for your cooperation

Yours faithfully

Ochokwunu Chinenyen
(Researcher)

QUESTIONNAIRE

Section A: Instruction: Please complete the information requested from you in this section.

1. Gender: Male () Female ()
2. Age: 40-50 () 35-40 () 25-30 ()
3. Qualifications: NCE () MED () PhD ()
4. Marital Status: Married () Single ()

Section B: Instruction: For each item, kindly tick (✓) in any of the columns that represents your opinions.

Keys: SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree.

S/N	ITEMS STATEMENT	SA	A	D	SD
1.	Academic performance of student contribute to effective teaching and learning of economic				
2.	Lack of economic textbooks greatly affect student learning of economics				
3.	Time allotted to the teaching of economics greatly affect teaching preparation				
4.	Teacher inadequate qualification contributes to poor performance of students in teaching economics based on teachers experience				
5.	Deductive method of teaching is preferred to inductive method of teaching economics				
6.	Lack of good teaching method affect students' performance in economics.				
7.	Some public secondary school do not have libraries based on school location				
8.	Funds meant for the contributive of more classroom blocks are embezzled by some school managers				
9.	Lack of classroom accommodation strongly affects the teaching of economics based on school location				
10.	Teachers non-challant attitude of teaching economics affect the students' performance based on teachers experience				