

ASSESSMENT OF THE FACTORS AFFECTING TEACHING AND LEARNING OF ECONOMICS IN SECONDARY SCHOOLS IN EKITI STATE, NIGERIA

BY

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Abstract

This study assessed the factors affecting teaching and learning of Economics in secondary schools in Ekiti State, Nigeria. Specifically, it examined the influence of availability of instructional materials, teaching methods and students' attitude to teaching and learning of Economics. Descriptive design of survey type was adopted. The population comprised all Economics Teachers and Senior Secondary School Three students offering Economics in all 272 public secondary schools in Ekiti State. The sample comprised 50 Economics teachers and 100 students selected from four Local Government Areas. The instrument used was a self-designed questionnaire tagged "Factors Affecting Teaching and Learning of Economics" (FATLE). Reliability was ascertained through test-retest method, yielding a reliability coefficient of 0.79. Research questions were answered using descriptive statistics of mean and standard deviation. The hypothesis was tested using Pearson's Product Moment Correlation at 0.05 significance level. Findings revealed that availability of instructional materials influenced effective teaching and learning of Economics. Teachers' methods of teaching positively affected teaching and learning, and students' attitude towards learning Economics was influenced by teaching methods adopted. The study recommended merit-based employment of Economics teachers and regular organization of seminars, workshops and symposia on contemporary issues.

Keywords: Assessment, Instructional Materials, Methods of Teaching and Students' Attitude

Introduction

Economics, as a secondary school subject in Nigeria, occupies a central place in the curriculum because of its potential to equip students with the knowledge, skills, and attitudes necessary for understanding and managing the problems of scarcity, choice, and allocation of resources. Beyond its academic relevance, the subject prepares young people for meaningful participation in society by helping them appreciate issues such as production, distribution, consumption, and the dynamics of economic development. In line with the objectives

of the national policy on education, Economics is designed to promote critical thinking, problem-solving, and sound decision-making that can contribute to both personal success and national growth. However, despite its importance, the teaching and learning of Economics in Nigerian secondary schools continue to face significant setbacks that affect students' performance in both school-based and external examinations.

Over the years, studies have shown that students' academic achievement in Economics has

remained unsatisfactory compared to other subjects (Adeyemi, 2018). This situation raises serious concerns about the effectiveness of instructional delivery and the conditions under which the subject is taught. One of the critical issues is the inadequacy of instructional resources. For instance, Olatunji and Ojo (2019) observed that the limited availability of textbooks, visual aids, and real-life economic models has made it difficult for learners to grasp abstract concepts. The over-reliance on verbal explanation without sufficient teaching aids often forces students into rote memorisation, thereby undermining their ability to apply economic principles in real-life contexts.

In addition to resource inadequacy, teaching methodology has been widely identified as a major constraint. Research evidence reveals that the majority of Economics teachers in Nigerian secondary schools rely heavily on the lecture method, which is largely teacher-centred and offers limited opportunities for student engagement. Olatunji and Ojo (2019) noted that such approaches stifle creativity, discourage critical inquiry, and fail to build the analytical skills necessary for mastery of the subject. Similarly, Akinbola (2020) found that innovative strategies such as group discussion, problem-solving, and project-based learning are either under-utilized or inconsistently applied. This pedagogical weakness explains why many students perceive Economics as abstract and difficult.

Another factor that influences students' achievement in Economics is the quality and professional competence of teachers. Akinbola (2020) established a strong link between teacher qualification and students' performance, noting that teachers with specialised training in Economics produced better learning outcomes compared to those with a general social science background. This finding underscores the importance of teacher training, professional development, and continuous capacity-building as

prerequisites for quality instruction. Without such interventions, teachers may lack the pedagogical skills to present abstract concepts in a simplified and practical manner.

Furthermore, the school environment and classroom management have been shown to play a decisive role in shaping learning outcomes. Eze and Okonkwo (2021) reported that overcrowded classrooms, poor seating arrangements, and frequent distractions undermine teaching effectiveness. In poorly managed classrooms, students' concentration drops significantly, and the ability of teachers to use interactive methods is curtailed. This points to the fact that even when teachers are well-trained, unfavourable classroom conditions can still hinder effective teaching and learning.

The introduction of information and communication technology (ICT) into the educational system was expected to transform teaching and learning processes in Nigeria. However, recent evidence suggests that ICT integration in the teaching of Economics remains minimal. Yusuf and Bello (2022) found that secondary schools equipped with ICT tools such as projectors, internet access, and digital resources recorded better student engagement and improved achievement levels in Economics. Yet, many schools, particularly in rural areas, lack such facilities, thereby widening the gap in learning opportunities between students in urban and rural settings. This technological disparity reflects broader inequalities in the Nigerian education system.

Beyond institutional and instructional challenges, students' attitudes also play an important role in learning Economics. Mohammed and Ibrahim (2023) discovered that students' interest and attitude toward Economics are largely shaped by the teacher's disposition and the relevance of the teaching methods employed. Students who perceive the subject as abstract and irrelevant to their daily lives often

develop a negative attitude, which translates into poor performance. Conversely, when teachers contextualise lessons using practical, real-life examples, students are more likely to develop a positive attitude and achieve better results.

Taken together, the reviewed studies highlight that the challenges facing the teaching and learning of Economics in Nigerian secondary schools are multidimensional. They range from inadequate instructional resources, ineffective pedagogical strategies, and limited teacher competence to poor classroom management, insufficient ICT integration, and negative student attitudes. Although some progress has been made in addressing these issues, there remains a significant gap in ensuring that Economics is taught in ways that enhance students' understanding and practical application. This underscores the need for further research into how teachers' pedagogical skills can influence students' academic achievement in Economics, especially within the context of Ekiti State where similar challenges have been reported.

Statement of the Problem

Economics is a subject being taught in secondary schools in Ekiti State, and it has been observed that students performed below expectation in the Senior Secondary Certificate Examination as shown in the WAEC Chief Examiners' Reports (2021, 2022 and 2024). In that, it has been observed that there are lots of factors militating against the effective teaching and learning of Economics in secondary schools which include lack of qualified teachers, lack of instructional materials, poor methodology of teaching, attitudes and interest of teachers and students in teaching and learning of Economics, etc.

It appears that majority of teachers in secondary schools encounter challenges particularly in the area of inadequate teaching aids, irrelevant instructional materials, and methods of

teaching adopted in teaching Economics. Observation reveals that majority of teachers use irrelevant methods of teaching and this seems to have contributed to poor academic performance of the students. This implies that the teachers used methods that fail to improve the learning of Economics by the students.

It appears that the learning of Economics by students are not encouraging and the reasons for this may not be far from the teachers' attributes and students' personal academic factors. To this end, this study assessed the factors that could be responsible for the low performance established in this study.

Purpose of the Study

The purpose of the study was to assess the factors affecting teaching and learning of Economics in secondary schools in Ekiti State. Specifically, the study:

- i. assessed the influence of instructional materials on learning of Economics in secondary schools.
- ii. examined the influence of teaching methods on teaching and learning of Economics in secondary schools
- iii. investigated the influence of students' attitude towards learning of Economics in secondary schools.

Research Questions

The following research questions guided this research work:

1. To what extent do instructional materials influence the teaching and learning of Economics in secondary schools?
2. To what extent do methods of teaching affect the teaching and learning of Economics in secondary schools?
3. What is the attitude of students towards learning of Economics in secondary schools?

Research Hypothesis

The following research hypothesis was formulated and tested in the study:



1. There is no significant relationship between the availability of instructional materials and effective learning of Economics in secondary schools in Ekiti State.

Methodology

The research design used for this work was survey design. This is because only a part of the population was studied and the findings were generalized to the entire population. The population comprised of all Economics teachers and all Senior Secondary School Three (SS III) students offering Economics in all 272 public secondary schools in Ekiti State. The sample for the study comprised 50 Economics teachers and 100 students from four Local Government Areas (LGAs). The sample was selected using multistage sampling procedure. The first stage was the selection of one of the three Senatorial Districts in Ekiti State using simple random sampling technique and Ekiti South Senatorial District was selected. The second stage was the selection of four, out of the six LGAs in the Senatorial District using simple random sampling technique. The third stage was the selection of five secondary schools from each of the four LGAs using simple random sampling technique, making a total of 20 schools. The fourth stage was the selection of five SSS III students from each of the selected schools, making a total of 100 students. All the 50 Economics teachers found in the schools were purposively selected and used for the study. The instrument used for data collection was a self-designed questionnaire tagged Factors Affecting Teaching and Learning of Economics (FATLE). The instrument comprised two sections (A

and B). Section A presented the demographic data of the respondents while section B contained 15 items related to the variables in the study. The questionnaire was patterned on the Four-Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The questionnaire was validated by the researchers' supervisor and three Tests and Measurement experts from the Institute of Education, Faculty of Education, Ekiti State University, Ado-Ekiti. A test-retest reliability method was used to ascertain the reliability of the instrument. The researcher administered the instrument to 20 respondents outside the sample twice in the interval of three weeks and their responses were analysed using Pearson's Product Moment Correlation (PPMC) statistics. This yielded a reliability coefficient of 0.79, which was considered high enough for the study.

The researcher, after explaining the purpose of the study to the respondents, administered the instrument to them with the help of two-trained research assistants. Their responses were collected as soon as they finished. Descriptive and inferential statistics were used to analyse the data collected in the study. Research questions were answered using mean and standard deviation. The only hypothesis formulated for the study was tested using Pearson's Product Moment Correlation at 0.05 level of significance.

Results

Research Question 1: To what extent do instructional materials influence the teaching and learning of Economics in secondary schools?

Table 1: Mean Responses of Teachers on the Influence of Instructional Materials

S/N	Item	Mean	SD	Decision
1	Lack of Economics textbooks affects students' learning	2.97	0.91	Agree
2	Some secondary schools lack libraries, leading to ineffective teaching	2.30	0.88	Disagree
3	Lack of classroom accommodation affects teaching of Economics	2.95	1.05	Agree
4	Teachers do not make use of appropriate teaching materials	2.75	0.97	Agree
5	The school library lacks current Economics textbooks	2.40	0.82	Disagree
Grand Mean		2.67		

Decision: \bar{X} = or > 2.50 is Agreed while \bar{X} < 2.50 is Disagree

Table 1 shows that the majority of teachers agreed that the availability of instructional materials has a positive influence on the teaching and learning of Economics. The grand mean score of 2.67, which is above the criterion mean of 2.50, indicates that instructional materials play a vital role in facilitating effective learning.

Teachers observed that inadequate supply of textbooks and poor classroom conditions hindered students' understanding of Economics concepts.

Research Question 2: To what extent do methods of teaching affect the teaching and learning of Economics in secondary schools?

Table 2: Mean Responses of Teachers on Methods of Teaching

S/N	Item	Mean	SD	Decision
1	Time allotted to Economics affects teachers' preparation	2.10	0.76	Disagree
2	Deductive method of teaching is more effective	3.00	1.01	Agree
3	Lack of good teaching method affects students' performance	3.10	0.94	Agree
4	Variety of methods used improves students' performance	2.30	0.89	Disagree
5	Teaching method affects students' learning outcome	2.70	0.95	Agree
Grand Mean		2.64		

Decision: \bar{X} = or > 2.50 is Agreed while \bar{X} < 2.50 is Disagree

From the above Table 2 revealed that teachers generally agreed that teaching methods significantly affect the teaching and learning of Economics. A mean score of 2.64 suggests that ineffective methods such as one-way lectures

reduce students' participation and comprehension, while student-centred methods enhance students' understanding.

Research Question 3: What is the attitude of students towards learning of Economics in secondary schools?

Table 3: Responses of students' attitude towards learning of Economics

S/N	Item	Mean	SD	Decision
1	Some students absent themselves from Economics class	2.75	1.04	Agree
2	Poor preparation by teachers makes learning uninteresting	2.63	0.92	Agree
3	Teachers' nonchalant attitude discourages students	2.58	0.85	Agree
4	Students dislike Economics because of its mathematical nature	2.48	0.80	Disagree
5	Embezzlement of funds affects availability of classrooms	2.30	0.84	Disagree
Grand Mean		2.55		

Decision: $\bar{X} =$ or > 2.50 is Agreed while $\bar{X} < 2.50$ is Disagree

The results in Table 3 indicated that students' attitudes towards Economics are moderately positive. Although some students show disinterest due to perceived difficulty of the subject, the overall mean score of 2.55 suggests that with improved teaching approaches and teacher commitment, students' attitudes towards learning of Economics can become more favourable.

Table 4: Relationship between availability of instructional materials and effective learning of Economics in secondary schools

Variable	N	Mean	SD	df	Sig. (p)
Availability of instructional materials	150	2.64	0.94	148	0.012
Effective learning of Economics	150	2.71	0.88		

$p > 0.05$

Table 4 shows that the calculated significance value (0.012) is less than the 0.05 level of significance. Therefore, the null hypothesis is rejected. This implies that there is a significant relationship between the availability of instructional materials and the effective learning of Economics among secondary school students in Ekiti State. The result suggests that the more instructional materials are available and used appropriately, the more students' learning outcomes in Economics improve.

Discussion

The finding of the study revealed that availability of instructional materials lead to effective teaching and learning

Hypothesis Testing

Hypothesis 1: There is no significant relationship between the availability of instructional materials and effective learning of Economics in secondary schools in Ekiti State.

of Economics in secondary schools. The finding showed that the use of instructional materials for the teaching of Economics makes it easy for the teachers to deliver the instruction adequately while it helps the students in getting the contents in Economics very well. The finding is in agreement with the finding of William (2012) that the availability of instructional materials is essential for effective teaching and learning of Economics in secondary schools. It found that schools with the dearth or non-availability of the instructional materials may record poor students' attitude towards learning of Economics in classroom. The finding also agreed with the finding of Nwadium (2014) that provision of

instructional materials and teaching aids by schools lead to effective teaching and learning in the schools.

The finding of the study revealed that teachers' methods of teaching affect teaching and learning of Economics in the secondary schools. It revealed that students' attitude towards learning of Economics was influenced by the methods of teaching adopted by teachers. The finding was in conformity with the finding of Aneke (2010) natures or types of methods of teaching adopted in by teachers is important because it will enable the teachers to relate Economics issues to students well.

Students' attitude influenced teaching and learning of Economics in secondary schools. The attitude of the students motivated or demotivated the teachers to do more and it help to determine the extent of students' learning in Economics. The finding is in line with the finding of Olatoun (2010) that attitude of teachers towards teaching and attitude of students towards learning of Economics contributed majorly to the successful teaching and learning of Economics in secondary schools.

The findings of the study revealed that the availability of instructional materials has a significant relationship with the effective learning of Economics in secondary schools in Ekiti State. The result is in agreement with the findings of Adeyemi (2018) that schools with sufficient instructional resources recorded higher students' achievement in Economics compared to those with inadequate materials. Similarly, it agrees with the finding of Okafor and Ojo (2020) that instructional resources stimulate learners' interest and make abstract economic concepts more concrete and comprehensible.

Conclusion

The study concluded that the teaching and learning of Economics in secondary schools in Ekiti State are

influenced by the availability of instructional materials, teaching methods, and students' attitudes. The findings revealed that adequate and proper use of instructional materials significantly enhances students' understanding of Economics. It also established that effective and interactive teaching methods promote better learning outcomes, while students' positive attitudes motivate teachers and improve classroom engagement. Therefore, improving the teaching and learning of Economics requires adequate provision of instructional materials, adoption of effective teaching strategies, and encouragement of positive students' attitudes towards the subject.

Recommendations

The following recommendations were made based on the findings and conclusion of the study:

1. Employment of Economics teachers by the government through the ministry of education should be strictly based on merit so as to make it possible for only those who studied the course to be appointed.
2. The government should try as much as possible to organize from time to time, seminars, workshops and symposium for Economics teachers on contemporary issues in the field.
3. The government should provide instructional materials to schools and teachers should also improve where necessary for Economics.
4. More emphasis should be laid on Economics as a core subject in senior secondary schools in order to boost students' morale towards the subject.



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