

The Effect to Teaching Method of Economics on Student Performance: A Case Study of Selected Secondary Schools in Ojo Local Government Area, Nigeria

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Abstract -- *The purpose of this study was to find out the effect of teaching methods of economics teacher on student's performance in Public Senior Secondary School in Ojo Local Government Area of Lagos State. A total of one hundred and twenty (120) teachers were randomly selected from twelve secondary schools in Ojo Local Government Area. Data was collected by the use of self-developed questionnaire in line with 4 point Likert scale. The data was analyzed by the use of Statistical Packages for Social Sciences (SPSS). Frequency and Simple Percentage and Bar Chart were employed to analyzed demographic data while non-parametric statistics of Chi-Square (χ^2) was used to test the three hypotheses. All the three hypotheses were rejected because the calculated Chi-Square (χ^2) values were greater than the table values. Based on the results from finding, teacher should adopt oriented method and use concrete objects to represent ideas that have direct bearing on learners.*

Indexed Terms -- *Effects, economics, methods, teaching*

I. INTRODUCTION

Economics is the study of production, distribution and consumption of money, goods and services. It concerned with human behavior such as how people earn their living and makes a choice between alternatives to satisfy their wants.

Economics focuses on the study of individuals, firms and the government whose activities are geared to the production of goods and services for the satisfaction of human want since Economics is concerned with human behavior. So Economics is a social science, and like any science subject, the reasoning procedure in Economics is methodological, its analysis is systematic, and the validity of its various theories can be tested. Thus, an attempt has been made to integrate the theoretical foundations of the subject with their practical applications (Yusuf, 2004).

Economics is one of the electives or group of subjects expected to be studied at the Senior Secondary

School (SSS) level under the new National Policy on Education (Nwachukwu & Ayodele, 2001). The guiding principle of the Economics curriculum is need to equip graduates of the Senior Secondary School (SSS) with the basic knowledge and skills that will enable them to better appreciate the nature of economic problems in any society (Yusuf, 2009). This curriculum according to Osunnaiye (2005) has been designed by the Comparative Education Study and Adaptation Centre (CESAC) to meet the requirements of Economics in the new system. The underlying philosophy of this is to present Economics as a subject that has relevance to everyday life. This curriculum has been designed as a teaching syllabus with built-in teaching schemes and some suggested strategies to facilitate the teaching and learning process. This approach is expected to ensure the effective handling of the subject in the classroom by inexperienced or untrained teachers while reinforcing the knowledge of teaching methods of the trained teachers (Obemeata, 2003).

Before Economics became a secondary school subject, it was recognized that economic problems were at the heart of modern society and that it was desirable for every Nigerian citizen to know some economics. Since Economics was not taught as an organized discipline in Nigerian secondary school subjects such as geography, history, civics and current affairs. However, very little organized knowledge of Economics emerged from that form of teaching economics. Virtually all senior secondary school candidates in the West African School Certificate Examination offered English Language because it is mandatory for most courses in post-secondary educational institutions and for employment (Obemeata, 2003).

Obemeata (1980) in his findings reported that, in the early sixties, Economics was accepted in Britain as a secondary school subject because of the civic and intellectual value which came to be attached to economics. The acceptance of Economics in Britain

led to its acceptance in Nigeria as a secondary school subject. After its acceptance, the popularity of Economics as a secondary school subject grew rapidly because the first few schools that entered candidates for Economics in the West African School Certificate Examination had good results in it.

In Nigerian education system, the subject of Economics was introduced in 1966 as an elective subject in senior secondary schools. At the earlier stage of its introduction, this subject is not considered as an important subject by the students as well as the teachers. Ever since Economics was first taken as a school subject in the West African School Certificate Examination in 1967, the number of schools that teach it, and the number of candidates that offer it as school candidates in the West African School Certificate Examination have witnessed a phenomenal increase (Yusuf, 2004).

Like all other academic subject, Economics has its philosophy and its methodology, which are peculiar to it. As a general principle, the teaching methods, which should be adopted for any Subjects, are usually, at least partly determined by the nature of the subject. Those who wish to specialize in the teaching of Economics should in addition to acquiring, mastery of the content of economics, be specially taught how to teach economics. It is suggested, therefore, that all University Departments of Education and colleges of education that offer economics, as a teaching subject should also provide courses in the teaching of Economics (Obemeata, 2008).

The teaching of Economics in Nigeria is characterized by many inadequacies. Nigerian secondary school teachers of Economics have few materials on the teaching of Economics to work with. For example, audio-visual aids for the teaching of Economics are either not available in sufficient quantity or what is available is usually inappropriate. With the exception of a few, the Economics textbooks written in Nigeria are badly written, sketchy, lacking an in-depth economic analysis and largely descriptive. They are poorly, if at all illustrated. They contain factual inaccuracies and they are on the whole badly produced. It seems they are nearly always written and produced in a hurry. Few researches have been conducted into the various aspects of Economics teaching in Nigeria. If the various Ministries of Education in the country do not seem to be interested in organizing vacation or refresher course, workshops and conferences for secondary school teachers of economics, then the teachers of Economics should do these themselves. It cannot be honestly disputed that they are essential

and should be provided in view of the large number of secondary schools and students that teach and learn economics.

II. STATEMENT OF THE PROBLEM

Although finding appropriate methods of teaching Economics to different majors is an important issue, not much effort has been given to this by researches on Economics education. Findings show that, college students typically do less writing now than a few years ago. The major problem this study intends to investigate is to what extent the methods of teaching Economics of Economics teachers affect academic performance of the students in Public senior secondary schools in Lagos State with a district focus on Educational District IV and in particular Ojo Local Government Area.

III. PURPOSE OF THE STUDY

The dominant method to the study of Economics at secondary School level in the Nigeria is teacher-centered based on behaviorist's views of teaching and learning. Despite considerable research on the teaching methods in Economics education at the post-secondary level, very limited research has been conducted in secondary school classroom in order to find ways of improving teaching and learning of economics. The main objective of this study is to critically examine the relationship between methods of teaching Economics of Economics teachers and students' performance. Other specific objectives include:

- To identify the practical problems facing the teaching of Economics in secondary schools
- To investigate the theoretical problems facing the teaching of Economics in secondary schools.
- To examine the methods and delivery techniques suitable for different topics with varying objectives.
- To determine the availability of teaching materials.

IV. RESEARCH QUESTIONS

- i. To what extent has been the relationship between availability of teaching materials and students' performance in Lagos State Public Senior Secondary Schools?
- ii. How does the teachers' qualification affect students' performance in Lagos State Public Senior Secondary Schools?
- iii. What is the relationship between teachers' working experience and students' performance in Lagos State Public Senior Secondary Schools?

- RESEARCH HYPOTHESES

The following research hypotheses will be tested for acceptance or rejection:

Hypothesis I

H0: There is no significance relationship between availability of teaching materials and students' performance in Lagos State Public Senior Secondary Schools.

Hypothesis II

H0: There is no significance relationship between teachers' qualification and students' performance in Lagos State Public Senior Secondary Schools.

Hypothesis III

H0: There is no significance relationship between teachers' working experience and student performance in Lagos State Public Senior Secondary Schools.

V. LITERATURE REVIEW

- Concept of Economics

Economics is one of the six elective subjects in the Personal, Social and Humanities Education Key Learning Area in the three – year senior secondary school curriculum.

The study of Economics helps students to understand the human world through enquiring into how resources are used to serve individuals and society. It also contributes to the development of critical thinking and decision-making skills, which are crucial for the all round development of students and in particular, their development as lifelong learners and responsible citizens (Jonathan, 2001).

Economics students desire to learn Economics principles to form a solid foundation so as to build on for further development in theory, methodology and application on the field. Students see that Economics is not simply diagrams on blackboards, but a way of thinking when choices are made.

This study is not complete without given an analysis of different definitions of Economics to throw light on the nature of Economics which we discuss.

L. M. Fraser has classified the definition of Economics into Type A and Type B. Type A definitions are related to wealth and Type B definitions related to scarcity of means.

Adam Smith (1723 - 1799) was the first writer to produce a work devoted purely on economics. Though published in 1776, before the industrial

revolution was fully under way, his wealth of nation is a landmark in the development of Economics as an independent subject of study. Adam Smith (1776) defined Economics as the science of wealth. He defined it as the 'nature and causes of wealth of nation'. It is an unconvertible fact that the contribution of Adam Smith who defined Economics as pervade all aspect of economic knowledge.

Although the pioneering work on Economics is credited to Adam Smith, it was Alfred Marshall (1842- 1924) who first used or suggested the term "Economics" in place of the narrower term political Economy – the appellation used by his predecessors and most of his contemporaries. In his monumental work principle of Economics published in 1890.

Marshall drew a clear line of demarcation between Ethnic, Theology, Politics and Economics. His book eventually replaces J. S. Mills work principle of Political Economic (1848) which was widely used in the British and American Universities for about 50 years.

Over the years, however, a considerable number of people have contributed immensely the development of Economics. The frontier of the subject has widened to cover all issues and problems association of desirable standard of living.

Jean Baptiste Say (1832) sees Economics as the study of the laws which govern wealth.

The Scarcity definition, embraces the view of Lord Lionel Robbins and his numerous followers. According to this school of thought, the prime focus of Economics is the problem of resources that are limited in supply in relation to human wants that are unlimited.

According to Lord Lionel Robbins (1932), sees Economics as a social science which studies human behavior as a relationship between ends and scarce means which have alternative uses.

Lord Robbins definition warrants further explanation. The word "end" refers to wants in terms of goods and services, required by man for his survival. While the word "means" refers to the productive resources otherwise known as the factors of production. These are Land, Labour, Capital and Entrepreneur, which are used to produce goods and perform services which people desire to satisfy their want. Goods are tangible things, such as food stuff – rice, beans and yam, dress – shirt, trousers, gown and services are intangible such as health, education, insurance, legal, banking, accounting and transportation.

Lord Robbins definition remains one of the most popular definitions of Economics till today. His definition is straight forward and practice. He was specific and realistic that the aspect of behaviour of man which is of interest to Economics is that which is imposed by the influence of scarce resources. He as well, identifies the problem of choice in all Economics activities.

Economics, social science concerned with the production, distribution, exchanging and consumption of goods and services.

Economics knowledge is critical for a responsible citizenry to understand the problems and issues in the global market of today (Margo & Siegfried, 1996).

VI. CONCEPT OF TEACHER'S QUALITY, QUALIFICATION AND PROFESSIONALISM

Education is a major tool for national socio-economic development and for individual socio-economic empowerment and poverty reduction. The educational system is vital, because it produces the personnel that required to function in various facets of national life and development process. As the National Economic Empowerment and Development Strategy (NEEDS) document (2004:35) noted, 'the goals of wealth creation, employment generation, poverty reduction, and value reorientation can be effectively pursued, attained, and sustained only through an efficient, relevant and functional education system.

However, a major challenge for the educational system in contemporary Nigeria is the production of qualified teachers to teach at various levels of educational system in sufficient numbers. This affect the facilities and equipment for teaching at all levels, which also had effects on the quality of the products of educational institutions, including the teacher. (Ibidapo-Obe, 2007)

Whereas, findings from recent research highlight the importance of teacher quality improving student's academic performance (Lawrence, 2007).

Pronouncement on the importance of teacher quality to student learning outcomes usually recognize the need to place greater value on teaching if the profession is to attract and retain high quality graduates from schools and university (DEST, 2003; Ramsey, 2000).

It is important to note that the purposes for defining and measuring teachers quality above all relate to high stakes' decisions. As in other professions, legal

issues will arise when teachers believe that measures of their professional performance do not have a sound basis (Hopkins, 2007).

Researchers have conceptualized teacher quality in diverse ways over this time, including personality characteristics, teacher behaviours and more recently in terms of what effective teachers know and do, where the guiding research questions include, 'what knowledge is essential for teaching?' (Louden, Rohl et al, 2005, Shulman, 1981), and what is nature of expertise in teaching? (Berliner, 1992). Recent research programs such as Shulman's have paved the way for new approaches to defining quality teaching and developing teaching standards.

Many have tackled these complex questions over the year. There is insufficient space here for the thorough review of the extensive literature on the various approaches to conceptualizing teacher quality. Research on the characteristics of effective teachers and teaching has been conducted over the past 100 years and is well documented in a series of Handbooks of Research on Teacher Education (Louden, Rohl et al 2005, Richardson, 2001).

These have drawn attention to the complexity of what effective teachers know about what they teach and how they help students to learn. As a consequence of this research, standards are emerging as a sound basis for defining levels of expertise in teaching and assessing teacher performance. Fenstermacher and Richardson (2005) make a distinction between quality teaching and effective teaching.

Effective teaching means that the content taught accords with disciplinary standards of adequacy and completeness and that the methods employed are age, morally defensible, and undertaken with the intention of enhancing the teacher's competence with respect to the content studied.

Lawrence and Ken (2007) see effective teaching as the teaching that confronts with morally defensible and rationally sound principles of instructional practice.

Quality teaching with about more than whether something is taught. Not only must the content be appropriate, proper and aimed at some worthy purpose, the methods employed have to be morally defensible and grounded in shared conceptions of reasonableness in sharpen contrast with effective teaching.

The recent synthesis research on attitudes to teaching as a career found that extrinsic factors such as

remuneration, workload, employment conditions and status were the most significant factors influencing able graduates not to choose teaching and to leave the profession (DEST, 2006).

Most students were forced into teaching education programmes whenever they have poor result at O'level examination. This is not a surprise because Nigeria derogation refers to teaching as the last profession.

- The following authors attest to this argument. Ukeje (1986) sees that teaching has to be profession if it to attract people. The open-door policy which enable anybody to become a teacher, has tendered to cheapen teaching and degrade teacher as a profession (Kayode, 2008). Cogon (1982) expressed a belief that teaching profession is at a disadvantage due to low public esteem held by society.

Obanye, Okoye and Adejumo (1985) argue that Nigerian public sees the teacher as belonging to a particular occupation except that their rating of the social importance of the teaching profession may be low. Kayode (1983) said that there is relationship between job satisfaction and choice of occupation.

Adesina (1998) the teaching profession in Nigeria has been a low status profession. We suggest that the profession needs clearer guidelines as to what it expects its members to get better at with experience.

It has been noted that there has been a decline in the quality of candidates admitted into the universities as a result of combination of poor quality output from the secondary school level. (Ibidapo- Obe, 2007).

The inference of this is that effective operation of the educational system requires that qualify teachers be available in sufficient number at all levels of educational system.

VII CONCEPT OF TEACHING

Teaching is one of the distinguishing features that make formal education different from other types of educational system. Teaching is both formal and informal.

Formal teaching is associated to most commonly with organized schools where licensed professionals, qualified and instruct student. Informal teaching involves parents teaching their children, children teaching other children and their parent, military officers teaching recruits, society also teaching us all (Ezoem, 1998).

This description of teaching is aptly supported by Nweke and Ughamady (1997) who define teaching in it simplistic conception, as what an individual does in an attempt to pass on some knowledge considered worthwhile to some other person who seems to lack the knowledge.

Usondu (1981) defines teaching as consisting of stimulating others to attend, observe, associate, remember and reason. Curzon (1976) defines teaching as a process that facilitates learning.

Iwuanyanwu (1996) defines teaching as the process of imparting knowledge, skills values and attitudes to learners by teachers. Urevbu (1985) refers to teaching as an occupation or profession, an enterprise that is the normal activity of a classroom and every act of teaching.

Oshodi (1998) describes teaching as the process of transmitting knowledge, ideas, skill and believe from one person to another. Amoet. al. (1985) they see teaching as guiding a student to acquire basic knowledge, attitude and skills through the use of various media and methods.

Akinpelu (1981) refers to teaching as the conscious and deliberate effect by a mature or experience person to impact knowledge, information, skills and attitude to less experience person.

Agusitije (1981) sees teaching as an attempt to bring as an attempt to bring a desirable changes is human learning ability and behaviour.

Teaching is also any interpersonal influence aimed at changing the ways in which other persons can or will behave, Gage (1963), Jarolimek and Foster (1982), Corrigan, Palmer and Alexander (1982).

To Obanya (1980) Teaching is a form of professional artistry.

According to Ezekoki (1990) teaching has to do with nurturing, nursing and nourishing of the learners with skills, knowledge, values e.t.c.

In a more precise term, teaching can be referred to as the act of transmitting knowledge, skills, experience and attitudes to someone else. Teaching is any means explored and most utilized in helping students to learn effectively.

VIII TEACHING METHOD OR METHOD OF TEACHING

In Nigeria Education system, the subject of Economics was introduced in 1966 as an elective subject in senior secondary schools.

The concern about the lack of attention to teaching methods in Economics is not new. Several view of different authors will be examined in this study.

One of the earliest complications research in the field by Siegfried and Fels (1979) concluded that “different students learn Economics in different ways.

Watts and Bosshartlt (1991) found a wide variance of instruction effects on student’s performance in economics.

Economics courses have diverse pool of students with varied objectives. This variation deserves attention to find appropriate content, resources and methods.

General models and families of teaching methods are guides for designing educational activities, environments and experiences.

Teaching methods used in class differ from subject to subject. Since Economics is a professional subject, it is equipped with all the knowledge and skills to teach this subject (EJSS, 2009).

Before any method is selected the teacher should consider the appropriateness of the method into the topic to be taught.

A single method cannot meet all of our goals nor can a single method accommodate all learning styles at once

Teaching method has been defined by many authors: Gage (1976) says, teaching method consist of recurrent instructional processes applicable to various types of subject matter and usable by more than one teacher.

In line with this definition, Kpangban and Onwueghu (1995) say, teaching method is any combination of activities which are carried out in the course of a lesson which can be learned and applied by any teachers and which can be used in the learning of any subject.

Malcolm (1960), Ughamadu and Oyegwe (1993) see teaching method as a pre-arranged set of procedures adopted to secure success in teaching.

Wool Folk and Nicolich (1980) point out that teaching method has yet to be defined to everyone’s satisfaction.

In the most general terms, there are four or five different models of instructional strategies or teaching methods. Having spent years in schools, you will recognize each and probably have strong preferences for one or two models.

- Didactic - Direct teaching; Verbal and typically in the form of a lecture or presentation.
- Modeling - Direct teaching; Visual and typically in the form of demonstration and practice.
- Managerial - Indirect or Interactive teaching; facilitation, individualization and group management.
- Dialogic - Indirect interactive teaching; Socratic Technique of dialogue, questions and thought provocations.

Source: curriculum and instruction for technology teachers.

In the Direct Instruction models, the teacher imparts knowledge or demonstrates a skill. In the Indirect Instruction models, the teacher sets up strategies, but does not teach directly; the students make meaning for themselves. In the Interactive Instruction models, the students interact with each other and with the information and materials; the teacher is organizer and facilitator. Experiential Learning models mean that the students experience and feel; they are actively involved. In Independent Study models, the students interact with the content more or less exclusive of external control of the teacher. Some theorists prefer to reduce these to three general methods: Transmissive, transactive and transformative teaching.

Transmissive teaching, or direct instruction, means that the teacher delivers status quo content via some methods such as lecturing or demonstrating. Transactive teaching, or indirect instruction, means that the teacher and students arrive at status quo content to be learned through transactions and dialogue. Transformative teaching, or a combination of direct and indirect instruction, means that the teacher and students reject status quo content and focus on a transformation of themselves or their world.

Walberg (1999) defined teaching – centered approach as direct teaching which emphasizing systematic

sequencing of lessons, a presentation of new content and skills, guided students practice, feedback and independent practice by student.

There are several papers that illustrate innovative ways to teach Economics using materials from other discipline.

Watts and Smith (1989) and Watts (2002) explain how literature and drama can be utilized in the teaching of economics.

According to Flecks (1980) Economics teacher may choose from a variety of teaching methods because variety of approaches give interest, enjoyment and benefit to students.

A teaching method can be defined as any technique or strategy a teacher employs to make the students understand his lesson.

IX INSTRUCTIONAL MATERIALS AND TEACHING RESOURCES

Instructional materials or teaching resources are extremely important in all teaching-learning situations. They can increase motivation of the learner for learning, add variety to teaching and stimulate students' participation through questioning. Technological advances have made available useful materials for teaching. Odu (1986) advises teachers to remember the many experiences that students of today gain outside the classroom with television, video recorders, radios, stereo equipment, reading rooms, museums, to mention just a few. These resources should be well utilized in the classroom. All available teaching materials should be employed to bring about effective change of behaviour in various aspects of living in Nigeria.

Edgar Dale (1969) has devised a "Cone of Experience" which is extremely useful in selecting teaching resources. The teacher in his/her choice of aids should evaluate available aids to determine the soundness of the material, method of presentation, the ability of the aids to capture and hold interest and the organization of the materials. Fleck (1980) explains that aids make differing contributions such as the introduction of a topic; supply of basic information; a challenge of an idea, attitude, or value; or giving a summary. The Economics department should have a well organized instructional materials corner, unit or room where some of the following could be found:

- Verbal Symbols (oral or written, form basis for most instructions).

Basic textbooks for various content areas and supplementary reading materials and reference books which include encyclopedias, magazines, newspapers, periodicals, and publications geared towards health issues, food production, home furnishings, fashion and textile news, and family living news.

- Visual Symbols (for stimulating interest)

Photographs, still pictures, overhead projections and transparencies, broom stick movies, slides; Display visuals -chalkboards, bulletin boards and posters, flannel boards, magnetic boards, pegboards, flipcharts, exhibits, mobiles, models, mock-ups, cartoons, and stimulations. The captions and titles for these should call attention of the viewer.

Recordings - Radio, still pictures, tape recordings, cassettes, sound film strips, audio visual and video-tapes (videotaped lessons).

Television - (televised lessons or illustrations). Commercial and public television programmes may be useful. Instructional television and videotape equipment are becoming an integral part of Economics classes. It makes educational experiences which are beyond the reach of the classroom available to the students (Fleck 1980).

Exhibits - These are three dimensional displays of full-sized or stimulated articles. A showcase is useful for exhibits collection of fabrics, students' work, food items, new equipment, books could be displayed.

Realia- (the real thing) or authentic material such as household appliances and furnishings, food, and clothing should be available to help the student distinguish between knowing something and knowing about something (Dale 1959).

Haney and Ullmer (1970 p. 100) suggest multimedia approaches to instruction. According to their definition this term means "a combination of various types of media arranged so as to provide appropriate presentational capability to realize the objectives and content of a lesson through eliciting desired pupil responses". The interrelationship of the media used would make them mutually supportive in the creation of a new learning environment. One example given is the combination of two audio visual devices in order to take advantage of the presentational capabilities of each. A sound filmstrip could be used with automatic or mutually advanced filmstrip. The audio device from a tape recorder would provide a relatively

inexpensive way of adding sound to the projected pictures.

Quite a number of instructional materials could be locally produced. The teacher needs to be resourceful and explore into the various avenues opened to him/her. Through the local production of materials, either by himself/herself or with the assistance of media production specialists, the teacher has a means of quickly obtaining materials that can enhance teaching and learning in the classroom.

X METHODOLOGY

• RESEARCH DESIGN

A descriptive research design attempts to describe and explain conditions of the present by using many subjects and questionnaires to fully describe a phenomenon. Since the study intends to look at the effect of teaching methods of Economics teacher on students' performance in Lagos State Public Senior Secondary Schools, therefore, a descriptive research method was adopted in this study.

• POPULATION OF THE STUDY

The population of this study comprises of all Economics teachers in Public Senior Secondary Schools in Ojo Local Government Area of Lagos State.

• SAMPLE SIZE AND SAMPLING TECHNIQUES

Twelve Public Senior Secondary Schools were selected through a simple random sampling. Ten (10) teachers were selected from each school.

In all, a total number of 120 teachers were randomly selected for the study.

• INSTRUMENT AND INSTRUMENTATION

The questionnaire was the major instrument employed in this study. Section A consisting of Personal Data of the respondents which gathered information such as Sex, Educational Qualification, Age and Working Experience. Section B contained items that examined the effect of teaching methods of Economics teachers on students' performance in Lagos State Public Senior Secondary Schools.

Responses to the questionnaire items were in Likert Scale of four points (4 points) of Strongly Agree, three points (3 points) of Agree, two points (2 points) of Disagree, one point (1 point) of Strongly Disagree.

• VALIDITY OF THE INSTRUMENT

The Questionnaire being a self-designed one was validated by the researcher's supervisor, colleagues

who are vested on the field and some other lecturers in the department.

• METHOD OF DATA COLLECTION

The questionnaires were personally administered by the researcher in the selected schools. Explanations were made where necessary to the respondents who needed certain clarification on the questionnaire. The questionnaires were collected on the same day to ensure high percentage returns.

A total of 120 respondents were randomly selected for the study. These were teachers from the various schools in Ojo Local Government Area of Lagos State.

• METHOD OF DATA ANALYSIS

The entire data was analysed with the help of computer software called Statistic Packages for Social Sciences (SPSS) version 17.0. The following statistical tools were employed in data analysis and presentation:

- (i.) Frequency distribution
- (ii.) Simple Percentage
- (iii.) Bar Chart
- (iv.) Chi-square

Frequency distribution table and simple percentage and bar chart were used to analyze the bio-data and section B of research questionnaire, Chi-Square statistical analyses was employed to test the hypotheses. The Chi-Square formular is as shown below:

$$\chi^2 = \frac{\sum [O - E]^2}{E}$$

Where: O = Observed Frequency

E = Expected Frequency

The study was at 5% level of significance and the model for the degree of freedom is (r - 1) (c - 1).

Where: r = row number

c = column number

A null hypothesis will be accepted if $\chi_{cal} < \chi_{tab}$ and alternative hypothesis will be rejected, and alternative

hypothesis will be accepted if $\chi_{cal} > \chi_{tab}$ and Null hypothesis will be rejected.

XI RESULTS

• HYPOTHESES TESTING

Test of Hypothesis One

H₀: There is no significance relationship between availability of teaching materials and students' performance in Lagos State Public Senior Secondary Schools.

| χ^2 | D.F. | χ_{tab} | Decision |
|----------|------|--------------|-----------------------|
| 34.22 | 12 | 21.03 | Reject H ₀ |

Table above is the summary of the computation of Chi-Square result between availability of teaching materials and students' performance. From the analysis of data, χ^2 -calculated of 34.22 is *greater* than χ^2 -table value of **21.03**. This implies that the result is significant at 0.05 alpha level with the degree of freedom 12. As a result, null hypothesis (H₀) that, there is no significant relationship between the availability of teaching materials and students' performance in Lagos State Public Senior Secondary Schools is rejected and it is therefore, concluded that, there is direct relationship between the availability of teaching materials and students' performance in Lagos State Public Senior Secondary Schools.

Test of Hypothesis Two

H₀: There is no significance relationship between teachers' qualification and students' performance in Lagos State Public Senior Secondary Schools.

| χ^2 | D.F. | χ_{tab} | Decision |
|----------|------|--------------|-----------------------|
| 33.80 | 12 | 21.03 | Reject H ₀ |

Calculated $\chi^2 = 33.80$, χ^2 -table value = 21.03 and Degree of Freedom of 12 at 5% significance level.

The result shows that the calculated value of 33.80 is greater than the table value of 21.03 with Degree of Freedom of 12 at p>0.05. Therefore, the Null Hypothesis is rejected while the Alternative Hypothesis is accepted indicating that there is significant relationship between teacher's qualification and students' performance.

Test of Hypothesis Three

H₀: There is no significance relationship between teachers' working experience and students' performance in Lagos State Public Senior Secondary Schools.

| χ^2 | D.F. | χ_{tab} | Decision |
|----------|------|--------------|-----------------------|
| 31.03 | 12 | 21.03 | Reject H ₀ |

Table above is the summary of the computation of Chi-Square statistical test between teachers' working experience and student performance in Lagos State Public Senior Secondary Schools. Result of findings from the data analysis shows that χ^2 - calculated value (31.03) is greater than χ^2 - table value (21.03). This means that the result is significant at 0.05 alpha level with the degree of freedom 12. Therefore, the null hypothesis (H₀) that there is no significant relationship between teachers' working experience and student performance is rejected. Therefore, the alternative hypothesis is accepted. This is indicating that, there exist significant relationship between teachers' working experience and student performance in Lagos State Public Secondary School.

XII CONCLUSION

This study was undertaken primarily to determine the *effect of teaching methods of Economics teachers on student's performance in Lagos State Public Secondary School*. In this study, the researcher examined the relationship between availability of teaching materials and students' performance, as well as the relationship with other variables that are significant to students' performance. The result shows that there is a significant relationship between

availability of teaching materials and students' performance, teachers' qualification and students' performance, teachers' working experience and students' performance. Different methods could be adopted in teaching Economics depends on the availability of instructional and teaching materials, teachers' quality and qualifications, teachers' working experience etc.

Haven found out that, there is a significant relationship between teachers' methods of teaching Economics and students' performance and recommended that Economics teachers should pay more attention on the ways and manners the Economics is being taught, this study concludes thus, in dealing with methods of teaching economics, there are two poles, one which often prevails is to focus on teachers qualification by support and advice to help cope with the subject. The other is to identify the experience the teacher has on the teaching field, which include length of service, asses the number of students, the type or form of school i.e. private or public, subject being taught in the past and then take steps to improve the performance of students in Economics in senior secondary schools.

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