

# Quantitative Teaching in Economics through Effective Utilization of Learning Resources in Senior Secondary Schools in Shomolu Lga of Lagos State

Nwachukwu, Philip O.  
Senior Research Officer

Nigerian Educational Research And Development Council (N.E.R.D.C) (South West Zone), 3 Jibowu Street  
Yaba, Lagos  
*olisanwachukwu@gmail.com*

## Abstract

This study investigated quantitative teaching in economics through effective utilization of learning resources in the secondary schools in Shomolu LGA of Lagos state. The analysis was carried out among 240 economics teachers. A validated questionnaire constructed for data collection by the researcher formed the main instrument for the study. The arithmetic mean, Standard Deviation, and ranking were used for data statistical analysis. The findings of the study point to the fact that teachers made use of available resources and most of available economics resources' were not adequate for use by the teachers, and the teachers seem to lack the knowledge in selection and utilization of these resources. Based on the findings, it was recommended that devices like the audio-visual should be encourage and used by all teachers in order to add value to the practices of technology in the classroom, and Workshops and seminars may be organized to educate teachers on ways to improve and effective utilization of economics learning resources for implementation of secondary school curriculum to achieve the desire goals in Lagos state.

**Keywords:** Quantitative Teaching, Economics, Learning Resources, Senior Secondary Schools

## Introduction

Resources are sine qua non in educational improvement and attainment of educational goals. They encompass everything that provides information to the teacher and learner for qualitative and effective teaching and learning economics in the schools. (Mordi 2009). To Nwachukwu (2012), resources in economics include all forms of school facilities that are used to promote, encourage and enhance qualitative teaching and learning economics. Babalola (2008) made reference to what he considered as resources to include; men, machines, students, materials and money which are to be planned, organised, directed, controlled and coordinated to achieve better teachings and learning economics.

Human resources include all the human beings that function to aid teaching and learning economics - the teacher, the staff of the school, the learners, members of the community and other resource persons in the community- viz carpenters, traders, mechanics, retired accountants, soldiers, engineers, farmers etc. Sabina (2010). The teacher is always a role model for learners. His knowledge, ability, adequate professional training, repertoire of teaching skills, all combine to impact on student's learning economics in the schools. He directs and enable learners develop the skill necessary for gaining intellectual access to information, acquire knowledge and understanding, use resource for personal growth and develop the capacity to recognise a need for information to know and where to find it, how to select, organise, communicate it to others. Ibe (2009).

Furthermore, Dike (2013) identified time as a precious resource that needs to be managed prudently by both teachers and learners. As a resource, he said time is finite. Agu (2010) had stressed how teachers spend their time in the classroom, how they use material and how they interact with each other are crucial determinants of learning economics. It has been observed that time allocate to a given curriculum activity may not be the same as the actual time the learner are exposed to the curriculum activity. There may be a lot of intervening variable that may affect both the teachers and the students such as poor attitude to schooling on the part of the students and teachers' absence due to administrative procedures, strike actions and delay in payment of salaries and allowance which cause low morale among the teachers.

Nwachukwu (2012) pointed out that school facilities are indispensable resources in the provision of effective instruction in any system. A neglected school environment can be oppressive both to the students and teachers and may consequently cause truancy and drop-out among students, lack of adequate classrooms, sitting arrangements for learners and learning space, all combine to make teaching and learning ineffective. Materials resources include visual aid or non-projected materials-map, wall charts, pictorial materials and other two dimensional objects that are locally made or commercially produced. There are audio-visuals; these are projected materials-teaching machine like radio, TV, all sorts of projectors with sound attributes. Other categories of resources include industrial centre, museums, airports, geological site, rivers and ponds. A successful teaching and learning economics hinges mainly on effective instructional plan and unique selection and utilization of

adequate learning resources. For learner to benefit maximally in learning economics content, the practical-oriented and integrative inquiry/problem-solving approach should be adopted in the classroom. These rely heavily on the quality and ample provision and utilization of learning resources Ali (2010). Mordi (2009) noted that inadequate utilization of instructional resources in the secondary schools could be traced to lack of knowledge in selection and utilization of instructional resources. Okafor (2009) lamented that many schools in Nigeria apart from the model schools and federal government colleges hardly have adequate material resources for quality and effective teaching and learning economics in the school.

### **Purpose of the study**

The purpose of the study was to determine;

1. Learning economics resources that are available for qualitative teaching in the secondary schools
2. the factors that hinder effective utilization of economics resources for qualitative teaching –learning in the secondary schools

### **Research questions**

The following research questions were selected to guide the study:

1. What learning economics resources are available for qualitative teaching in Nigerian secondary schools?
2. What learning economics resources are adequate for qualitative teaching in Nigerian secondary schools?
3. What are the factors that hinder effective utilization of economics resources for qualitative teaching – learning resources in the secondary schools?

### **Methodology**

#### **Design of the study**

The population of the study consisted of only economics teachers in the secondary schools in the state. Survey design was used for the study.

#### **Sample and sampling procedure**

The sample is consisted 240 economics teachers from selected senior secondary schools. Only 30 senior secondary schools out 166 schools were randomly selected from state. 8 teachers were randomly selected from secondary schools in Shomolu LGA of Lagos state [i.e.  $8 \times 30 = 240$  teachers].

#### **Instrument**

The research instrument used for the study was a questionnaire developed and validated by the researcher. The instrument has four sections, A, B, C and D. Section A sought information on the personal data of the respondents. Section B respondents to indicate what learning economics resources are available for qualitative teaching in the secondary schools, session C indicates what learning economics resources are adequate for qualitative teaching in the secondary schools and session D indicates the factors that hinder effective utilization of economics resources for qualitative teaching –learning in secondary schools in Shomolu LGA of Lagos state. In Session B, C and D, each item had a four point rating scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D).

#### **Data collection and analysis**

The researcher and two researcher assistants participated in the field administration and retrieval of the 240 questionnaires which took three weeks to complete. Frequencies, and arithmetic means, Standard Deviations and ranking were used for the statistical analysis. Also using an interval scale and mean, the cut-off point was fixed at 1.55.

**Research question 1:** what learning economics resources are available for qualitative teaching in Nigerian secondary schools in Lagos state?

#### **Learning economics resources that are available for qualitative teaching in the secondary schools in Shomolu LGA of Lagos state**

The respondent agreed that economics resources list in table 1 are available except items 1 and 13. The availability of resource centers, facilities and model was ranked high, while classroom learning space, wall charts found least in the ranking. This has implication for the teaching and learning in school environment.

**Research question 2:** what learning economics resources are adequate for qualitative teaching in the secondary schools in Shomolu LGA of Lagos state?

Table 2 shows that many of the available economics resources are not adequate when compared to the age level, number of students and other similar variables. For example, school facilities, community resources and fund provided are not adequate. It means that certain learning activities will be hampered especially, class sitting arrangements, taking students out on field trips and exposing them to library search.

**Research question 3:** what are the factors that hinder effective utilization of economics resources for qualitative teaching –learning in the secondary schools in Lagos state?

All the items in table 3 were regarded as crucial factors for militating against effective utilization of resources.

However, lack of steady supply of electricity to operate the projected materials, etc., were significant in the ranking, all of them were above the mean score.

### **Discussion of findings**

In table 1, the findings of the study point to the fact that teachers made use of available resources. Their reliance was more on the facilities, model, resource centres etc., even though found to be of quality but were insufficient. This finding is in line with the result of Ibe (2009) who observed that most secondary schools lack textbooks and other types of instructional media for achievement of curriculum delivery. Agu (2010) lament that many schools in the state apart of model schools and federal government colleges hardly have adequate material resources. Further the result of the study revealed that the wall chart were not available to the teachers. The finding corroborates the finding of Dike (2006), Nwachukwu (2012) who highlighted in their studies that all the school facilities like equipment, seats, were inadequate. It is shocking to note that only a small proportion of teachers made use of community resources and /or took their student on excursion to resource places in spite of the immeasurable merit of field study.

As indicated on table 3, the teachers seem to lack the knowledge in selection and utilization of these resources, all the factors were significant. These were in line with Nwachukwu (2012), Agu (2010), Ibe (2009), and Sabina (2010).

### **Conclusion**

The conclusion of the study indicate that learning resources are available, most of learning resources were not adequate for qualitative teaching, and all the factors used hinder effective utilization of resources for qualitative teaching –learning resources in the secondary schools in Lagos state.

### **Recommendations**

Based on findings, the following recommendations are made;

1. Resource centres should be created in schools because this is an agency for stimulating active creation and use of resource collections located in a convenient place within the school for easy access and retrieval.
2. Government should release enough funds to schools to enable them organise field study on more regular basis and procure some very relevant commercially produced learning resources.
3. Provision of school libraries and inexpensive books should be implemented without further delay as recommended by the FRN.
4. Workshops and seminars may be organized to educate teachers on the location of resources, improvisation and effective utilization of learning resources for implementing secondary school curriculum to achieve the desire goals.
5. Teachers should as a matter of necessity and urgency, employ the multi-media approach to the teaching and learning in secondary schools. This approach gives the individual learners of different capacities, interests, and learning styles opportunities of learning from the resources.

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**Table 1: Data on Availability of learning Resources**

<b>Learning economics Resources</b>	<b>mean</b>	<b>Standard Deviation</b>	<b>rank</b>
Classroom learning space	1.38	0.28	12
Facilities- equipment, seat, etc.	1.71	0.62	2
Libraries with relevant texts;			
Text books journals, magazines	1.69	0.44	9
Model	1.83	0.39	1
Field studies	1.69	0.47	4
Resource canters	1.68	0.47	5
Resource person	1.70	0.60	3
Film strip/slides	1.66	0.46	7
TV, videos, radio and tapped programme	1.67	0.47	6
Field studies	1.65	0.46	8
Community resources	1.54	0.54	10
Fund for purchasing resources	1.52	0.51	11
Wall charts	1.32	0.27	13

**Table 2: Data on Adequacy of learning Economics Resources**

<b>Learning Resources</b>	<b>mean</b>	<b>Standard Deviation</b>	<b>rank</b>
Classroom learning space	1.51	0.43	11
Facilities-equipment, seat etc.	1.50	0.43	12
Libraries with relevant texts	1.63	0.48	4
Flip/wall charts	1.50	0.45	13
Periodicals, magazines, journals	1.65	0.44	3
Field studies	1.56	0.48	7
Resource centers	1.54	0.49	8
Community resources	1.69	0.49	2
Resource persons	1.58	0.49	6
Videos and tapped programme	1.68	0.43	1
Model	1.62	0.43	5
Film strips/slides, TV, radio	1.53	0.51	9
Fund for purchasing resources	1.52	0.54	10

**Table 3: Data on Factors that hinder effective utilization of economics resources**

<b>Learning economics resources</b>	<b>mean</b>	<b>Standard Deviation</b>	<b>rank</b>
Lack of school facilities-poor sitting conditions, learning space and other equipment	1.75	0.43	3
Lack of electricity to supply current for the projected materials	1.95	0.28	1
Lack of knowledge in using the projected materials	1.92	0.25	2
Lack of cooperation from parents/community in equipping their wards/children	1.54	0.51	6
Lack of knowledge in location of resources	1.67	0.46	5
Lack of time for improvisation when commercially produced ones are unavailable	1.73	0.44	4