

# Teaching of Secondary School Subjects to Ensure Applicability of Ideas for Living in an Era of Economic Recession in Nigeria

Veronica Okogbaa

Department of Educational Management, Ignatius Ajuru University of Education,  
Rumulolumeni, Port Harcourt, Rivers State, Nigeria

## Abstract

The paper explains that the organized contents of secondary school subjects have relevant knowledge, facts and skills that citizens need to acquaint themselves, particularly during difficult periods, such as a recession in a country. It examines the curriculum at the Secondary school level in Nigeria and advocates a more effective teaching of school subjects in order that learners can benefit immensely from the schooling process, thereby making it more effective and rewarding. It offers useful strategies that can be adopted by teachers to ensure that learners make the connection between their lives and what they learn at school. It is hoped that these strategies will demonstrate to learners, teachers, parents, administrators and policy makers that the subjects offered in school are not compartmentalized, only to pass examinations and be issued a paper certificate but to gain relevant knowledge to make informed decisions for successful living in the society. The paper concludes that the application of these strategies are even more urgent in a period of an economic recession such as this, where every citizen is required to make decisions based on proven facts, instead of conjecture, the premises of which can be drawn from the wealth of information in taught school subjects.

**Keywords:** Strategies, Effective teaching, Secondary school subjects, Applicability, Economic Recession

## 1. Introduction

Education in any society is encapsulated in the teaching and learning processes. Researchers have variously defined education and when all the definitions are put together, they point to the fact that education is a societal culture-rooted system of organized content, for a guided holistic human development, targeting optimal environmental adaptation, general awareness and occupational specialization of its citizens. Embedded in this definition is the idea that any intervention in the society that is educational in nature, must target the aspects associated with these keywords: cultural root, organized content, holistic human development, environmental adaptation, general awareness and occupational specialization. Anything short of this does not qualify to be regarded as education. In recognition of the fact that it is “developed human beings” that are the active agents who carry forward national development, Harbinson (1973) in his contribution notes that

*Human resources, not capital, not income, or material resources constitute the ultimate basis for wealth of nations. Capital and natural resources are passive factors of production, human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations and carry forward national development (p.63).*

Towing the same line of thought Nwangwu (2007) explains that the development of any society depends largely on the creative capacity of the citizens to effectively explore and exploit the country’s natural resources and transform them into finished products and services to enhance the standard of living of the country’s citizens. Buttressing this further, Babalola, Akpa, Ayeni & Adedeji (2007) posit that those countries with a large repertoire of skills and a greater capacity for learning can look forward to lifetimes of unprecedented economic fulfilment while the poorly educated may face little better than the dreary (dull and unexciting) prospects of lives of quiet desperation in the coming decades. Consequently, different countries of the world are concerned about the productivity of their economies which can only be realized when their citizens are properly educated to become more creative instead of blue collar workforce whose contribution is only to respond to instructions from their more informed and more enlightened managers.

The goals of the Nigerian educational system is captured below:

- (1) *the acquisition, development and inculcation of the proper value orientation for the survival of the individual and society;*
- (2) *the development of intellectual capacities of individuals to understand and appreciate their environment;*
- (3) *the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community;*
- (4) *the acquisition of an objective view of the local and external environments.*  
(Federal Government of Nigeria (FGN), 2004, 8)

To achieve these objectives the Nigerian educational system has been subdivided into three major levels of schooling; Primary, Secondary and the Tertiary levels; each level has well defined curricula to suit age, need and appropriate level of intellectual development of the learners. Each curriculum houses various school subjects

organized with selected contents to provide adequate and appropriate information, facts, ideals, skills and expert knowledge about the subject area. The content of each school subject offers explanations on certain phenomenon or an aspect of life. In the Nigerian curricula at the Primary and Secondary levels, some of the subjects have such a valued place that they are regarded as core subjects and afforded the 'compulsory' status; in recognition of their importance in contributing to the life, growth and development of the learners.

The Nigerian educational goals actually appear laudable on paper but there seems to be a major departure from these lofty ideals, at both implementation and realization of these goals. Rather than focusing on the application of the knowledge gained to discover better ways of performing tasks and improving practices, the Nigerian system places very high premium on paper qualifications. The paper qualification focus has contributed negatively to the detriment of productivity of the citizens. It has become commonplace to find citizens scrambling to acquire a lot of certificates and degrees without being grounded in the knowledge and skills that are associated with such qualifications. In the rabid ambition and quest to acquire these qualifications, many citizens get involved in all kinds of vices, ranging from examination malpractices of sorts in many institutions to outright purchase of certificates from consenting collaborators of easy characters and questionable integrity. Consequently, the wealth of knowledge, information and skills so inappropriately acquired/available in the school subjects or in entire programmes are not deployed to the benefit of the nation. It is fast becoming common place practice that having 'successfully' acquired the certificates in one programme, more and more individuals quickly enroll in other programmes to also add to their 'war chest' of certificates without seeking opportunities to apply what they already know. Thus the practice of not putting to use already acquired resources, experiences or skills from previous programmes has become more rampant, while the application of such knowledge to solve life problems is relegated to the background. This has partly contributed to the poverty of 'well educated' individuals seeking white collar job instead of creating jobs for the growing population and underdevelopment of the nation that is perpetually a consumer nation. Consequently, our country largely depends on imports from other countries for support in areas where we can fill our gaps and demonstrate little capacity or ability to produce consumer goods of our own use to meet the needs of our citizens. This trend has continued for many decades and there doesn't appear to be any zeal on the part of the government and the peoples of Nigeria to reverse it. Our few manufacturing industries produce well below installed capacity; in the neighbourhood of about 35% in some cases and in others, none at all. The manufacturers association of Nigeria (MAN) is looking forward to reverse this ugly trend. The sad part of this scenario is that our balance of payments with many countries is in their favour.

The essence of providing education for citizens in a society is to train citizens and equip them with requisite knowledge and skills to perform all sorts of tasks with which they can provide services for the present and in the future to make a living for themselves and their families and the society at large. Education is thus not an end in itself but a means to an end as the saying goes; it creates opportunities to develop inert capabilities which we thought didn't exist, and to prepare for responsible adult life. To be successful, adult members of the society must be able to make informed decisions based on knowledge and experience. Such decisions must be taken on the basis of proven facts and methods. Failure to do this will translate to a life of misery; it is not an error to try and fail but the problem is that many people don't want to try at all because of fear of failure. Failure is a good thing only if we note the areas of mistakes and learn from them. To make good decisions, especially in a period of scarce resources as is predominant in a period of recession, one has to be armed with a lot of facts and ideas about current issues and effective practices. Information and skills contained in school subjects have been deliberately selected and developed around specific themes and topics. These offer a reservoir of fundamental principles and underlying truths about the subject area. Every subject area addresses a particular aspect of life. Thus when one undergoes a course of study in a particular subject, the individual is sufficiently provided with the needed facts to make informed decision about that aspect of life. The essence of teaching school subjects is not just for knowledge sake or for passing examinations but it is to adequately arm the individual to make informed life decisions on a regular basis.

This paper notes that the organized contents of secondary school subjects contain relevant knowledge, proven facts, whether in Science, Politics etc., and skills that citizens have to study, understand and used to address their needs. It examines the subjects prescribed for the curriculum at the Secondary school level. The paper explains the numerous benefits that can be derived from studying the subjects and the benefits it can give the learners to cope with life's challenges, particularly during difficult periods, such as a recession in a country. Necessity, the saying goes is the mother of invention. The paper offers some strategies that can be adopted by teachers to ensure that learners make the connection between their lives and what they learn at school. It demonstrates to learners, teachers, parents, administrators and policy makers that the school subjects are not studied only to pass examinations but to gain relevant knowledge to make informed decisions to live successful lives in the society. Finally, it contends that it is very important to draw from the wealth of knowledge available in secondary school subjects to make informed decisions especially during this period of recession in Nigeria.

## 2. The Recession Era and the Need to Make Informed Decisions on Daily Living in the Society

A period of economic recession is usually a period of noticeable decline in economic activities in a country. The Oxford Dictionaries defines recession as a period of temporary economic decline during which trade and industrial activities are reduced. Similarly the Cambridge Dictionary describes a period of recession as a period when the economy of a country is not successful and conditions for business are bad. To the National Bureau of Economic Research (NBER, 2010), economic recession is a significant decline in economic activity spread across the economy, lasting more than a few months, normally visible in real GDP, real income, employment, industrial production, and wholesale/retail sales. For the period to be classified as a recession the fall in economic activities has to be up to two successive quarters. NBER explains that one of the difficulties that would normally occur in recessions and depressions is that asset values sink because earnings slow along with the economy. The ripple effect, NBER says is that stock prices fall because of the slowing earnings and the negative outlooks from companies. This means that daily living and doing business in such an economy will be more difficult than at other times. The earnings and purchasing powers of individuals and groups are likely to be affected. Organizations may be forced to down size, close some of their outlets or even whole businesses, incomes of workers may be reduced or owed for extensive periods, etc. Individuals may come under intense pressure as incomes drop, health issues may develop, crime rates may increase and many adjustments may need to be made to life styles. Thus citizens of countries in recession have to exercise more caution in making decisions, especially financial decisions. The decisions have to be based on genuine up to date information. Failure to do this could plunge individuals, businesses or entire families into further distresses. Informed decisions have to be made to safeguard their businesses, incomes and families. Embedded in every school subject are various information, ideas and skills about every aspect of life. Learners have to be taught to understand that the information, facts and ideas contained in school subjects are relevant to their lives and that they can harness these to meet their needs. Rather than see the school subjects as discrete or in compartments, the lessons should be taught such that the learners see a continuum and their connectivity, relatedness and how they impact their lives.

## 3. The National Education goals and the Secondary school Subjects

The broad goals of secondary education according to FGN (2004) is to prepare citizens for useful living in the society and for higher education, for those that will move on to that level. Among other things this level of education is to address the following needs in the Nigerian society:

- a. *offer a diversified curriculum to cater for the differences in talents, opportunities and future roles;*
- b. *provide trained manpower in the applied science, technology and commerce at sub-professional grades;*
- c. *develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;*
- d. *inspire students with a desire for self-improvement and achievement of excellence;*
- e. *foster National unity with an emphasis on the common ties that unit us in diversity;*
- f. *raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens.;*
- g. *Provide technical and vocational skills necessary for agricultural, commercial and economic development. (FRN, 2004. 18)*

The secondary school level is divided into junior and senior levels.

**3.1 Junior Secondary level:** at this level, the subjects are both prevocational and academic. They are further grouped into core subjects which are compulsory and must be taught to all learners and pre-vocational electives and Non-prevocational electives from which learners must make choices depending on their flairs and natural inclinations. The core subjects as culled from FRN (2004) include:

English

French

Mathematics

One Language spoken in the immediate environment

One major Nigerian language (either Hausa, Ibo or Yoruba) other than that of the environment above

Integrated Science

Social Studies and Citizenship Education

Introductory Technology

The pre-vocational electives from where students will have to choose at least one subject are:

Agriculture

Business Studies

Home Economics

Local Crafts

Computer Education

Fine Art

Music

The Non-prevocational electives (students also have to choose at least one subject) are:

Religious Knowledge

Physical and Health Education

Arabic

**3.2 Senior Secondary Level:** The learning is more comprehensive at this level. There are also core subjects which all students must offer and vocational and non-vocational subjects from where choices are made. The core subjects include:

English Language

Mathematics

A major Nigerian language

One of Biology, Chemistry, Physics or Health Science

One of Literature-in-English, History, Geography or Religious Studies

A vocational subject

The vocational elective courses where students make choices according to their chosen vocation are:

Agriculture

Applied Electricity

Auto-Mechanics

Book-keeping & Accounting

Building construction

Commerce

Computer Education

Electronics

Clothing and Textiles

Food and Nutrition

Home Management

Metal Work

Technical Drawing

Woodwork

Shorthand

The non-vocational electives (students chose according to the profession of choice) are:

Biology

Chemistry

Physics

Further Mathematics

French

Health Education

Physical Education

Literature in English

History

Geography

Bible Knowledge

Islamic Studies

Arabic

Government

Economics

Any Nigerian Language that has orthography and Literature, etc.

Thus, we see the development of talents for self-improvement for future roles, training for professionalism, skill acquisition and good citizenship featuring prominently as desired outcomes of this level of education. The basic tools to be used to achieve these objectives, all other school conditions being favourable, are the learning experiences in the school subjects as prescribed in the curriculum. For students to be able to receive and utilize this wealth of knowledge depends entirely on the disposition of students to imbibe the subject matter. If they view the contents as relevant, applicable and useful to their lives, their full attention will be given to learning them. It is not unusual that students show disinterest in classes once in a while but it is challenging when it becomes a frequent occurrence. Sharing his experience in an Agriculture class, Kahler (1995) explains as follows:  
*...I found that many of the students were not interested in what I was teaching them. I had to deal with several*

*confrontations wherein students refused to perform tasks that I asked them to do. Some of my students just sat passively while I taught and waited for the bell so they could leave. Several of the students were visibly troubled and it was apparent that they were in deep thought about what was bothering them. It became clear to me rather quickly that I was not reaching them and that I did not have enough techniques in my professional methods bag to pump up their interest in what I was teaching, p.2.*

Thus the issue is not that scenes as described above occur, but it is the frequency of occurrence that is a challenge because it is an indication of disinterest in the lesson. Students who display this kind of attitude in class, will usually not learn that content. Using effective teaching strategies the situation can be addressed.

#### **4. Effective Teaching Strategies**

Coe, Aloisi, Higgins, & Major (2014) define effective teaching as that which leads to improved student achievement using outcomes that matter to their future success. This means that the outcomes must not only be relevant in the present but must help the students to achieve successful living in the future. Judgment about whether teaching is effective is usually checked against the progress being made by students. Coe et al., (2014) add that for teaching to be described as quality teaching and the teachers as effective, these six important attributes must be present. They include:

**4.1 Pedagogical content knowledge:** Here there must be deep knowledge of the subjects the teachers teach. When teacher's knowledge falls below a certain level, it is a significant impediment to student' learning. To be effective there must be a strong understanding of the material being taught. In addition to ensure that students' learning is progressive, teachers should be able to identify students' common misconceptions and correct them.

**4.2 Quality of Instruction:** this includes elements like effective questioning, use of assessment, giving adequate time for practice to embed skills securely and progressively introducing new skills.

**4.3 Classroom Climate:** This covers the quality of interactions between teachers and students and teacher expectations. Teachers must know that there is a need to create a classroom that is constantly demanding more student attention without undermining the worth of the students. This feature also involves attributing students' success to efforts put in rather than just natural abilities.

**4.4 Classroom Management:** This refers to the ability of teachers to make efficient use of lesson time, to coordinate classroom resources and space and to manage students' behaviour with clear rules that are consistently enforced and relevant to maximize the learning that can take place. The environmental factors associated with class management are necessary for effective learning.

**4.5 Teacher Beliefs:** The reason teachers adopt particular practices, the purposes they aim to achieve, their theories about what learning is and how it happens are all very important in effective teaching. In addition their conceptual models of the nature and role of teaching in the learning process are also important in achieving effective teaching.

**4.6 Professional Behaviours:** Behaviours exhibited by teachers such as reflecting on and developing professional practice, participation in professional development, supporting colleagues, and liaising and communicating with parents are all aspects of professional behaviours which impact effective teaching.

Coe et al (2014) conclude that good teaching will likely involve a combination of these attributes manifested at different times. With these attributes and other factors in place the schooling process will achieve its objectives. In addition, effective teachers will have to continuously raise the achievement of their students so that it will not be a waste of time to attend school; they must have information about their students' strengths, needs and progress. That way, schools will continue to promote student learning, engagement, progress and achievement.

Generally teaching strategies refers to specific approaches used by teachers to ensure that learning is established and also progress is being made by learners. According to Picard (2004), teaching strategies could be looked at as specific suggestions for gaining knowledge about and practicing teaching skills. These approaches or suggestions as seen by Karler (1995), are very important in enabling learners acquire knowledge, skills, facts, concepts and principles in their areas of studies. The teaching strategies could be in suggested reading activities, in observational activities or in implementation activities. Outlining some of the strategies for effective teaching in the twenty-First Century Picard (2004), include the following:

- Clear concise objectives. This should stem from goals that clearly target individual student needs in a variety of current and future environment. Objectives and skills areas are derived from each subject.
- Select activities to match the objectives.

- Assess to obtain useful feedback to know how a student is doing in order to adjust teaching to ensure learning.
- Promote positive learning climate in class. The concept of inclusion must come in. there should be high expectations, sensitivity to the needs and feelings of others, equality, treatment of all persons with dignity, respect and enthusiasm for teaching and learning.
- Positive feedback in an age-appropriate manner.
- Maximizing time available for instruction. Skills in managing routines and transition in a timely manner must come to play here.
- Managing learners' behaviours to provide productive learning opportunities. Rules and regulations must be set to streamline behaviours.
- Deliver instructions effectively.
- Using available teaching materials, equipment and environment to achieve lesson activities.
- Adjusting lessons/activities when appropriate.
- Integrating Technology into instruction.
- Presenting functional content appropriate to learners.
- Presenting relevant subject matter/curriculum content in appropriate setting.
- Illustrating application for content through examples, situations and case studies.
- Accommodate individual differences.
- Giving constructive feedback. (p.28)

### **5. Secondary School Subjects and the Aspects of Life they Address**

An in-depth examination of what is taught to the students in each of these subjects reveal a rich pool of ideas, facts, concepts, principles and skills organized around a certain aspect of life or phenomenon. A few randomly selected examples of the subjects and what they stand for are as follows:

**5.1 Economics:** This is a social science subject which studies human behaviour, the generation of wealth and the use of resources. The subject provides valuable knowledge for making decisions about use of resources, creating wealth, creating businesses and maximizing profits in businesses. It discusses resources, nature of production and utilization of resources for man's wellbeing. It also includes the study of scarcity, the study of how people use resources and the study of decision making. Topics such as wealth, finance, recession, banking, etc., are exhaustively discussed in the subject. Economics is not all about money and stock market, it provides understanding in historical trends, interprets today's headlines and makes predictions for coming decades. Thus the subject provides a great wealth of knowledge, facts, ideas and skills for successful living in the society and can be particularly useful in this period of recession.

**5.2 Biology:** This is one of the natural science subjects that is concerned with the study of life and living organisms. The structure, functions, growth and evolution, distribution, identification and taxonomy of the organisms are covered. The subject recognizes the cell as the basic unit of life, genes as the basic unit of heredity, and evolution as the engine that drives the creation of new species. In studying biology students have gain a wealth of knowledge about disease causing and carrying agents and thus be able to make informed decisions that borders on hygiene, healthy living, choice of meals, choice of spouses, choice of environment to live in, family planning, etc. In this era where all kinds of products are up for sale in the social media, a sound knowledge of biology will help individual make informed choices which will improve their abilities to cope with this period of recession.

**5.3 Commerce:** As a school subject, commerce addresses the fundamental theories and processes of business. It combines elements of accountability, finance, marketing and such related fields. It addresses issues concerning the exchange of goods, services or something of value between businesses and entities. Commercial activities are there to enhance the standard of living in a nation. The students stand to gain skills in business organizations from the study of this subject. Good decision making premises could be derived it to aid successful business life in the society. Such skills are very pertinent for citizens in a recession era.

**5.4 Physical education:** This subject offers contents about maintaining the human body through physical exercises. It aims to develop student's physical competence and knowledge of movements and safety and their ability to use these to perform a wide range of activities associated with the development and maintenance of an active and healthy lifestyle. Due to the fact that the subject is practice oriented, it offers a lot of opportunity for actual practice, thus causing skills to be established in very practical way.

## **6. Knowledge of School Subjects as Catalyst for Making Informed Decisions in an Era of Economic recession**

**6.1 In developing patriotism and good business sense among citizens:** During the period of a recession, resources are more scarce than usual. Economic activities are also very slow and fiscal cash is very difficult to come by. Thus every income must be judiciously spent by all citizens and everyone must look for every avenue to conserve funds as much as possible. Knowledge from Secondary school subjects such as Economics, Commerce, Business Management and other related subjects will provide the basis to make informed and rational decisions in the areas of basic economic principles, scarcity and choice, demand and supply, inflation, opportunity cost, business enterprises, etc. It will also enhance the appreciation of government economic principles, problems of implementations and how they impact on the economy, the individual, businesses, government and the society in general. Having these information and utilizing them as guide in decision making could help citizens to adjust better, understand the policies and support government effort more. Such adjustment and support of government efforts could bring the country out of the recession faster. Ignorance could breed distrust, resistance to government interventions and even violent conflicts which could plunge the country further into more adverse conditions.

**6.2 In disease prevention and healthy living:** Since in an era of recession citizens want to cut spending to the barest minimum, it is in their interest to live healthy lives to avoid unnecessary expenses on health care. Knowledge from such school subject like Health education, Biology, Food and Nutrition, etc. is beneficial. Here they could acquire, knowledge, attitudes and practices which will restore, maintain and promote positive health habits. Areas could include good refuse/waste disposal techniques, good feeding habits/choice of food, food handling, family size, housing considerations, birth control/reproductive health, immunizations, vaccinations, methods of controlling harmful organisms, etc.

**6.3 Basis for environmental Preservation/Protection Practices:** In order not to further deplete the environment in an era of economic recession, information from school subjects such as Geography, Biology, Health Education, etc., could provide citizens with ideas about pollution of the atmosphere, sewage disposal, safety rules, conservation/ecological relationship between man and his environment among other things. Developing good environmental preservation and protection practices among citizens emanates from adequate information about the environment.

## **7. Strategies for Teaching to Ensure Applicability**

Some of the specific approaches or suggestions that can be applied by teachers during class engagements to reinforce learning and promote the ability of students to apply knowledge gained to real life situations are:

**7.1 Providing Opportunities for Practice:** Giving learners enough opportunity to learn by doing. Ample time should be provided to learners to practice what they have learnt in the classrooms. That way the skills will be buttressed, established and much more difficult to forget.

**7.2 Using the Active Learning approach:** Active learning has been described as a strategy that ensures that students do more than just listen during class engagements. According to Bonwell and Eison (1991), strategies promoting active learning is defined as instructional activities involving students in doing things and thinking about what they are doing. This technique ensures that the period of engagement with students remain active for the duration of the lesson period. It is a method where the teacher introduces different tasks of short duration to keep students active. It is based on the principles that students learn more during active lessons. The method usually reduces the teacher's talk time and encourages student's participation. Okogbaa (2014), observed that from participating in active learning lessons learners develop confidence to voice their respective opinions, develop skills in recognizing their own views in addition to appreciating the views of others.

**7.3 Increasing opportunities for Individual or group projects:** The use of projects as a teaching strategy is widely acclaimed as effective in engaging learners actively in the learning process. Whether group or individual project, the technique is known to initiate and also maintain students' participation in the tasks. Due to the fact that students carry out the tasks themselves, it is difficult for the materials to be forgotten easily. That way deep learning is achieved and buttressed as students assert ownership of such deep rooted concepts.

**7.4 Role Modelling Technique:** This is a teaching strategy whereby the teacher instead of teaching knowledge or concepts, sets out examples to demonstrate the qualities he/she expects from the learners. It is a powerful way of transmitting information and skills to learners. It can help learners to acquire values, attitudes and behaviour associated with professionalism and others. The teachers teach by examples and the learners learn by imitation.

Thus the strategy is a powerful tool for strengthening learning.

**7.5 Offering opportunities for Collaboration:** This involves offering opportunities for collaboration across schools, communities or even countries. In collaborating learners learn from each other in a very useful way. When there is collaboration across ethnic groups, race and even countries, it offers a diverse opportunity for learners to learn from each other. It enables them to make connections with real world situations. What is learnt is thus richer, more interesting and in most cases more valued by the learners. It therefore goes a long way to reinforce the learning.

**7.6 Increasing the Use of Technology in Teaching:** There are many resources that have been developed in this technology age to enhance learning. Many of them are cheap and readily available. Teachers should make effort to obtain and put into use these resources to enhance learning in their classrooms.

## 8. Conclusion

The study has brought to light the fact that making good decisions, especially in a period of scarce resources as is predominant in a period of recession, citizens have to be armed with a lot of facts and ideas about current issues and effective practices. Information and skills contained in school subjects have been deliberately selected and developed around specific themes and topics. These offer a reservoir of fundamental principles and underlying truths about the subject area. Thus when individuals undergo a course of study in a particular subject, the persons are sufficiently provided with needed facts to make informed decision about that aspect of life. The members of the society need to understand that the essence of teaching school subjects is not just for knowledge sake or for passing examinations but it is to adequately arm the individuals to make informed life decisions on a regular basis. Every member of the society is here called upon from the stand point of this write up, to make effort to re-examine the knowledge, facts, skills and ideas learnt during the secondary education and put such into good use for the benefit of self and the society.

## 9. Recommendations

The following recommendations are made:

- That teacher training and development programmes should be revamped to reinforce the need for teachers to be enthusiastic about their class engagements periods, ensure that lessons are made interesting and that contents are also taught in a way that learners can make connections to real life.
- That school administrators put in more effort to supervise teachers in the classrooms to ensure that teaching methods employed by the teachers promote the applicability of information contained in the school subjects.
- Serving teachers should be encouraged to participate in teacher development programmes to ensure lifelong learning which keep teachers abreast with developmental trends in their profession.

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