Impact Assessment of Problems Facing the Teaching of Economic on Imo State Public Secondary School Teachers' Instructional Delivery

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Abstract

The study assessed the impact of problem facing the teaching of Economics on Imo State urban and rural public secondary school teachers' instructional delivery. The researcher formulated two research questions and two hypotheses which guided the study. Descriptive survey research design was adopted. Purposive cluster random sampling technique was used to draw sample size of 52 urban and 24 rural public Economics teachers totaling 76 from a population of all public secondary school Economics teachers totaling 582. The researcher developed a rating scale titled: Extent and Impact of the Problems Facing the Teaching of Economic Rating Scale (EIPFTERS) used for data collection. The reliability coefficient of internal consistency was established as 0.82 and 0.78 for cluster A and B of the instrument respectively using Cronbach Alpha formula. Mean and Standard deviation were used to answer the research questions while the t-test was used to test the two hypotheses at 0.05 levels of significance. Findings showed that the nine problems facing the teaching of Economics were felt more in rural areas than in urban areas and that these problems negatively impact on teachers' behaviour in instructional delivery or contribute to teacher unethical behaviour. Based on the findings and their implications the researcher recommended among others that government should adequately motivate teachers and remunerate them very well, supervise them very well and improve the teaching and learning environment as well as balancing her assistance in both rural and urban secondary schools.

Introduction

The impact of the problems facing the teaching of Economics needs to be ascertained. Impact assessment is a very important aspect of any programme. Since programmes are designed to create some impacts in an individual or society, it is desirable that impact assessment should be or would be carried out to determine if the effects of the programme are being achieved or will be achieved or not. According to the Impact Assessment Agency of Canada (IAAC,2022), it is a planning and decision-making tool used to assess the potential positive or negative effects of proposed projects. The impact of the problems facing the teaching of Economics would enable the stakeholders appreciate the magnitude of damage or effects the problems are having on teachers' instructional delivery and hence provide meaningful information that will help for a meaningful intervention

The teaching of Economics in secondary schools is faced with a lot of problems. One of such problems is poor motivation of teachers. Poor motivation is a very important variable that affects teachers' job efficiency and effectiveness. It has been defined as a driving force

responsible for initiation, direction and vigor of goal oriented (Nwachukwu in Ipem, Eguzo & Alaribe,2019). Similarly, Nnachi (2010) viewed motivation as a process of arousing movement in an organization towards a goal even if there had previously been little or no movement towards such goal. It moves teachers into action and some scholars have, maintained that when teachers are handsomely paid, they put on a smiling face and ready to work day and night to satisfy both their employers and learners (Achinugu, 2020; Nnachi, 2010). However, the non-payment of the new minimum wage, non-payment of teachers' salaries as and when due so also the absence of promotion for the past 8 years, poor working physical environments, and poor remuneration are among the factors that demoralize teachers in Imo State among others. In some cases teachers are not paid for the months they have worked for without any genuine reason why they not being paid. Even when such teachers cry out, they may start to pay them without paying them the past months owed them It is most likely that secondary school teachers not only the Economics teachers will be grossly demotivated. This situation is most likely to induce Economics teachers into some unethical practices such as: demanding of money and gifts from students, lateness to class, poor attendance to school, not apologizing for missing class, involvement in examination malpractice, poor content coverage of either the WAEC/NECO syllabus among others.

Lack of supervision has been identified as another problem hindering effective teaching of Economics in public secondary school. Douglas as cited in Chakma (2020:1) defined supervision as the effort to stimulate, co-ordinate and guide the continued growth of teachers both individually and collectively, in better understanding and more effective of performance of all the functions of instructions so that they will be better able to stimulate and direct each students' continue growth towards a rich and intelligent participation in the society. Owing to this definition, it means that with effective supervision, teachers are more likely to perform optimally in-service delivery. Contrary to this, it has been reported in a survey carried out across the country, that only three States Ministries of Education (i.e. Benue, Rivers and Kwara states) appointed inspectors for Economics (Paul as cited in Akin-Ibidiran, Ogunode &Ibidiran, 2022).

Poor supervision of teachers will definitely impact negatively on teachers' instructional delivery. When teachers are not effectively supervised; not updating lesson note and instructional material, poor teaching styles, non-replacement of missed lesson are most likely to be seen among teachers who are not more effective supervision. Lack of instructional materials and infrastructural facilities are among the ban of the teaching of Economics in public secondary schools. Ewuzie (2019) remarked that the lack of necessary teaching materials at all levels of education coupled with poor working conditions of all teachers in Nigeria are among the problems hindering effective instructional delivery. Concerning infrastructural inadequacy, the Roadmap writes:

Many Schools lack the essential infrastructure to enable them to function as safe, efficient and effective schools. The vast majority, whether urban or rural, have no water, sanitation and electricity and these services need t0 be addressed as a matter of urgency. The physical state of

classrooms is very poor, with floors full of notes, roofs and Ceilings broken, overall, the fabric is in a poor state of repair, Windows have shutters at best but these doors are often not lockable so schools lack security. Few schools have a perimeter fence or enclosure, again making them open to intruders and vandalism. In some circumstances, furniture is stolen and classrooms are used as toilets (Federal Ministry of Education, 2009, 27).

Over a decade this observation was made about Nigeria by the Federal Ministry of Education, the condition is now worse instead of becoming better. To buttress this fact, Gbemisola (2016) in Ogbomoso L.G.A. of Oyo state of Nigeria found that 91.1% of the students and staff sampled in a study responded that their schools have no well-equipped libraries, with facilities like chairs, tables, books and conveniences. Economics teachers can hardly be effective under this horrible situation. These problems seem to vary from rural areas which are sparsely populated to urban areas which are densely populated. It has been reported that many students in urban areas have more facilities to study compare with the students in rural areas (Ibrahim,2023). For instance in Imo state most schools in the urban cities have a better look in terms of instructional material and infrastructure than the ones in the rural areas. Some teachers in the rural areas lack good classroom or staff room.

Large teacher-student ratio is also another problem of teaching Economics that worth to be noted. For instance, federal republic of Nigeria (FRN,2013) in her national policy on education (APE) stipulated students' ratio 1:30 for senior secondary schools. However, in practice it has been observed that most of the Economic teachers are teaching in public secondary schools across Nigeria are teaching large number of students per class far above as stipulated in the BPE (Akin-Ibidiram, Ogunode&Ibidiiarm,2020). In support of this observation, Gbemisola (2016) in a study in Ogbonoso, LGA in Oyo State of Nigeria found that there were 5,864 Economics Students against 26 teachers in nine public secondary schools. This eventually converted to teacher-students ratio undoubtedly will be outrageous. This will definitely pressure teachers into some unethical instructional practices like poor classroom management, not going adequate, Assignment classroom management, not going adequate, assignment to engage the students since it must be marked and when given may not be marked and the gain of using the feedback of such assignments could have generated will elude the teacher among other.

Other problems militating against the teaching of Economics according some authors include: poor staff development program (Noun, 2006); insecurity and negative attitude of students towards the studying of Economics (Akin-Ibidiran, Ogunode, & Ibidiran, 2022). Economics is one of the social science subjects that contribute immensely to the economic development of an individual and the society. It has been defined as the study of people's behavior to manage and use the limited resources to meet human needs (the bold is mine, AfterSchoolAfrica,2022). The After-school Africa further viewed it as a social science that is involved in production, distribution and consumption of goods and services. The importance of this subject, at Senior Secondary School level as captured in its curriculum objectives include to:

1. equip students with the basic principles of economics necessary for useful living and higher education;

2. prepare and encourage students to be prudent $ effective in the management of scare resources.

3. raise student respect for the dignity of labour and appreciation of economic, cultural and social value of our own society; and

4. enable students to acquire knowledge of the practical solution of the economic problems of the society, such as Nigeria developing countries and the world as large (Adu, Galloway & Olaoye ,2014).

Teaching is indeed a complex activity which requires a well-trained professional teacher who is well groomed in terms of content and pedagogical skills. To achieve these laudable objectives it means a qualified teacher who is motivated and capable to share knowledge about finance, business, macroeconomics, technology and personal finance (Degreefriders,2020) and adequate instructional materials and good teaching and learning environment among others are highly needed for effective instructional delivery. Obviously, there are some problems hindering the effective teaching and learning of Economics in secondary schools, but what is not clear is the extent these problems are being felt in the public secondary schools in Imo State. Again, worthy of investigation is the impact of these problems on the teachers' instructional delivery. Consequently, could the extent each of the problems facing the teaching of Economics in both rural and urban areas of Imo State and the extent the problems facing the teaching of Economics contribute to the unethical practices of urban and rural teachers in instructional delivery be determined? These really constitute the problem of the study.

Research Questions

The following research questions guided the study.

1. To what extent does each problems facing the teaching of Economics are being felt in Urban and Rural public secondary schools in Imo State?
2. To what extent do the problems facing the teaching of Economics contribute to the unethical practices of urban and rural teachers' instructional delivery?

Hypotheses

The following hypotheses are formulated and tested at 0.05 levels of significant

1. The extent to which the problems facing the teaching of Economics being felt is not significantly pendant on school location.
2. The extent to which the problems facing the teaching of Economics contribute to the unethical practices of urban and rural teachers instructional delivery does not significantly depend on school location.

Method

The study adopted descriptive survey research design. The population of the study comprised all Economics teachers in all the public secondary schools in Imo State, totaling 582. Purposive cluster random sampling technique was used to draw 20 urban and 20 rural schools and all the Economics teachers on the sampled schools 52 and 24 teachers respectively totaling 76 as the sample size were used. Researchers developed rating scale titled: Extent and Impact of the Problems Facing the Teaching of Economics Rating Scale (EIPFTERS). It is structured in a four-point scale of: Very High Extent (VHE)(4-Point); High Extent (HE)(3-Point); Low Extent (LE)(2-Point); and Very Low Extent (VLE)(1-Point). It has two clusters: A and B. cluster A and B consists9- and 16 items respectively. Cluster A yielded data for answering research question 1 and for testing hypothesis 1 while. Cluster B yielded data for answering research question 2 and testing hypotheses 2. It was validated by two experts in Educational Measurement and Evaluation and One expert in Economics Education. Mean and standard deviation are used to answer the research questions. Responses were weighed using the four-point rating scale. Numerical rating: 4,3,2 and 1 are assigned to VHE, HE, LE or VLE respectively. If the calculated / observed mean of an item is approximately (i.e. to the nearest whole number) 4,3,2 or 1 then that particular item is VHE, HE, LE or VLE respectively. The cluster mean and standard deviation are the mean and standard deviation of the total scores of each respondent on the cluster. t-test was used to test the hypothesis at 0.05 levels of significance. The null hypothesis is accepted if the calculated t-value is smaller than the tabulated t-value and if otherwise rejected.

Results

Table 1: Extent Teachers are Feeling the Problems Facing the Teaching of Economics in Urban and Rural Public Secondary Schools in Imo State

S/N	Item Statement	X_u	S_u	Dec_u	X_R	S_R	Dec_R
1	Poor motivation of teacher	4.00	0.00	VHE	4.00	0.00	VHE
2	Lack of instructional materials	3.40	0.21	HE	3.60	0.12	VHE
3	Lack of functional libraries	2.60	9.48	HE	3.78	0.34	VHE
4	Poor school infrastructural	2.40	0.40	LE	3.80	0.32	VHE
5	Poor altitude of students to learn	2.40	0.40	LE	3.78	0.34	VHE
6	Large class size	4.00	0.00	VHE	3.50	0.26	VHE
7	Lack of adequate number of teachers	3.40	0.40	HE	3.78	0.46	HE

8	Poor supervision of teachers	3.10	0.27	HE	3.81	0.26	VHE
9	Poor remuneration of teachers	4.00	0.00	VHE	4.00	0.00	VHE
	Cluster Mean & Standard Deviation	**29.29**	**1.63**	**AEAL**	**33.75**	**1.54**	**AEAL**

U=Urban; R= rural; AEAL=A   Above Expected Average Level

Table 1: show that in the Urban Public Secondary schools the mean value of items with serial numbers 1 and 9 were approximately 4 each (i.e. to the nearest whole number) which indicated Very High extent. Also, the items with serial number 4 and 5 obtained mean value of approximately 2 each which indicate Low extent while each of the remaining items has mean value of approximately 3 which indicate high extent. Similarly, in rural public schools only item number 6 has mean of approximately 3 which indicated high extent. Each of the remaining items obtained mean of approximately 3 which indicated very high extent. The cluster mean and standard deviation in urban schools were 29.29 and 1.63 respectively while those of rural schools were 33.75 and 1.54 respectively. Each of the cluster mean show that the extents these problems are being experienced in urban and rural schools are above the expected average level of 22.5 (i.e.2.5x9).

Table 2: Summary Result of t-test of Hypothesis One

Category of Mean	x	s	t-cal	df	SL	t-tab	Dec.
Urban	29.29	1.63	11.52	33	0.05	2.042	H_{o1} rejected
Rural	33.75	1.54					

Table 2 show that the t-calculated value (11.52) is greater than the t-tabulated value at 33 degrees of freedom and 0.05 levels of significance (2.042) hence the null hypothesis one is rejected.

Table 3: Extent Problems Facing Teaching of Economics are Contributing to Teachers' Unethical Practices of urban and rural teachers Instructional Delivery

S/N	Item Statement	X_U	S_U	Dec	X_R	S_R	Dec_R
1	Poor attendance to schools	2.80	0.42	HE	3.80	0.28	VHE
2	Lateness to class	3.10	0.39	HE	3.72	0.34	VHE
3	Spending shorter time in class	2.60	0.56	HE	4.00	0.00	VHE
4	Not updating their lesson notes and instructional materials	2.60	0.56	HE	3.72	0.34	VHE
5	Poor teaching styles	2.41	0.62	LE	3.01	0.36	HE
6	Do not apologize for missing class	2.72	0.53	HE	3.20	0.42	HE
7	Non-replacement of missed lessons	2.60	0.61	HE	3.50	0.40	VHE
8	Verbal insult on students during lesson	2.20	0.52	LE	2.78	0.48	VHE
9	Poor engagement of students with assignment / homework	3.83	0.26	VHE	3.91	0.24	VHE
10	Not scoring the assignments of pupils when given in time	3.81	0.26	VHE	3.91	0.24	VHE
11	Poor usage of the assessment records to improve instruction	3.60	0.36	VHE	3.80	0.24	VHE
12	Indulging in examination malpractice	3.01	0.46	HE	4.00	0.00	VHE
13	Non-coverage of WAEC/NECO syllabus with students before exam	3.72	0.36	VHE	4.00	0.00	VHE
14	Underscoring a student who does not comply with their unhealthy demand	3.00	4.00	HE	3.80	0.24	VHE

15	Demanding of money or gifts from students	3.67	0.38	VHE	4.00	0.00	VHE
16	Sell of poorly printed textbook.	3.81	0.28	VHE	2.87	0.20	HE
	Cluster Mean & Standard Deviation	49.48	1.55	BEAL	58.04	1.16	BEAL

Table 3 show that in urban public secondary schools, items with serial numbers:5 and 8 has mean of approximately 2 which indicated low extent while those with serial number:1,2,3,4,6,7,12, and 14 obtained mean of approximate 3 which indicate high extent. The remaining items in urban public secondary school obtained mean of approximate 4 each hence indicated very high extent. Similarly rural public secondary schools items with serial numbers:5,6,8 and 16 obtained mean of approximately 3 each(i.e to the nearest whole number) indicating high extent. The remaining items has mean that is approximate 4 which indicated very high extent urban public secondary schools were 49.48 and 1.55 respectively while that of the rural were 58.04 and idle respectively.

Table 4: Summary Result of t-test of Hypothesis Two

Category of Mean	x	s	t-cal	df	SL	t-tab	Dec.
Urban	49.48	1.55	26.14	37	0.05	2.02	H_{02} rejected
Rural	58.04	1.16					

Table 4 showed that the t-calculated value (26.14) is greater than the t-tabulated value at 37 degrees of freedom and 0.05 levels of significance (2.02) hence the null hypothesis two is rejected.

Discussion of Results

The result show that the extent of the problems facing the teaching of Economics as felt in the rural public secondary schools is significantly greater than the way the situation is in the urban secondary schools in Imo State. It is clear that the extents of the problems are felt in both the rural and public secondary school is higher than the expected average level. The situation is very worrisome and calls for urgent attention to reduce these problems to its barest minimum. The findings of the study are in line with some of the findings like the outrageous teacher- student ratio (Gbemisola, 2016), poor motivation of secondary and primary school teachers (Nnachi, 2010) poor supervision (Paul in Akin-Ibidiran, Ogunode & Ibidrian,2022). The present findings indicated that the magnitude of these problems is very high, and higher in rural areas, hence all the major stakeholders, parents, Economic teachers, government and Secondary Education

Management Board (SEMB) need to work together to solve these problems so that teaching of Economics will be easy and effective in public secondary schools.

Secondly, the result show that the problems are contributing to the teaching unethical behviours of teachers which table 3 has shown which are capable of completely destroying the education that has been under serious threats in the resent times. The negative impact facing teaching of Economics is quite enormous. It implies that SEMB need to come up with strategies to make both internal and external supervision very effective, the government through the SEMB need to ensure that teachers are well motivated and remunerated very well among others. The government needs to critically examine the rural and urban secondary schools so as to ensure that the rural areas don't suffer these problems too much.

Conclusion

The study has shown that the magnitude of problem facing teaching of economics is high and contribute greatly to teachers unethical behaviours hence, all hands of the stakeholders in public secondary school education must be on deck to solve this problem for effective instructional delivery.

Recommendations

Based on the findings and their implications the following recommendations are made:

1.   Secondary Education Management Board (SEMB) should come up with strategies to strengthen their internal and external supervision units;

2.   The government should ensure that Economics teachers are adequately motivated and sufficiently remunerated;
3.   Government of Imo State should ensure that both the material and human (qualifying Economics teachers) resources are adequately available for effective teaching of Economics;
4.   Government should ensure the resources are evenly spread between the rural and urban secondary schools in Imo state.

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