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## **Module 1 .. Concept of Economics and Economics in Nigeria.....**

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Unit 1	Meaning and scope of economics
Unit 2	Objectives of teaching economics
Unit 3	Values of teaching economics
Unit 4	Status of economics in secondary school
Unit 5	Economics in Nigeria secondary schools

## **Module 2 Economics Syllabus and Curriculum Management**

Unit 1	Importance and Problems of Teaching Economics
Unit 2	Preparation of Economics Syllabus
Unit 3	Development of Economics Curriculum
Unit 4	Curriculum Management
Unit 5	Scheme of Work

## **Module 3 Teaching of Economics and Qualities of Economics Teacher**

Unit 1	Preparation to Teach Economics .....
Unit 2	Methods of Teaching Economic 1 .....
Unit 3	Methods of Teaching Economics 2 .....
Unit 4	Evaluation Strategies in Economics.....
Unit 5	Qualities of Economics Teacher .....



## COURSE GUIDE

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### Introduction

The course will consist of 15 units divided into 3 modules which give the students basic knowledge of economics methods. The course spreads through areas like the meaning and scope of **economics, and the coverage of economics**. The objectives of teaching economics were also discussed. This was done by establishing the facts for teaching economics in Nigerian secondary schools and the assumptions for teaching economics in secondary schools. The various methods and techniques of teaching economics were also treated. Studying economics is like studying our daily life because, in economic activities, the individual does a job to earn a living and studies his many wants or needs which include food, clothing, housing and so on. For example, there are individual farmers, business people and other workers who produce goods and services to satisfy the needs of consumers. The government strives to provide services for the welfare of the citizens in the state. Nations trade among themselves, and many international organizations exist to promote the economic well-being of mankind.

### What you will Learn in this Course.

The students will learn about the concept of economics and economics in Nigeria. This will be treated under the meaning of and scope of economics, objectives of teaching the subject, the value of teaching it, and the status of the subject in Nigeria secondary schools. The students will also learn about economics syllabus and curriculum management. This is treated under the importance and issues confronting the teaching of the subject, preparation of economics syllabus, development of the syllabus, curriculum management and scheme of work. Finally, the students will learn the teaching of economics and the qualities of economics teachers. This is well explained under preparation to teach economics, the various methods that could be adopted to teach the subject, the various strategies of evaluation in economics and the qualities of economics teachers.

### Course Aims

The aim of this course can be summarized as follows: to provide an understanding and appreciation of some economic concepts that enhance values in learners so that they can contribute meaningfully to the growth and development of the society in which they find themselves, and in the educational system in particular.

## Course Objectives

To achieve these aims, the course has overall objectives being synthesized from the specific objectives of each unit. After going through this course, you should be able to:

- Provide various definitions for economics
- Identify the coverage of the scope of economics
  - Explain each of the three coverage of the scope of economics
  - distinguish goal and objective
  - state the facts for teaching economics
  - highlight the assumption of teaching economics in secondary schools
  - explain the objectives of teaching economics in secondary schools
- State the theoretical values of teaching economics
- Explain the theoretical values of teaching economics
- Highlight the practical values of teaching economics
- Explain the practical values of teaching economics
- State the theoretical values of teaching economics
- Explain the theoretical values of teaching economics
- Highlight the practical values of teaching economics
- Explain the practical values of teaching economics
- identify the features responsible for low recognition given to economics in secondary schools.
- Explain the features highlighted.
- Proffer solution to the issue of low recognition given to economics in Nigerian secondary school
- State the trend and position of economics subjects in Nigerian secondary school.
- Identify reasons why economics was introduced late into the secondary school curriculum.
- Explain the reasons why economics is accepted as a subject to be taught at secondary school level
- Identify the importance of teaching economics in secondary school
- Highlight the problems of teaching economics.
- Explain the meaning of syllabus
- Distinguish between teaching and examination syllabi

- Compare the process and product oriented approaches of preparing syllabus
- Identify the pitfalls in constructing economics syllabus
- Explain curriculum as a course of study
- Identify the foundations of economics curriculum
- Describe the three main aspect that economics curriculum should cover
- State the role of economic teacher in planning the curriculum for the subject
- explain the meaning of curriculum management
- convince the society that curriculum management is not easy in Nigeria
- highlight five factors that inhibit curriculum change and implementation
- explain four structures that support curriculum management
- Explain the meaning of scheme of work
- Describe the justification for having scheme of work
- Explain the factors to be considered in planning a scheme of work
- Prepare a scheme of work for economics
- Discuss the principles guiding the preparation of lesson notes
- Explain the main features in a lesson note.
- Explain five factors to be considered in choosing a method to teach economics
- Convince the class why you think lecture teaching method can be used to teach economics
- Discuss five advantages and five disadvantages of demonstration teaching method.
- Explain what can be done to improve the use of problem solving teaching method
- Describe the project teaching method
- Distinguish between produce-type and consumer projects teaching method
- Provide suggestions for effective use of project teaching method
- Compare inductive and deductive teaching method
- Explain the meaning of evaluation
- Critically examine the functions of evaluation
- Identify and explain the four types of evaluation
- Distinguish between formative and summative assessment
- Justify the use of essay test in schools
- explain the characteristics of a good economics teacher.

### **Working through the Course**

The course involves that you must have read the study units, textbooks and other materials prescribed. Each unit also contain tutor marked assignment questions for which you need to put great effort in studying them to have personal assessment in the course. Assignments and

class exercises will be given periodically and they are very important later the final examination will be conducted after the completion of the course.

### **The Course Material**

The major components of the course are;

- Course outline
- Course guide
- Study units
- Recommended textbooks

### **Study Units**

There are three modules comprising 15 units in this course, they are as follows:

#### **Module 1 .. Concept of Economics and Economics in Nigeria.....**

**1**

Unit 1	Meaning and scope of economics
Unit 2	Objectives of teaching economics
Unit 3	Values of teaching economics
Unit 4	Status of economics in secondary school
Unit 5	Economics in Nigeria secondary schools

#### **Module 2 Economics Syllabus and Curriculum Management**

Unit 1	Importance and Issues Confronting Teaching Economics
Unit 2	Preparation of Economics Syllabus
Unit 3	Development of Economics Curriculum
Unit 4	Curriculum Management
Unit 5	Scheme of Work

#### **Module 3 .. Teaching of Economics and Qualities of Economics Teacher.....**

Unit 1	Preparation to Teach Economics .....
Unit 2	Methods of Teaching Economic 1 .....
Unit 3	Methods of Teaching Economics 2 .....
Unit 4	Evaluation Strategies in Economics.....
Unit 5	Qualities of Economics Teacher .....

Each unit consists of an introduction, objectives, content, conclusion, summary, tutor-marked assignment, and recommended textbooks. Exercises are also provided to assist you in achieving the stated objectives in each unit.

### **Text Books**

There are some text books you should try and read for you own benefit and expansion of knowledge. Some of them are listed below

- Adebami, M. O. (2017). *Economics explained*. Lagos: Macak Books
- Adu, E.O. (2004); An Introduction to economics education. A basic text for tertiary institution students, Ibadan, ERSG.
- Banerjee, A. V. and Duflo, E. (2019). Good economics for hard times. London, Public Affairs
- Brown, H. D. (2007). Principles of language learning and teaching. New York, Pearson Education
- Cole, E. A. (2017). Essential economics for senior secondary schools. Ibafo. Tonad Publishers Limited
- Hedge, T. (2016). Teaching and learning in the language classroom. Oxford, Oxford University Press.
- Rajakumar M (2016). Pedagogy of economics. Raleigh, U. S. A. Lulu Publishers
- Raworth R (2018). Doughnut economics: seven ways to think like a 21<sup>st</sup>-century economist. New York, Chelsea Green Publishing
- Richards, J. C. (2001). Curriculum development in language teaching. New York, Cambridge University Press.
- Siddiqui, M. H. (2008). The teaching of economics. New Delhi. APH Publishing Corporation.
- Sowell, T (2014). Basis economics, fifth edition. A common sense guide to the economy. Maryland, Basic Books.
- Wheelan, C (2019). Naked economics. Understanding the dismay science. New Jersey, Norton and Company.
- Richards, J. C. (2001). Curriculum development in language teaching. New York, Cambridge University Press.



White, R. W. (2007). The ELT curriculum. Oxford, Basil Blackwell

### **Assessment File**

There are two components of assessment for this course. The tutor marked assignment (TMA) and one end-of-course examination

### **Tutor Marked Assignment (TMA)**

TMA is the continuous assessment component of the course. It accounts for 30% of the total course. It is desirable if you can write a good assignment to demonstrate the knowledge you have acquired.

Make sure the assignment gets to your facilitator on or before the expiration date. Get in touch with your facilitator in case you would not be able to submit your TMA at the stipulated time.

### **Final Examination and Grading**

This examination concludes the assessment for the course. It constitutes 70% of the whole course. You will be informed of the time for the examination.

### **Summary**

This course intends to provide you with some underlying knowledge of economics education. By the time you complete studying this course, you will be able to answer the following type of questions:

1. Why is it not easy to give one generally acceptable definition of economics to all and sundry
2. Give three definitions of economics according to various authors
3. Give four justifications for the need to provide another definition of economics by Lionel Robbins
4. Justify the reason why economics is regarded as a science and art
5. Justify the reason why economics is a positive and normative science
6. Economics is a science and art. Do you agree?
7. Explain three facts to be kept in mind by Economics teachers while teaching the subject at the secondary school level in Nigeria.
8. Highlight the assumptions of teaching economics in secondary schools

9. Clearly explain in detail the objectives of teaching economics in Nigerian secondary schools.
10. Do you think there is any conceptual values attached to the teaching of economics in Nigerian secondary schools?
11. Discuss five conceptual values of teaching economics
12. Explain in detail six practical approaches to the value attached to the teaching of economics in schools
13. Do you think economics is given its rightful position in secondary school in Nigeria today?
14. Do you think there is need for association of economics teacher in Nigerian secondary schools?

Advance five reasons why economics is not as recognized as English Language and Mathematics in Nigerian secondary schools.

- 15.
16. Suggest steps to take in ensuring that economics take its rightful position in Nigerian secondary schools
17. State the trend and position of economics subject in Nigerian secondary school.
18. Identify reasons why economics was introduced late into the secondary school curriculum.
19. Explain the reasons why economics is accepted as a subject to be taught at secondary school level
20. What are the justification for introduction for the late introduction of economics as subject of study in secondary schools?
21. Explain the factors responsible for the acceptance of economics into secondary schools curriculum
22. Do you a think a country can benefit from the teaching of economics in institution of higher learning?
23. Describe the implication of bias in teaching economics
24. Do you think teaching and examination syllabi means the same thing?
25. Identify and explain the three kinds of product-oriented syllabus.
26. List and explain the three kinds of process-oriented syllabus.
27. What is economics curriculum?
28. Where does economic curriculum derived from?
29. What is curriculum management?
30. What is a scheme of work?
31. Distinguish between syllabus and scheme of work

32. Mention five factors that must be considered in planning a scheme of work for a secondary school

Note that the list of questions that you can answer is not limited to the treated ones. You should try to apply your practical experiences to some other questions that may arise.

We wish you success in this course, in particular, we hope you will be able to appreciate economics education and the teaching techniques/methods used to impart knowledge for expansion.

## **MODULE 1 CONCEPT OF ECONOMICS AND ECONOMICS IN NIGERIA**

### **Module Structure**

- |        |   |
|--------|---|
| Unit 1 | Meaning and scope of economics          |
| Unit 2 | Objectives of teaching economics        |
| Unit 3 | Values of teaching economics            |
| Unit 4 | Status of economics in secondary school |
| Unit 5 | Economics in Nigeria secondary schools  |

## **UNIT 1: MEANING AND SCOPE OF ECONOMICS**

### **Unit Structure**

- |     |  |
|-----|--|
| 1.1 | Introduction   |
| 1.2 | Learning Outcomes  |
| 1.3 | Definitions of Economics   |
|     | 1.3.1 Scope of Economics   |
|     | 1.3.2 Subject matter of Economics                                  |
|     | 1.3.3 Economics as a Science and Art                               |
|     | 1.3.4 Positive and Normative Science                               |
| 1.4 | Summary  |
| 1.5 | References/Further Readings/Web Resources                          |
| 1.6 | Possible Answers to Self-Assessment Exercise(s) within the content |



## 1.1 Introduction

I welcome you to the first unit in this course Economics Methods. In this unit, you will be exposed to the general idea of what economics is as well as the different definitions are given to the subject by different authors at different times and situations. Some of the authors that have defined economics include J. S. Mill, Adam Smith, Alfred Marshal and Lionel Robbins. The unit will also treat the scope of economics under the subject matter, economics as a science or art and whether it is a positive or normative science.



## 1.2 Learning Outcomes

By the end of this unit, you will be able to:

- i. Discuss various definitions of economics
- ii. Identify the coverage of the scope of economics
- iii. Explain each of the three coverage of the scope of economics



## 1.3 Definitions of Economics



In any human society, there is a need for people to engage in self-employed activities or engage in the employment of private businessmen or government establishments to earn a wage or salary. This will assist them to meet their physiological or basic needs of life most especially food, clothing and shelter to guarantee healthy living. If people can meet their basic biological needs in life, it will pave the ways for them to think of other needs in life such as safety and security, love and belongingness, self-esteem and self-actualization. The activities engaged in by individuals in society to earn a living is referred to as economic activities.

***Justify the need for another definition of economics outside the Definitions below***

here are economic activities at all levels in any human society. It has to do with any activity that has to do with making, providing and exchange of goods and or services. Any action involving the production, distribution, or consumption of products or services is an economic activity. It can be referred to as a process by which the stock of resources or stock of capital produces a flow of output of goods and services that people make use of to meet their needs partially or in full. This process involves not only the production of goods and services but their distribution among members of society.

One of the main aims of economic activity is to produce goods and services and make them available to consumers. All activities which we perform in exchange for money or things of value are economic activities. Put simply; economic activities are those things we undertake or engage in to earn income, money, or wealth. With these activities, we secure the greatest satisfaction of unlimited wants with scarce and limited means. ‘Unlimited wants’ is an economic term. It refers to a human’s insatiable appetite for things. People engage in various economic activities for survival, especially in Nigeria where it is difficult to secure government jobs. Some engage in farming, some in entertainment, some teaching in private schools, some in bricklaying, some in carpentry, some in buying and selling of goods, some in providing services and many more. However, it should be noted that some services are provided by the government alone such as security, roads, electricity and pipe-borne water.

Economics is a subject that is not easy to define in the very beginning. This is because the subject cut across all disciplines from humanities to arts to basic and human sciences to engineering and so on. This is why several distinguished scholars define Economics in their own words based on their perceptions. J.S Mill defined economics as “the practical science of production and distribution of wealth” He was interested in what determines the amount of wealth possessed by an individual or how wealth is produced and shared out among the various members of society. While Davenport defined economics as “the science that treats phenomenon from the start point of price.” He was interested in exchange value i.e. anything that has money value should come with the framework of economics.

Adam Smith, the father of Economics in 1776 defined Economics as an inquiry into the nature and causes of a nation's wealth. Smith was interested in the wealth of political economies. His main interest was to investigate the reasons why some countries are poor or under developed or others are rich or developed. In this direction, economists from France defined economics as a science which treats wealth while those from the United States of America at the beginning defined economics as the body of knowledge which relates to wealth. Alfred Marshal was the leader of a new-classical school of thought. He was the one that laid the foundation of welfare economics. According to him, Economics is a study of man's actions in the ordinary business of life by investigating how man uses his income. Alfred Marshal's definition has two legs: one leg is the study of how the man gets his income and the other leg and the most important one is the study of how man uses wealth.

### **From Alfred Marshal definition**

Economics is concerned with man's various activities to make wealth or earn a living: is a social science which studies human beings as they exist and think naturally in man's ordinary business of life as well as man's interaction in society. It considers only legitimate economic factors of social life and does not consider illegal income and corrupt individuals: and does not include any activities that induce material welfare. However, Marshal laid the foundation of welfare economics. That was the reason why Marshal followers like Cannon defined economics as the study and causes of material welfare. In the opinion of Beveridge, economics is the study of the general methods by which men incorporate to meet their material needs and Pigou, another follower of Marshal posited that economics is that part of social welfare that can be brought directly into relation with the measuring rod or money.

The definition of economics by Marshal and his followers was very popular for some time until 1930 when Lionel Robbins observed that Marshal's definition was classificatory which was against the belief that economics is divided into material and non-material phenomena. It was also observed that the definition was restricted to material welfare alone and does not consider the non-material services provided by Medical Doctors, Teachers, Engineers, Nurses, and Lawyers which contributed significantly to economic welfare and that the definition does not provide any distinction between ordinary business of life and extra-ordinary life. Robbins also observation was not only restricted to the word "material" but also to the word "welfare". For instance, intoxicants such as alcohol and drugs are included in making wealth according to Marshal but the use of the intoxicants is not good for human welfare. However, there are other things such as love and affection which play a vital role in human welfare but are not included in the concept of wealth provided by Marshal and his followers in the definition provided by Marshal.

As a result, Lionel Robbins 1932 looked at the subject from another perspective. He defined economics as a science which studies human behaviour as a relationship between ends and scarce means which have alternative uses. This definition was based on some human behaviour principles which are:

- i. Ends or wants are unlimited: the desires of human beings remain insatiable. There is no way a human being can have all his or her desires satisfied in life. When one need is satisfied, another one crops up to be satisfied as long as human lives, there is no end to their wants
- ii. The resources available to satisfy the wants are scarce to come by. The resources include financial resources (money) and time
- iii. In as much as the desires of human beings cannot be satisfied due to scarce resources, there is a need to make alternative uses of the scarce means to satisfy their wants. This is to ensure the basic needs of life are satisfied
- iv. The problem of choice or selection comes up due to varying degrees of importance of human wants. The behaviour of human beings as a result of limited resources available for unlimited wants is to choose according to the level of importance and affordability.

Lord Robbins definition of economics was very popular among scholars and students. However, it was also observed that the definition restricted the subject only to the valuation process when the subject ought to be more than the study of value theory or allocation of resources. It was also observed that the level of income and employment in a country is not considered in the definition provided and it does not cover the theory of economic growth and development which is very critical in economics. It was also noted that the definition cannot be related to with employment challenge because unemployment is more of a manpower issue than its scarcity and the definition does not address the issue of underdeveloped countries. In many underdeveloped countries, resources are unlimited but their problem is under-utilization or un-utilization of the resources. It is clear from the discussion of the various definition of economics by various authors that no definition can claim to be superior to the other. In this vein, Boulding (1966), defined the subject as a study of mankind in the ordinary business of life. This may appear too broad.

However, if it is defined as the study of material wealth, it may look too narrow. If it is defined as the study of human valuation and choice, it may look too wide. To define it as the study of human

activity subject to the measuring rod of money may also be looked at too narrowly. Based on all the submissions, Jacob (1975) concluded that economics is what economists do. Summarily, economics can be defined as a social science which is concerned with the efficient use and allocation of resources for the achievement and maintenance of societal growth and stability.

### **Self-Assessment Exercise(s) 1**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Whose definition of economics was trendy among scholars and students? (a) Lord Robbins (b) Boulding (c) (d)
2. Who defined economics as the subject of the study of humankind in the ordinary business of life? (a) Alex Maxwell (b) Alfred Marshal (c) Boulding (d) Lord Robbins
3. Jacob \_\_\_\_\_ concluded that economics is what economists do. (a) 1960 (b) 1969 (c) 1975 (d) 1980

#### **1.3.1 Scope of Economics**

In the discussion of the various definitions provided for economics by various authors in this chapter, the scope of the subject was also covered to some extent. The scope of economics is the area or aspect covered by the subject. This has been a contentious issue among experts for some time because of the continuous growth of the subject. At the moment, the scope of economics covered the subject matter, economics as a science or art and whether it is a positive or normative science.

#### **1.3.2 Subject matter of Economics**

As stated earlier in this chapter when discussing the various definitions provided for economics by various authors, most of the authors have indicated the subject matter of economics as the science of wealth. Some restricted it to the consumption, production, exchange and distribution of wealth by a man who engaged in the ordinary business of life. The behaviour and activities of socially undesirable and abnormal persons like mad persons, drunkards, misers, thieves and other illegal activities are not part of the subject matter of economics. This is because their activities have no economic value to individuals or society at large.

Robbins on his own appreciated all facts and phenomena by some authors. He now provided various examples to explain that certain human activities possess definite economic importance but with little or no relation to material welfare. He stated further that the same good or service may induce material welfare at one time and under one set of the situation and not at another time under different situations. In the view of Robbins, a good or service must command a price but it is not essential that it must promote material welfare rather it must be scarce and capable of being put to alternative uses. According to the recent approach, the scope of economics is very broad.



It studies the various factors that affect and determine the national income, savings, investments, output and employment and economic growth of the country. Thus, it can simply be stated that the daily activities of the household in the competitive business world and the administration of public resources both for war and peace may be included in the subject matter of economics.

### **1.3.3 Economics as a Science and Art**

#### ***Establish the reason why economics is regarded as a science and art***

Science is a systematic body of knowledge determinable by observation and experiment. In science, the causal relationship between cause and effect is based on generalizations of various principles, theories and laws. Based on this, economics can be regarded as a science because it has certain generalizations which determine the relationship between cause and effect. An important and real outcome is expected from a particular cause in economics like all other branches of science. For instance, in Chemistry, it is evident that all things being equal, a proper combination of hydrogen and oxygen in the production 2:1 will result in water. The basic principle in Physics is that the law of gravitation describes that things coming from above must fall to the ground at a specific rate other things being equal. These can be related to the law of demand in economics which states that all things being equal, the higher the price, the lower the quantity demanded and vice versa. An increase or decrease in price is the cause or contraction of the effect. Hence, it can be deduced that economics is also a branch of science like any other branch of science.

Some authors do not agree with those that argued that economics is a science. This was based on the fact that the laws of economics do not have total validity and are incapable of correctness in their quantitative measurement. Economics characteristics are very complex because it deals with human beings with complex nature. Human beings exhibit economic activities according to their desire that is likely to be influenced by the social and economic factors as well as the norms of the society they lived. All over, nobody can be assertive about the various factors and happenings in society. Other things being equal, human beings behave irrationally, hence, it is not always possible to have exact and definite quantitative predictions in science. Most of the time, a fall in price may result in to increase in demand according to the law of demand. However, this is not always the case in all situations. For example during the war, people may demand essential goods even at a high cost. This can be related to a situation in that man exactness is less attainable in

science. Hence, it cannot be completely ignored that economics is a science. The subject inspires a place in the group of sciences because though its measurements are rarely exact and never final, it is ever working to make them more exact, and thus to enlarge the range of matters on which individual student may speak with authority on his or her science. Conclusively, economics is a science like any other science subject.

Economic can also be viewed as an art. This is because art is the practical application of imagination or fact made by human beings. Science provides certain principles while art applies the principles to practical use. For example, insecurity is a major challenge confronting Nigeria at the moment. To make various analyses of the various causes and effects of insecurity comes within the area of science and to find out various measures of dealing with the menace comes under the area of art. As a result, economics can be regarded as both a science and an art.

#### **1.3.4 Positive and Normative Science**

##### ***Explain why economics is a positive and normative science***

Positive science is concerned with the exact which is pure science i.e. “what is”. Normative science on the other way round is concerned with ethical science which is concerned with “what ought to be”. Robbins considers economics as a pure science that deals with the exact. According to him, it does not deal with an ethical issue. No economist can make a judgment on their wisdom or based on the ends themselves. The issue of resources is taken into consideration for obtaining ends. The production of unhealthy goods may be harmful on moral grounds. Its production may be discouraged if the moral ground is considered. No economist has the right to base his or her judgment of what to produce on moral justification. Robbins explained that “ought” and “is” are not the same. Economics studies various facts and principles. On the other side, ethics deals with valuation and obligations. Hence, no justification for keeping the concepts separate.

As a result, economists should be neutral and should try to find out simple means to achieve the end. Economics should be considered a positive science rather than a normative one. This is because the subject tries to describe what happens and not what ought to happen. It should be on the note that the normative aspect of economics cannot be completely removed from the subject. It is a science which studies the welfare of human beings and can be separated from ethical issues. Economic science is chiefly valuable neither as an intellectual gymnastic nor as a means of winning truth for its own sake but as a handmaid of ethics and a servant of practices. Based on the justification given, it can be stated that economics is not only light-bearing, nut it is also fruit-bearing. Hence, economics is not only positive science of what is but also a normative science of what ought to be.

### Self-Assessment Exercise(s) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Economics is a science and art. **True/False**
2. No economist can judge their wisdom or based on the ends themselves. **True/False**
3. Economics is not only light-bearing, nut it is also fruit-bearing. **True/False**



### 1.4 Summary

The unit has provided various definitions of economics according to different authors and why it is not easy to give one generally acceptable definition of the subject. It also provided various observations of Lionel Robbins on the definition of economics given by Alfred Marshal and his followers. The unit also x-rayed the scope of economics under the following: the subject matter, economics as a science and art and economics as an appositive and normative science.

Also, we have learnt:

- (i) Various definitions of economics and the various observations of Lionel Robbins on the definition of economics given by Alfred Marshal and his followers
- (ii) The scope of economics under the subject matter, economics as a science and art as well as economics as positive and normative scien



### 1.5 References/Further Readings/Web Resources

Banerjee, A. V. and Duflo, E. (2019). Good economics for hard times. London: Public Affairs

Raworth R (2018). Doughnut economics: seven ways to think like a 21<sup>st</sup>-century economist. New York: Chelsea Green Publishing

Siddiqui, M. H. (2008). Teaching of economics. New Delhi: APH Publishing Corporation.



## **1.6 Possible Answers to SAEs**

Answers to SAEs 1

1. A
2. C
3. C

Answers to SAEs 1

True

True

True

## **UNIT 2: OBJECTIVES OF TEACHING ECONOMICS**

### **Unit Structure**

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 General Objectives of Teaching Economics
  - 2.3.1 Facts for Teaching Economics
  - 2.3.2 Assumptions of Teaching Economics
  - 2.3.3 Objectives of Teaching Economics in Nigerian Secondary Schools
  - 2.3.5 Assumptions of Teaching Economics
- 2.4 Summary
- 2.5 References/Further Readings/Web Resources
- 2.6 Possible Answers to Self-Assessment Exercise(s) within the content



## **2.2 Learning Outcomes**

By the end of this unit, you will be able to:

- i. distinguish goal and objective
- ii. enumerate the facts for teaching economics
- iii. analyse the assumption of teaching economics in secondary schools
- iv. explain the objectives of teaching economics in secondary school



## 2.3 Introduction

The introduction of economics as a subject of study in the secondary school curriculum was not accidental. It was a result of the need to equip citizens with adequate skills to take the best economic and social related decision to live a better life. Economics principles deal with humans, society and the world's day-to-day activities which cut across all facets of human life. It is useful in projecting adequately for the present and future activities relating to human existence. Subjects without clear goals and objectives will not be able to stand the test of time. The subject will lose relevance in no distant time.

Every subject taught in schools generally and specifically in secondary school is meant to achieve some stated general goals and specific objectives. Economics cannot be indifferent to this.

As a result, the subject also has its stated general goals and objectives to achieve at the secondary school level

Goals can be referred to as the general statements that make communication flow plausible for long-range intentions. However, objectives are a more concise form of general goals. The objectives are definite. They help decide the strategy to be adopted to teach students in the class. In addition, objectives are also helpful in the provision of clear-cut directions to the students during the teaching and learning process. It can then be summarized that objectives are the intended programme of teaching and it is expressed in terms of what it desired the students have learned.

Today, teaching all over the world is different from what it was in the past decades. As a result, policymakers need to put machinery in place to formulate or upgrade the existing goals and objectives of different subjects at the appropriate time. Hence, economic students are expected to understand the goals and objectives set for the subject at the secondary school level.

### 2.3.1 General Objectives of Teaching Economics

One of the objectives of secondary school teaching by experts, philosophers, educationists and education commissions is the economic efficiency for the present and future life of citizens and society at large. This objective can only be achieved through teaching economics as a subject while keeping some of the facts, suggestions and basic assumptions of teaching the subject in mind.

### 2.3.1 Facts for Teaching Economics

*What are the three facts to be considered by economics teachers while teaching the subject at the secondary school level in Nigeria*

The following facts must be kept in mind by economics teachers while teaching the subject at the secondary school level:

- the subject is an independent one with its own peculiar identity.
- the subject has its method of an inquiry being referred to as economic reasoning and
- money is an important instrument in the hand of economists. This serves as a sort of instrument for measuring various things.

### 2.3.4 Assumptions of Teaching Economics

Economics teachers must keep the following assumptions in mind when teaching the subject at secondary school:

- the essential basis of government programmes and policies
- task building, strengthening, and defending the sovereign, democratic society.
- the type of economic justice available for the citizens
- majority from a larger percentage of the country's economy
- Government efforts towards increasing citizens' standard of living and ensuring a balanced economy and growth hereby culminating in wealth and income
- The nation and world are engaged in a rapid march towards economic progress and ever increasingly realizing the need for more economic cooperation. No country can grow in isolation.
- The defence ministry was not only militaristic and strategic alone but also economic bias. Nigerian should develop their agricultural, industrial, and economic potentials to be militarily competent to defend the country against any form of external threats.

### 2.3.4 Objectives of Teaching Economics in Nigerian Secondary Schools

The following are the objectives of teaching economics as a subject across all secondary schools in Nigeria:

- i. Allocation of Resources: To develop among students a favourable attitude towards conservation and wise use of the natural and available resources, avoiding their misuse and wastage.
- ii. Development of Programmes: To expose students to the justification put up by the government to develop certain programmes that are useful to the citizens.

- iii. Rational Decision: To equip students with skills to prioritize their needs and choose the most important ones since human wants are insatiable due to limited resources available in comparison to the wants.
- iv. Preparation of Budget: To provide students with insight on how to prepare individual and governments budget. This is by teaching how to determine the expected income of individuals and country and to plan their spending.
- v. Production: To prepare students for ways of coping with the stress and strain that occur in the process of economic reconstruction and ways of determining what to produce, when, where and how to produce the needed goods and services for satisfying human wants
- vi. Solutions to Economic Problems: To acquaint students with the contemporary economic issues and economic principles as well as help them to appreciate efforts being made to address these issues at individual, local and national levels at various times
- vii. Consumption Patterns: To expose the students to the various patterns of consuming commodities available in different localities across a country
- viii. Profit Maximization: To teach students how individual and corporate business owners can increase their profit margin using economics principles to guide their business
- ix. Satisfaction of Wants: To utilize the principles of choice, opportunity cost, the scale of preference and alternative forgone to satisfy human wants
- x. Participation in Government: To foster and urge among students for effective and active participation in the task of nation-building and reconstruction
- xi. Provision of Basic Tools: To familiarize students with the basic terminology and elementary ideas of economics and acquire skills in interpreting simple statistical tools for analyzing economic issues among individuals, establishments and governments

**Self-Assessment Exercises**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. \_\_\_\_\_ are a more concise form of general goals. (a) learning outcomes (b) contents (c) aims (d) objectives
2. Which of the following is not an objective of teaching economics across all secondary schools in Nigeria? (a) rational decision (b) production (c) profit maximization (d) national levels
3. \_\_\_\_\_ can be referred to as the general statements that make communication flow plausible for long-range intentions. (a) objectives (b) goals (c) integrity (d) personality



## 2.4 Summary

In this unit, we have learnt the meaning of goals and objectives as well as facts for teaching and assumptions of teaching the subject. The unit identified allocation of resources, development of programmes, rational decision, budget preparation, production, and solution to problems as some of the objectives of teaching economics in secondary schools in Nigeria



## 2.5 References/Further Readings/Web Resources

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## 2.6 Possible Answers to SAEs

Answer to SAEs

1. D
2. D
3. B

# UNIT 3: VALUES OF TEACHING ECONOMICS

## Unity Structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Theoretical and Conceptual Values of teaching economics



### 3.3.1 Practical Approaches on Values of Economics

### 3.4 Summary

### 3.5 References/Further Readings/Web Sources

### 3.6 Possible Answers to Self-Assessment Exercise(s) within the content



## 3.1 Introduction

A subject is not useful and does not have any value if it does not contribute theoretical and practical values to the life of individuals and society. The students do not just delight in offering a subject for just no reason. They chose to offer the subject based on their interest and the value expected from the subject. Economics, in comparison to other social science subjects, has an edge in providing certain job opportunities to learners and opening the gates for various occupations, if they pursue the study of the subject further. Another reason why Economics teaching is necessary is that many changes are occurring in our economy like privatization, and liberalization and outside forces influencing it like globalization. The importance of teaching economics to society and individuals is clear based on the application of economics principles in the daily activities of individuals. Every person who has a little sense of desires to enjoy a better and prosperous life will be interested in teaching the subject in secondary schools.

The teaching of economics plays an important role in the lives of individuals from birth to death. Today, economic issues are drawing the attention of every citizen directly or indirectly. It is therefore, appropriate to include Economics as a distinct subject in the secondary school particularly because for most of the students it will be a terminal stage. At the same time it fits within the frame of schooling wherein it is advocated that education should be relevant to the needs of students.

Economics as a discipline of social science has a practical approach to enrich economic value among the students for their daily life as well as for profession. Most of the students offer economics as an important discipline of study in schools and colleges. The whole system of the country depends upon the effective economic structure and strong economy in the country. Each and every individual cries to maintain standards of living in the society.

Society comprises its rich and poor people. The study of economics is required formally or informally to make the best possible utilization of their limited resources in their daily life to



students will try possible best to make a good analysis of the problems. In economics, students study various theories of value, wages and interest, internal trade, the solution to various financial problems, demand and supply of various goods and services indifferent forms of market etc. These theories do develop the mental power of the students to address economic problems encountered by the students in their lives.

ii. A Field of Cultural Value

Cultural values are developed through better correlations of material and non-material things in society. Economics makes the study of material and non-material things. It teaches how individuals can produce and make better utilization of the goods and income in their lives and their behaviour in utilizing these goods and services. Developing various cultural values and teaching economics provides a better understanding of the good use of various things in life.

iii. A Field of Mutual Relationship

Being social instruct human beings, there is a need to make social relationships with others in their social surroundings. Individuals need to fulfil their basic needs in life for survival. It is not possible to complete these requirements without others' assistance. Students satisfy their various wants with cooperation among their peers in the school. Based on cooperation, all the activities of the economy are possible. The students learn through the study of various concepts in economics like cooperation, marketing, cooperative, banking, trade, and industrialization among others.

iv. A Field of Making Good Citizens

Every country desire to make its good citizens. The teaching of economics provided intelligent and good citizens to society. The teaching of economics exposes students to ways of making better utilization of goods and services of the country. The formal training is given to all the students through teaching various economics principles from the very beginning of schooling from junior secondary school where they are taught Social Studies. Later on, most of the interested students offer economics as a discipline in higher education as a profession. No doubt, the students contribute better to the constructive development of society which leads to a sense of good relationships. They have faith in democratic

values of life. They appreciate and solve the various problems encountered and behave well in society.

### Self-Assessment Exercise(s)

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The teaching of economics exposes students to ways of better utilizing the country's goods and services. **True/False**
2. Which of the following is not an objective of teaching economics across all secondary schools in Nigeria? (a) rational decision (b) production (c) profit maximization (d) national levels
3. \_\_\_\_\_ can be referred to as the general statements that make communication flow plausible for long-range intentions. (a) objectives (b) goals (c) integrity (d) personality

### 3.3. Practical Values of Teaching Economics

*What are the practical approaches to the value attached to teaching of economics in schools?*

The following shows the practical value of the study of economics in every sector of the economy in society:

#### 1. Home Management

The subject assists the individual in the proper management of their home affairs. Every individual desire to achieve maximum satisfaction from the use of his limited resources. The study of the theory of consumption in economics teaches individuals to become good managers of personal resources. This is by preparing a spending profile for personal total income and utilising the income properly on goods and services that will yield maximum satisfaction for the individual. If the individual expends more of the income on undesirable goods, other desirable needs of the family will suffer. The subject will provide the individual with the knowledge of spending the income on necessary goods first. If there is left over, then, it may be expended on luxurious things. An individual with knowledge of economics spends part of his income in such a way that he gets the same satisfaction from the marginal unit of purchasing various goods. In return, he gets greater and total utility from the process of consumption pattern. One branch of economics that the value of home management has developed is home economics.

#### i. Business Management

The knowledge of economics cannot be underestimated in the success of any business. The subject exposes individuals to various economics theories, principles, laws and other concepts which provide several techniques to run a successful business. The important aim of any businessman is to maximize profit. The businessman knows the implication of war, natural disasters and inflation and depression in the economy on business management. They are also aware of the problems and benefits of money expansion in the market system and in the economy as a whole. The subject provides implication of forces of demand and supply on goods and services available in the market. They are acquainted with the knowledge of competent labour force in the economy, benefits of large scale production, issues of internal and external economies and market situation. All the knowledge acquired from the practical value of economics shows that knowledge of economics helps in all business activities.

ii. Job Opportunity

Most of the students who offered economics as a course of study in institutions of higher learning offered the course because of the opportunity of getting employed on graduation. Graduates of economics are employed in public and private sectors of the economy ranging from banking, agriculture, insurance, industries, ministries and parastatals. Economic graduates are part of those who secure employment easily. By implication, the subject has vocational importance in the life of individuals and society

iii. Development of the Country

The concept of a good country will be a mirage without a good economic structure. The first plan of every country is to have a strong economic structure to improve the income level and standard of living of citizens. The main purpose of social reformers and economists is to contribute to the well-being of people in the country. The total development of a country depends upon economic growth and social changes. Social change implies two things: the first is internal differentiation and relationship within the social structure and the second is the replacement of older structures with new ones. The economic condition of people in the country can only be improved through better utilization of their limited available resources. The knowledge of economics assists people in making better use of available resources. Ultimately, people with better living standards

occasioned by better economic conditions can think about the welfare of others in society as well as the society itself.

#### iv. Solving Labour-Related Problems

Every human organization in a country requires either skilled, semi-skilled or unskilled labour. Labour at various levels in an organization is confronted with a series of problems such as remuneration, promotion, and exploitation among others. Labour requests their rights when they are acquainted with a proper understanding of economic concepts. The subject provides information to employers and employees on the consequences of strikes and lockouts that ultimately negatively affect both organizations and the national economy.

#### v. Political Values

In any democratic country, people vote for politicians of their choice to represent and manage the country's resources. Credible politicians with a better understanding of the economic and political structure of a country are needed to have a just egalitarian society. Hence, to establish, maintain and sustain the constitutional, economic and political values of the country, the politicians must possess an adequate understanding of the various economic concepts needed in a democratic country. The concept includes the the planning and fiancé system of the country, fiscal policies of the country, bi-lateral relationships, and international trade among otherss. Politicians with good knowledge of the economic reality in the country based on their knowledge of economics are those regarded to have political values. They will contribute positively to the growth and developmentof the country. There is no country that can be stable and recognized among the committee of nations without a strong economic structure.



### **3.4 Summary**

In this unit, we have learnt that field of information, field of training mental ability, field of cultural; values, the field of mutual relationships, and field of making good citizens are some of the theoretical values that economics as a subject will add to individuals and the country. However, home management, business management, job opportunities, development of the country, and solving labour-related problems and political problems are some of the practical values that the teaching of the subject will add to the individual in person and the country in general

Economics is a social science with theoretical and practical values of teaching it in schools. Many stthe udents offered it as a subject in the secondary schools or course of study in institution

of higher because of the good citizens that it will add to individuals and society. There are two major values the subject can add to individuals and country. The theoretical and practical values. Some of the theoretical values include: economic, political, cultural, cooperation while some of the practical values are home management, job opportunity, development of the country, problem solving, among others



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### 3.6 Possible Answers to SAEs

Answer to SAEs

1. A
2. D
3. B

## UNIT 4: STATUS OF ECONOMICS IN SECONDARY SCHOOLS

### Unity Structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Factors Responsible for Low Recognition of Economics at Secondary School Level
  - 3.3.1 The Values of Social Studies
- 4.4 Summary
- 4.5 References/Further Readings/Web Sources



### 4.1 Introduction

Economics is concerned with what economists do. This means that it is concerned with how human beings in the society legitimately acquire resources and efficiently utilize it to acquire goods and services to live a healthy and improved life. The subject also covered the activities of the various goods producers and service providers for human satisfaction. This is still part of human behaviour covered by economics. It is about the activities of human being in arriving at a rational decision. As a result, 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.

Economics as a subject has gained important position among the subjects on offer in the secondary schools all over the world. It is also a regular practice in the lives of every individual in human society. This is because, application of economics principles for day-to-day activities in the society is inevitable. With this important position of the concept, one would have expected that the subject would be given a recognition which is commensurate with its popularity.

Unfortunately, economics has not been given its rightful place in the secondary school curriculum in the country. The subject did not also enjoy the needed attention from the government despite the importance of it to economic growth and development of the country. At least, economics is yet to achieve in Nigeria the mark of status which it should enjoy despite the large number of schools that teach it and the large number of candidates that offer it in examination as well as its critical roles in the individuals and the society at large.

In view of the importance and relevance of economics in secondary schools and in individual lives in ensuring rational decision when making choice as well as in the nation in ensuring obstacle free trade between and outside the territories of a country, one would have expected that the subject be given the recognition which is in commensurate with its importance in educational institutions and in the country at large.

However, it could be established that the subject has not been given its rightful place in the secondary school curriculum, in higher institutions of learning and in the entire country. The subject should be one of the compulsory subjects in secondary schools and be one of the general courses in institutions of higher learning considering the roles of economics in contributing to sustenance of individual lives after school and in economic growth and development of the country.





## 4.2 Learning Outcomes

By the end of this unit, you will be able to:

- i. Analyse the features responsible for low recognition given to economics in secondary schools.
- ii. Explain the features highlighted.
- iii. Proffer solution to the issue of low recognition given to economics in Nigerian secondary school



## 4.3 Factors Responsible for Low Recognition of Economics at Secondary School Level

*Suggest ways out of the justification advanced for the position of the subject*

Several reasons have been identified to be responsible for the type of recognition given to Economics in secondary schools and in the entire country. Some of the factors are as follows:

### i) Ministries of Education Priority

The Ministries of Education at the federal and state levels in Nigeria did not give adequate attention to Economics as given to English Language and Mathematics. Special monitoring and attention is given to English Language and Mathematics with the establishment and appointment of Inspectorate and Inspectors of English Language and Mathematics at the federal level and across the states of the federation. The Inspectorate and Inspectors are in charge of monitoring school compliance to curriculum requirements for English Language and Mathematics in various states. However, in case of Economics, there is no provision for Inspectorate and Inspectors for the subject except a situation where Inspectors of schools is a graduate of economics. Even at that, he is not appointed as Inspector of Economics but of schools. The ministries of education at the state and federal levels should give necessary priorities and attention to economics as given to English Language and Mathematics. There should be establishment of Inspectorate of Economics at the Ministry of Education to be headed by Inspector as we have for other compulsory subjects at the secondary school level.

## **ii) Few Conferences or Workshops for Secondary school Economics Teacher.**

Conferences and workshops are organized by experts and or practitioners' to add value to practitioners' ability and refresh their knowledge by discussing contemporary issues in a chosen field at a particular time and place. Experts are invited to give professional talk while practitioners' present their practical experience through position or empirical findings. The number of conferences and workshops organized for economics teachers at secondary school level to challenge their interest and popularize the subject are very few and insufficient. In addition, economics teachers at secondary school level are not motivated through sponsorship by the government to attend the few conferences and workshops organized. The teachers are unable to attend the conferences and workshops due to their financial incapacity as a result of poor remuneration and condition of service. The federal ministry of education should direct and provide resources needed to organize more and regular conferences for economics teachers nationwide. The state ministry of education should motivate economics teachers by providing incentive for teachers willing to attend conferences. Special incentives or recognition should be given to participants who can provide solution to contemporary problems.

### **Self-Assessment Exercises 1**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The inspectorate and inspectors are responsible for monitoring school compliance with curriculum requirements in various states. **True/False**
2. Economics teachers should be allowed to be selling handouts. **True/False**

## **iii) Attitude of Economics Teachers**

The attitude of economics teachers at the secondary school level is another issue that is affecting the type of recognition given to the subject. Economic teachers at secondary school level are not proud to be teacher of economics. They use teaching profession as a stepping stone to taking up a job in the industries when available. They did not see teaching as a permanent job hence, they are not fully committed. If allowed, economics teachers at the secondary school will prefer working in the industries to teaching profession. This reflects in the level of commitment of the teachers to the teaching of the subject. Government should make teaching profession as lucrative as work in industries. Incentives such as better salary, health facilities for teachers' dependants, housing and vehicle support facilities, life insurance facility and dependable pension scheme. In addition, government should sign bond with economics teachers when taking up the appointment stipulating the minimum number of years to serve before they can disengage

**iv) Number of Universities and Colleges of Education Offering Economics Education**

The number of universities and colleges of education in Nigeria offering economics method are very few. Many institutions of higher learning offering economics education substitute Economics Method with General Teaching or Social Studies Method. This deprived economics teachers-in-training the opportunity of exposing them to the appropriate pedagogy to use when teaching the subject in secondary school after securing teaching appointment. All institutions of higher learning offering economics education should also make sure that there is no substitute or alternative to economics method. This will avail the teachers-in-training the opportunity of going through and understand the appropriate pedagogy to use in teaching the subject

**v) Content of Economics in Secondary School and the Universities/Colleges of Education**

There should be synergy between economics in secondary school and economics in the universities and other institution of higher learning offering the course. Economics syllabus at the secondary school emphasis more of the descriptive and micro-economics without recourse to the analytical and macro-economic aspect. This narrowed the concept of the subject at the secondary school level when compared to what it should cover. Economics syllabus at the secondary school should go beyond the descriptive economics. It should also cover the elementary aspect of the analytical and macro-economics in tandem with what is operating in the universities and other institutions of higher learning offering economics.

**vi) Association of Secondary School Teachers of Economics in Nigeria.**

Every subjects have association in the secondary school. The association of subject teacher normally discusses the place of their respective subject, they search for ways of improving methods of teaching the subject, they help to raise the status of their subjects and they make provision for materials especially in those areas where they are scarce. The association is spearheaded by the subject teachers. The association play a prominent role in the type of recognition given to the subject by and in the

society. Some economics teachers in secondary schools are not a registered member of the economics teachers association. The association of secondary school economics teachers have not been active and their roles are not well pronounced due to the attitude of economics teachers in secondary schools. Government should register economics teachers association and put up a policy enforcing every graduate of economics teaching the subject at the secondary school to register as a member of the association of teachers of secondary school economics. In addition, the roles of the association must be well spelt out.

#### vii. Teachers Commitment

The issue of teacher commitment and effectiveness is now a perennial one in educational discourse. The teachers today occupy a paramount position in the teaching learning situation. It is agreed that no education can rise above the quality of its teacher. Teachers need to be committed and dedicated to teaching profession. Teaching

requires a cultivated ability. To be done exceptionally well, it also requires a special talent and a sense of vocation.

The points mentioned and discussed above can be regarded as institutional/professional factors responsible for the low recognition of Economics as a subject.

#### vii) Few Instructional Materials to teach Economics

Instructional materials are audio and audio-visual teaching aids in form of music, objects, charts, physical items, diagrams, books and so on **improvised by the teacher** that assist teaching and learning. 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. The teaching aids must be relevant to the topic and be professionally used during the lesson. Various subjects have related teaching aids imported or improvised. The audio and audio-visual teaching aids for economics are either not available in sufficient quantity or not appropriate and relevant to teach the subject. The economics textbooks written in Nigeria are badly written, sketchy, and lacking in in-depth for economics analysis. Economics teacher should be challenged to produce textbooks of economics for secondary school students use and endeavor to look beyond the box to improvised relevant teaching aids to teach different topics in economics.

#### viii). The Difficulty of the Subject

There had been controversies over the teaching of economics in secondary school. This was based on the belief that economics is too narrow and think about more practical problems facing the teaching of economics and then write them out. The argument is that, since the power of deduction and abstract reasoning do not usually develop much before the age of sixteen, economics cannot be effectively taught to students before this age.

### Self-Assessment Exercises 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Which of the following is not a way of motivating economics teachers? (a) conferences/workshops (b) salary increment (c) sufficient teaching resources (d) gender discrimination
2. The establishment and appointment of Inspectorate and Inspectors of economics is the responsibility of \_\_\_\_ (a) FoME, (B) SoME (c) UBEC (d) NUC



### 4.4 Summary

In this unit, we have learnt:

- (i) Identified the various **factors responsible for low recognition of economics at secondary school level in Nigeria**
- (ii) Solutions to the identified factors responsible for low recognition given to economics despite its relevance to human existence and survival

The unit has revealed that economics has not been given its rightful place in Nigerian secondary schools. In addition, the unit has advanced some institutional/professional factors responsible for the low recognition of economics as a subject. Some of the factors are the priority of federal and state ministries of the federation, few conferences and workshops, attitude of economics teachers, and few instructional materials available to teach the subject. The unit also provided information on what can be done for economics to be put in its rightful place.



#### 4.5 References/Further Readings/Web Resources

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#### 4.6 Possible Answers to SAEs

Answer to SAEs 1

1. True
2. False

Answer to SAEs 1

1. D
2. A

### UNIT 4: ECONOMICS IN NIGERIAN SECONDARY SCHOOLS

#### Unit Structure

- 5.1 Introduction
- 5.2 Learning Outcomes
  - 5.3 Economics as a subject in secondary school
    - 5.3.1 Late Coming of Economics
    - 5.3.2 External factors affecting late introduction of economics in schools
    - 5.3.3 Acceptance of Economics
- 5.4 Summary
- 5.5 References/Further Readings/Web Resources
- 5.6 Possible Answers to Self-Assessment Exercise(s) within the content



## 5.1 Introduction

In this unit, you are going to read about economics as a subject in Nigerian secondary schools and also explain few economics graduates, high demand for graduates of economics to fill the large number of managerial position in commerce and industries, lack of courage and enthusiasm and students attitude and interest as internal factors that are responsible for late introduction of the subject in the secondary schools. The unit will also identify and explain the external factors militating against the introduction of economics in the secondary school.



## 5.2 Learning Outcomes

By the end of your interaction with this Unit, you should be able to:

- i. Discuss the trend and position of economics subject in Nigerian secondary school.
- ii. Analyse reasons why economics was introduced late into the secondary school curriculum.
- iii. Explain the reasons why economics is accepted as a subject to be taught at secondary school level



### 5.3 Economics as a subject in secondary school



***What is the justification for introduction for the late introduction of economics as a subject of study in secondary schools?***

When economics was introduced into the secondary school curriculum in the mid 60's, few schools who offered it in the external examination conducted by West African Examination Council (WAEC). Its popularity grew rapidly because the first few schools which offered it in West African School Certificate Examination (WASCE) had unexpectedly good results. There was a positive relationship between the quality of results in economics and the number of candidates that offered it in subsequent years in the WASCE. In this unit, you will learn the factors that caused the late introduction of economics, and its acceptance in the school system, Economics was first taken in the West African School Certificate Examination as a school subject in Nigeria in 1967. Since school certificate was a two year course, it may be said that economics came into the secondary school curriculum in Nigeria in 1966, much later than most other secondary school subjects. Economics was, however, taken by private candidates in the General Certificate Examination before it became a secondary school subject. It was recognized that economics problems were at the heart of modern society.

Ever since economics was first taken, as a school subject in West African School Certificate Examination in 1967, the number of schools that teach it and the number of candidates that take the examination has witnessed a phenomenal increase. For example in 1967, it was 0.07% of the total number of candidates that sat for the examination, in 1969 it was increased to 12.56%, in 1970, it was 17.16% and by 1976 exactly 10years of its inception, the population has risen to 76.95%. For further confirmation by more recent entries, we have that in 1985, 441,448 school candidates entered for economics while in the same year English had 373,507.

In 1996 it was 711,377 for economics, 748,239 for mathematics, and 748,984 for English language. By this analysis it is probably understatement that English Language and



Mathematics top the list of entries. It may be said that economics is probably the most popular subject in the secondary school curriculum if the popularity of a secondary school subject may be determined by the number of schools that teach it and the number of candidates that offer it in school learning certificate examination. It may be said that economics comes after English language and Mathematics. Furthermore, when it is appreciated that economics became a secondary school subject in Nigeria in 1966, it may be said that the growth in its popularity as a secondary school subject in Nigeria has been monumental.

### **5.3.1 Late Coming of Economics**

The late coming of economics has been traced to certain factors within and outside Nigeria i.e. Internal and External factors

### **5.3.2 Internal Factors affecting the late introduction of economics in schools**

The following internal factors contributed to the late introduction of economics as one of the subjects on offer includes as follows:

#### **i) Few Economics Graduates**

The teaching of economics as a secondary school subject was not helped by the fact that only a few graduates of economics remained for any reasonable length of time as teachers. Graduates of economics were relatively few in the country.

#### **ii). High Demand for Graduates of Economics to fill the large number of managerial position in commerce and industries.**

Since the demand for economics graduates was higher than supply, graduates of economics had no difficulty in finding jobs in the country's expanding industry where they were better paid. In view of this, economics graduates were not inclined to accept offers of appointment as teachers.

#### **iii). Lack of Courage and Enthusiasm**

The Graduates of economics who were in schools were usually deployed to teach subjects other than economics, such as history, geography and mathematics. Since they did not remain for long as teachers, economics graduates in secondary schools were usually not in a strong position influence the inclusion of economics on the list

of subjects which were taught in secondary schools. They could not convince the principals of their schools who on the whole, did not study economic.

iv). **Students Attitude and Interest**

The kind of attitude a child has affected his school work and learning in general because, if he has a positive attitude about the teacher and the subject, success is inevitable. It is observed that student's attitudes to economics did not encourage early introduction of the subject at the secondary schools.

**Self-Assessment Exercises 1**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The late coming of economics has been traced to how many factors within and outside Nigeria. (a) 7 (B) 4 (c) 1 (d) 2
2. Economics was introduced into the secondary school curriculum in the mid 60's, (a) 90's (b) 70's (c) 60's (d) early 40's

**5.3.3 External Factors affecting late introduction of economics in schools**

The following external factors contributed to the late introduction of economics as one of the subjects on offer include as follows:

i) **Teachability of the Subject**

In Great Britain, in the 1950s, there was controversy over the teaching of economics that it was too difficult because it involved deduction and abstract reasoning. They maintained that the nature of economics was such that it was suitable only for students who had reached a certain level of intellectual maturity. Since the power of deduction and abstract reasoning does not normally develop significantly and substantially before the age of sixteen, it was contended that economics cannot be taught effectively to students until they attain the age of sixteen years.

## ii) **Educational Policy Maker**

Up to the mid-sixties, the bulk of those who were responsible for the formulation of Educational Policy of this country were British educationist, their decisions on educational matters were influenced by what obtained in their homes.

## iii). **Radicalism**

The vast majority of heads of Secondary School in the country up to early sixties and mid-sixties were missionaries. They rarely studied science or social science. Many of them were suspicious of economics which they claimed was a course of study for radicals and that it could breed communism which at that time was regarded as a great threat to stability in the colonial territories and should, therefore be kept at bay at all cost. Such heads of secondary schools could not have been favourably disposed to the teaching of economics in secondary schools in the country.

### **5.3.4 Acceptance of Economics**

As a result of a combination of factors from within and outside Nigeria, economics gradually came to be accepted as a subject that can be taught in secondary schools from mid-sixties. It was felt that a secondary school learner could not be said to have been adequately prepared for life in the modern society if they could not appreciate some concepts in economics like inflation, national income, population and banking to mention only a few.

Other reasons why economics came to be accepted as a secondary school subject include:

#### **i) Intellectual Development**

It was recognized that economics contributed immensely to the intellectual development of its recipients. A great educational value was attached to what had been termed the economics way of thinking, a mode of considering a variety of problems that are far from being easy to define. It was said that only those who studied economics had all the answers to all economic problems of the country.

**ii) Philosophy of Economics**

The underlying philosophy of economics rests on the fact that it is a subject that has relevance to everyday life. Thus an attempt has been made in the national policy on education to integrate the theoretical foundation of the subject with their practical applications.

**iii) Performance in Economics**

The importance of economics education to the learners of economics in particular and the whole society cannot be over emphasized. In spite of the fact that the number of students that are offering the subject has been on the increase, performance in economics is encouraging.

**iv) Sharp Rise in Economics Graduates**

With the creation of more universities in Nigeria, there was a corresponding increase in the number of department of economics and an increase in the number of economics students. With an increase in the number of economics graduates, the supply of economics graduates exceeded the demand. The situation of economics graduates was not helped by the political crisis especially the civil war of 1967-1970 which led to shrinking capacity of commerce and managerial and other positions as a result many graduates could not find jobs in industries and as such had to take up appointment as teachers in secondary schools.

**v) Interest in Teaching Career**

Teaching now ceased to be a stepping stone for university graduates of economics. At first, many of them taught subjects other than economics. However, in due course, many of them stayed long enough as teachers to acquire influence. Some became vice-principals and principals and were in a strong position to influence the policies of the schools where they taught. From their position and strength, university graduates of economics now feel that they should teach their subject of specialization.

**Self-Assessment Exercises 2**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The vast majority of heads of Secondary Schools in the country up to the early sixties and mid-sixties were \_\_\_\_\_ (a) foreigners (b) missionaries (c) stakeholders (d) religious leaders
2. The underlying philosophy of economics rests on the fact that it is a subject that has relevance to everyday \_\_\_\_\_ (a) culture (b) tradition (c) manners (d) life



#### 5.4 Summary

In this unit, we have learnt about;

- (i) The trend and position of economics as secondary school subject. Also
- (ii) The statistical data that show its popularity and enrolment rate were given.
- (iii) Reasons for the late entry of economics into secondary school curricula, are divided into internal factors and external factors
- (iv) What led to its acceptance such as intellectual development; philosophy of economics, performance in economics, sharp rise of economics graduates and interest in teaching career, have been shown.

Economics is more of an optional subject while English Language and Mathematics are more or less compulsory. It would be correct to say that economics is the most popular subject in the secondary school curriculum in Nigeria. Economics is seen as a vehicle of a strict intellectual discipline. It involves looking at the world in a way, which is for most, if not all of us, quite new. Economics is not a body of concrete truth but an engine for discovery of concrete truths.



#### 5.5 References/Further Readings/Web Resources

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#### 5.6 Possible Answers to SAEs

##### Answers to SAEs 1

- 1. D
- 2. C

##### Answers to SAEs 2

- 1. B
- 2. D

## MODULE TWO: IMPORTANCE AND ISSUES CONFRONTING TEACHING ECONOMICS

### Module Structure

Unit 1	Importance and Problems of Teaching Economics
Unit 2	Preparation of Economics Syllabus
Unit 3	Development of Economics Curriculum
Unit 4	Curriculum Management
Unit 5	Scheme of Work

### Unit 1: Importance and Problems of Teaching Economics

#### Unit Structure

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Importance of Teaching Economics
  - 1.3.1 Problems Facing Teaching of Economics
- 1.4 Summary
- 1.5 References/Further Readings/Web Resources
- 1.6 Possible Answers to Self-Assessment Exercise(s) within the content



#### 1.1 Introduction

In the last unit, we traced the late introduction of economics in secondary schools when compare to subject like English Language and Mathematics to some internal and external factors. The unit also revealed the reasons why the subject was accepted as one subject to be taught in the secondary schools. In this unit, we will look at the importance of teaching economics in secondary schools and the problems of teaching the subject at the secondary school level



#### 1.2 Learning Outcomes

By the end of this unit you will be able to:

1. Discuss the importance of teaching economics in secondary school
2. Analyse the problems of teaching economics

[illegible]

No subject being taught in schools across the globe today is as important as economics. This is because, the subject has the principles that govern the life of the individual, society and the entire world. The subject plays a significant role in international affairs.

The knowledge of economics gained helps in solving many problems and the study has practical advantages as follows:

Economics teaches the various techniques that can be used in managing the available meagre resources to satisfy human wants. The present-day unemployment, poverty and the poor standard of living of the people of many citizens in Nigeria and other developing countries are due to limited resources and methods of its management, little production and lack of technology. The knowledge from teaching of economics is essential to eradicate poverty among individuals within the country and to improve their standards of living.



**ii. Provision of Knowledge of Economic Systems**

The teaching of the subject provides information on how the complex forces can work cooperatively in the economic systems for economic growth and development. It explains the relationship between the producer and consumer, the employers and employees, demand and supply, inflation and deflation and many more. It explains how the action and inaction in one sector affects the other sector and the entire country. Without the knowledge of how the economic systems work, management will be ineffective and it may even be impossible

**iii. Teaches Modern Production Methods**

Production has gone beyond manual activities as is being practised in most developing countries. In practical life presently, the subject teaches individuals, businessmen, industrialist as well as employees and employers of labour new ways of getting the job done at a minimal cost. It teaches the businessmen and industrialists in schools or at conferences and seminars the knowledge of modern methods of production and production at low cost

**iv. Helps in Preparing Family Budgeting**

Teaching economics is useful to the householder. With the knowledge of theories of needs, wants, opportunity cost and alternative is forgone in economics, the householder can utilize his little income to get the maximum satisfaction for his family by proper planning budgeting and careful spending of the family resources on what is necessary and affordable to get maximum satisfaction. This increases the happiness of the members of the family.

**v. Increases National Wealth**

By teaching economics, we can discover new factors that may be of assistance to increasing national wealth. This is by teaching the theories of equitable distribution of resources and variables that address the production of goods and services in a given economy. Governments in the modern world are actively engaged in economic planning for the betterment of the people and to be recognised among the committee of nations. The purpose of planning is to remove poverty by increasing the national income and wealth and also by effectively distributing wealth. Without acquiring knowledge of economics through its teaching, this is impossible

**vi. Assist To Formulate National Budget**

The knowledge of economics is very essential for the Finance Ministry in the country. Teaching the subject will help in providing the knowledge of framing the fair and just system of taxation. This will help in formulating the short, medium and long-term budget for development and for removing unemployment. Supply of money, effective credit system, and efficient working of the banking system can be successful if government agencies in charge of economic planning, budget preparation in the country have a thorough knowledge of economics.

**vii. Teaching of Economics helps to Formulate Laws**

The knowledge of economics is very essential for legislators and parliamentarians to make economic-related laws. This can be acquired if the subject is taught in schools. The lawmakers will be able to formulate such laws effectively if they have the prerequisite knowledge only by knowing the subject. As citizens and electorates electing the representatives, the knowledge of economics will be much more helpful if taught in schools. It will help the people to understand many economic programmes presented by the political parties in their political campaigns in form of manifestoes. This knowledge acquired from the teaching economics will all people to make a wise choices based on the truth of the economic statements in the candidate or political manifestoes.

**Self-Assessment Exercise(s) 1**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The knowledge from teaching economics is essential to eradicate poverty among individuals within the country and improve their living standards. **True/False**
2. Economics is a bundle of theories and principles. **True/False**

**1.3.1 Problems Facing Teaching of Economics**

The following are some of the problems confronting the teaching of economics at secondary school level

**Practical Problems Facing the Teaching of Economics**

There are several potential problems facing the teaching of economics, whether at the secondary school level of institution of higher learning. The scope of the subject, content coverage and political and or social bias are common problems that teachers are confronted with when trying

to teach economics to students at any level. Other problems include lack of up-to-date textbooks of economics, inadequate classrooms, High teacher-student ratio, academic performance, reading culture and student's absenteeism.

### **i. The Subject Scope**

Economics is by no means a singularly-focused discipline. Economic theory necessarily incorporates various other disciplines. It is difficult to teach economics without exploring the historical, geographic, social, political and cultural realities that facilitate and affect economics. Thus, teachers of economics courses especially general and basic economics courses struggle to keep course content within the scope.

### **ii. Theory and Practice**

Economics teachers tend to teach more of theory or practice, while neglecting the others such as climate, security and law. Some teachers drift off into theory-intensive approaches to economics, exploring the dominant theorists and philosophies and overlooking the economic climates that facilitated such theory. For instance, a teacher might take care to thoroughly teach the socialist-leaning economic theory while neglecting to explain the economic crisis going on in around that can inspire more private or state involvement in the management of the system. To the contrary, an economics teacher might overly emphasize the practice or implementation of different economic theories without adequately exploring the theories themselves

### ***Describe the implication of bias in teaching economics***

### **iii. Bias**

Economics teachers find it difficult to eliminate bias and subjectivity while teaching the students. The subject in question is inherently political, as a result, it is difficult to cover course content without betraying bias. They try to influence the decision of the students, to suit their personal interest, and this is common when teachers are teaching topics like consumer behavior, division of labor, inflation, etc. This leads to the following:

- a. **Value Judgments.** A situation where students cannot distinguish between fact and opinion, since economics is concerned mainly with means and ends, one is interested with how best one can compete unlimited wants with the limited resources. At times it is difficult to make judgment about moral implication behind individual

choice and sacrifices e.g. law of demand i.e. rise in demand will lead to an increase in price, with this, it is argued that economics can be taught without bringing in subjectivity.

- b. **Logic:** - This involves the teaching of economics in a way that it applies to real life situations of the learners. The teacher has to apply economics teaching to solve the problems convincingly encountered by the learners, and
- c. **Preferences:** - Teachers do select topics based on personal interest and how the topics appealed to them. The choice of topic to be taught is therefore being influenced by their subjectivity.

#### **iv. Content Coverage**

Another challenge with teaching economics is the content covered by the teacher. Many teachers especially at the secondary school recycle lesson plans from year to year. But economics is a rapidly changing reality. The reality in the pre-covid-19 era cannot subsist during the pandemic and even after.

#### **v. Up-To-Date Economics Textbooks**

Another challenge facing teaching economics in Nigeria and most of the developing countries has to do with the lack of up-to-date economics textbooks. Most of the available textbooks of economics in Nigeria are produced for a particular examination and group. As a result, the books did not contain the needed facts for students and or readers to address the complex economic situations. The books are poorly illustrated and contain lots of inaccuracies. This might be because they are hurriedly produced.

#### **vi. Inadequate Classrooms**

Most of the schools are overcrowded due to the population explosion without corresponding increase in school facilities. More students are offering the subject now than before. This is because there is a high level of awareness of the usefulness of the subject in human daily activities. The classes were crowded making it difficult for students to sit and write comfortably. At the same time, teachers found it difficult to make the necessary classroom movements.

**vii. Academic Performance**

Another pressing challenge for the teaching of economics in secondary school was students' poor academic performance. Results from the externally conducted examination for some time have not been very impressive and this persists over some period. The poor performance might be due to the wrong interpretation of questions during the examinations or poor handwriting of the students when answering examination questions.

**viii. Reading Culture**

One of the problems confronting the teaching of economics is poor reading culture on the part of the students. Economics is a wide subject and is offered for three years in secondary schools. This requires that both the teacher and students should put a lot of effort to cover the syllabus within the period stipulated. Economics teachers will find the teaching of the subject difficult whenever students failed to read the required economics books due to students' poor reading culture. Students this day do not want to read even when they are asked to do so in the following class, most of them will still come to class without reading the assignment

**ix. Students Absenteeism**

The challenge of absenteeism from school and class on the part of the students is another problem facing the teaching of the subject. This may be due to non-payment of school fees and lack of interest and motivation to attend economics class. When a student is absent from a class, he or she will not be able to make the links and connections between topics.

**x. Students Attitudes and Interests**

The kind of attitude a child has affects his school work and learning in general because, if he has a positive attitude about the teacher and the subject, success is inevitable. It is observed that students' attitudes to economics determine the degree to which they pass economics and negative attitude towards the subject and teachers will harm their academic achievement in the subject.

**xi. Economics Teacher's Commitment.**

The issue of teacher commitment and effectiveness is now a perennial one in educational discourse. Most teachers combine other activities to earn additional income for their teaching job due to poor income cannot take care of their basic needs in a teaching job. As a result,

teachers do not attend their classes regularly and do not prepare before the lesson. This is an indication that the level of teacher commitment is low

### Self-Assessment Exercise(s) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Which of these is not a problem confronting the teaching of economics at secondary school level? (a) content coverage (b) students' absenteeism (c) reading culture (d) status
2. Economics teachers tend to teach more theory while neglecting the others such as climate, security and law. **True/False**



### 1.4 Summary

In this unit, we have identified the following as some of the importance of teaching economics: helping to overcome poverty, providing knowledge of the economic system, teaching modern production techniques, teaching methods of managing family resources, teaching methods of increasing national wealth, and ways of formulating national budget and laws. The unit also identified the scope of the subject, theory and practice, bias, content, up-to-date books, classroom challenges, and students' performance among others as some of the practical challenges confronting the teaching of economics as a subject in schools



### 1.5 References/Further Readings/Web Sources

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## 1.6 Possible Answers to SAEs

### Answers to SAEs 1

1. True
2. False

### Answers to SAEs 2

1. D
2. False

## Unit 2: Preparation of Economics Syllabus

### Unit Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Meaning of Syllabus
  - 2.3.1 Teaching and Examination Syllabus
  - 2.3.2 Types of Syllabus
  - 2.3.3 Approaches for Preparing Syllabus
- 2.4 Summary
- 2.5 References/Further Readings/Web Resources
- 2.6 Possible Answers to Self-Assessment Exercise(s) within the content



### 2.1 Introduction

The last unit treated the importance of teaching economics. Some of the importance are: the teaching of the subject helps to overcome poverty, provides knowledge of the entire economic system, increases national wealth, helps in preparing family income and increases national wealth. It also identified and explain the problems confronting the teaching of the subject. Some of the problems are: the subject scope, theory and practice, bias and content coverage. However, in this unit, you will read about the meaning of syllabus, teaching and examination syllabus, the types of syllabus, steps in preparing economics syllabus for secondary schools, steps in designing economics syllabus for secondary schools and functions of economics syllabus.

A student at secondary or institution of higher learning should have an idea of what to expect in the class. A teacher is also expected to have an ideal of what to teach ahead of the class.

This is to avoid rushing to teach the right concept to wrong class or teach what is not in the syllabus on the part of the teacher. The first day a student gets to the class, he or she should be given the syllabus for the subject by the teacher. This is a requirement in many schools. This will assist in planning for class activities for the subject during the term if at the secondary level and semester if at institution of higher learning. The more a student knows about a subject on offer in a term or semester, the better he or she prepares to excel by performing well in that subject during the term or semester.



## **2.2 Learning Outcomes**

By the end of this unit you will be able to:

1. Explain the meaning of syllabus
2. Distinguish between teaching and examination syllabi
3. Compare the process and product oriented approaches of preparing syllabus
4. Identify the pitfalls in constructing economics syllabus



## **2.3 Meaning of Syllabus**

***What is the difference between teaching and examination of syllabus?***

Syllabus is a process and not a product on its own. This is due to the fact that it focus not on what the students will have achieved on successful completion of the programme but on the specification of learning tasks and activities a student will undertake during the course. In a simple language, syllabus is limited to a particular subject. By implication, all subjects on offer in secondary school must have its own syllabus. It is a statement of what content of a subject to be taught by a teacher in a particular subject in the class. This is the summary of the content of a subject for a particular class

In an ideal school setting, there must be syllabus for the various subject on offer in a school. This must be handed over to students by the subject teacher on the first day the teacher is



meeting the students in the class to teach the subject. A syllabus is a detailed document for secondary schools, colleges and universities which contain brief introduction of a subject to the class and the scope of the materials. It also has a complete list of the topics to be covered each day of the term or semester. It goes further to specify the dates when assignment in terms of quiz, project, test and or examination should be given as well as the dates of submission of the assignments. The syllabus contain all other important information relevant to the class on the subject that could assist the students to be familiar with the subject before the real teaching. In fact, if students need to contact the teacher of a subject, the directives are contained in the subject syllabus.

A syllabus is a guide to a subject and what will be expected of the student in the subject. Generally it will include subject policies, rules and regulations, required texts, and a schedule of assignments. A syllabus provides nearly everything needed to know about how a subject will be taught and what will be expected of a student. It is concerned with the specifications and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers as student.

This concept has been given a number of definitions by different experts. Wilkins' (1997) posits that syllabus is the specifications of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process. Richards (2001) it is a specification of the content of a course of instruction which lists what will be taught and tested. White (2007), further notes that a syllabus can only specify what is taught; it cannot organize what is learnt. Such an assertion reflects the sentiment echoed by Brown (2007) who states that syllabus is important to distinguish between input and intake. The latter is the subset of all input that actually gets assigned to our long-term memory store. A syllabus may hope to form the vast majority of a learner's intake, but cannot hope to specify precisely what is actually learnt or acquired by any given student in any particular course.

To Hedge (2016), it is an outline for a subject or course that students and teachers are to teach or take at specific period. It is a summary outline of a discourse, treatise, subject or course of study that leads to examination is a plan showing the subjects or books to be studied in a particular course, especially a subject that is examined. A syllabus, is a descriptive outline and summary of topics to be covered in an education or training course before examination is

conducted for the subject. Syllabus can also be the overall 64rganized64 principle for what is to be taught and learned. It is the way in which content is 64rganized and broken down into a set of teachable and learnable units, and will include considerations on pacing, sequencing and grading items' methods of presentation and practice, etc.

A syllabus is often either set out by an examination board or prepared by the education body supervising or controlling the institution's quality. It may be provided in hard or soft copy, depending on the level of educational institutions. It is usually given to each student during the first class session so that the objectives and the means of obtaining them are clear. A syllabus usually contains specific information about the course, such as information on how, where and when to contact the lecturer and teaching assistants; an outline of what will be covered in the course; a schedule of test dates and the due dates for assignments; the grading policy for the course; specific classroom rules; etc. Within many courses concluding in an examination, syllabuses ensure consistency between schools and that all teachers know what must be taught and what is not required. Examinations can only test knowledge based on information included in the syllabus. Syllabus can be summarized as an outline or other brief statement of the main points of a discourse, the subjects of a course of lectures, the contents of a curriculum that will be covered during a particular term.

### **2.3.1 Teaching and Examination Syllabi**

A syllabus can be prepared for teaching and examination. Either way, it sets out a guide concerning what is expected to be taught and examined by internal and external assessors.

#### **i. Teaching Syllabus**

This **is** provides the operational details of basis for the actual teaching of the course. It is more detailed, and the topics are usually listed in the order in which they will be taught. In most cases from simple topic to complex ones. This implies that more difficult topics are to be taught after the basic topics that will prepare the students for higher level of difficulty have been taught. Sometimes, it may include the materials for teaching each topic. The Ministry of Education is responsible for preparing the syllabus which is used as a guide for teaching a particular subject. The teaching syllabus could be described as a bridge between the examination syllabus and the teaching method.

#### **ii. Examination Syllabus**

This is prepared by different examination bodies to provide information on the areas of concentration required by the various examination bodies. It is commonly used for terminal examination at the primary and secondary school levels. The National Examination Council of Nigeria conduct terminal examination for primary school leavers, junior secondary school leavers and senior secondary school leavers. As a result, they have different syllabi for the three levels of education for their terminal examination. However, the West Africa Examination Council examines secondary school leavers. Hence, this body has its own secondary school terminal examination syllabus. It should be noted that the Joint Admission and Matriculation Board also have their syllabus for examination entrance into institution of higher learning in Nigeria. Examination syllabus is drawn from the teaching syllabus and usually brief because it presents information on the topics upon which students will be examined.

### **Self-Assessment Exercise(s) 2**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. A syllabus is often either set out by an examination board or prepared by the education body supervising or controlling the institution's quality. **True/False**
2. The West African Examination Council conducts examinations for tertiary leavers. **True/False**

*Identify the three kinds of product-oriented syllabus.*

### **2.3.2 Types of Syllabus**

There are two major types of syllabi. The Product and Process Oriented Syllabi

- i. The Product-Oriented Syllabus: This is synthetic type of syllabus that focus on what the students will learn as a result of teaching that has taken place over a period of time. This type of syllabus can be supported with other approaches and techniques such as methods and language of instruction. The input is selected according to simplicity and complexity of the grammar. There are three kinds or families of product-oriented syllabus namely: the structural/grammatical, the situational and notational syllabi.
  - a. The structural/grammatical syllabus: this is the most prevalent among the three kinds of product-oriented syllabus. This is because the selection and grading of the content is

based on the complexity and simplicity of the grammatical items. The students are expected to master each structured step and add it to the grammar collection. As such, the focus is on the outcome of the product. The limitation of the structural approach is that the ties connecting the structural items may be rather weak. A more fundamental criticism is that the grammatical syllabus focuses on only one aspect of language namely grammar. Whereas in the truth there are many more aspects of language. Finally, recent studies reveals there is a disagreement between the grammar of the spoken and of the written language, raising complications for the grading of the content in grammar based syllabus.

- b. The situational syllabus: the limitations of structural approach led to the alternative approach where situational needs are emphasized rather than grammatical unit. Here the principal organizing characteristics is a list of situations which reflects the way language is used in everyday life outside the classroom. Thus by linking structural theory to situations, the students is able to group the meaning in relevant context
  - c. The notational/functional syllabus: the structural approach answer only questions on ‘how’ or ‘when and where’ of language. To establish objective of the syllabus, the needs of the students will have to be analyzed on the basis of communication need. Consequently, needs analysis has an association with notional/functional syllabus.
- 3 The Process-Oriented Syllabus: This type of syllabus was developed due to the failure of the product-oriented syllabus to enhance communication language skills. This is the type that concentrate on the process of teaching to be adopted. It is organized around task rather than in terms of grammar and vocabulary. This has to do with the pedagogy and process on how the outcome of the essence of school major activity (teaching and learning) can be achieved. This type of syllabus focus exclusively on the process of learning without any attempt to relate these process to outcome. There are three kinds of the process-oriented syllabus: procedural/task-based, students led and proportional syllabi.

- a. **Procedural/task-based:** in this situation, the question concerning “what” becomes subordinate to the question concerning “how”. Within such a framework, the selection, ordering and grading of the content is no longer wholly significant for the syllabus designer. Arranging the syllabus around task such as information and opinion-gap activities. It was hoped that the students would perceive the language subconsciously whilst consciously concentrating on solving the meaning behind the task. There appears to be an indistinct boundary between this approach and that of language pedagogy. A task-based syllabus assumes that speaking a language is a skill best perfected through practice and interaction and uses tasks and activities to encourage students to use language meaningfully to achieve the desired purpose. The task must be relevant to the actual daily activities of the students. That is the underlying theory of task-based and communicative language. This seems to suggest that activities in which language is employed to complete meaningful task and enhance learning
  
- b. **Student-Led:** in this kind of process-oriented, the emphasis is on the student. This is because it is expected that the students will be involved in the implementation of the designing of the syllabus. This is by being fully aware of the subject they are undertaking. It is the belief that the interest and motivation of the students will increase with positive influence of nurturing the skills required to learn. However, as suggested earlier, a pre-determined syllabus provides support and guidance for the teacher should not be easily dismissed. At any rate, critics have suggested that student-led syllabus seems radical in that it will be difficult to follow as the direction of the syllabus will be largely through the responsibility of the students.

**Proportional syllabus:** this kind attempts to develop an overall competence. It consist several elements within the main theme playing a linking role throughout the unit. The students designate this theme. It is expected initially that form will be of central value but later the focus will turn toward interaction components. The syllabus is designed to be dynamic not static, with sufficient opportunity for feedback and flexibility. The shift from form to interaction can occur at any time and it is not limited to a particular stratum of students as yielding observed. It is important for a syllabus to indicate explicitly what will be taught NOT what will be learned. This practical approach with its focus on flexibility and spiral method of language. Sequencing, teaching for the recycling of language seems relevant for students who did not have exposure to the target language beyond the classroom.

### Self-Assessment Exercise(s) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The type of syllabus developed due to the failure of the product-oriented syllabus to enhance communication language skills is referred to as \_\_\_\_\_. (a) Process-oriented Syllabus (b) orientation of syllabus (c) student-led syllabus (d) product syllabus
2. The attempts to develop an overall competence are referred to as \_\_\_\_\_. (a) competence syllabus (b) context syllabus (c) proportional syllabus (d) proper syllabus

### Approaches in Preparing Economic Syllabus for Secondary Schools

The following are a set of guidelines for the process of preparing a syllabus for economics in secondary schools:

- i. Determine the extent of the subject and the expected learning outcomes on the part of the students. This will reveal what the students should be able to do after attending economics lessons in their various classes.
- ii. Rank the syllabus types presented to the various classes as to their likelihood of leading to the expected outcomes. The concepts with preference you are going to give to each concept.
- iii. Assess the available human and material resources for teaching economics, analyse the needs for teaching the subject, assess the materials desired and production as well as in-training programmes for the teachers.
- iv. Rank the economic syllabus relative to available resources to determine which of the syllabus will be the easiest to implement considering the available resources
- v. Compare the information under number i and ii and make some adjustments to the initial list before producing a new list of ranking based on the available resources
- vi. Designate one or two syllabus type as dominant and one or two as secondary, and

- vii. Review the question of combination or integration of syllabus type and determine how the combination will be achieved.

**a. Steps in Designing Secondary School Economics Syllabus**

The following steps are to be followed in designing acceptable syllabus for economics as a subject of study

- i. Develop a well detailed reasons for the study of economics at the secondary school level
- ii. Decide what the students should be able to do at the completion of the subject in each of the classes and mode of assessing their work
- iii. Structure the students involvement in the teaching of economics in each of the classes
- iv. Identify and develop the needed resource for smooth teaching of economics as a subject in secondary school,
- v. Compare the syllabus designed with focus on student learning in the class

**b. Functions of Economics Syllabus**

The following are some of the functions of economics as a subject in the secondary school. Economics:

- i. Establishes an early point of contact between the students and teacher
- ii. Describes human belief about social and economic situation
- iii. Acquaints students with the logistics of economics syllabus
- iv. Contains collected experts ideology
- v. Define students responsibilities for successful economics class work
- vi. Describes active learning
- vii. Helps students to access their readiness for the syllabus
- viii. Set the subject in a broader contact for learning
- ix. Provide a conceptual framework

- x. Describe available resources
- xi. Communicate the roles of technology in teaching economics
- xii. Can improve the standard of living of the students
- xiii. Can improve the Gross Domestic Product of a country



## 2.4 Summary

In this unit, it can be summarized that syllabus provides nearly everything needed to know about how a subject will be taught and what will be expected of a student. The unit also reveals that there are two major types of syllabus. The first is the product-oriented syllabus which has three kinds. The second is the process-oriented syllabus which also has three kinds. The unit in addition treats the various steps that must be taken in preparing economic syllabus for secondary schools. It also explains the steps involved in designing economic syllabus for secondary schools



## 2.5 References/Further Readings/Web Sources

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## **2.6 Possible SAEs (s)**

### **Answers to SAEs 1**

1. True
2. False

### **Answers to SAEs 2**

1. A
2. C

## **Unit 3: Development of Economics Curriculum**

### **Unit Structure**

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Curriculum as a Course of Study
  - 3.3.1 Development of Economic Curriculum
  - 3.3.2 Foundation of Economics Curriculum
  - 3.3.3 Curriculum Planning by Economic Teacher
  - 3.3.4 Criticism of Secondary School Economics Curriculum
- 2.4 Summary
- 2.5 References/Further Readings/Web Resources
- 2.6 Possible Answers to Self-Assessment Exercise(s) within the content



### **3.1 Introduction**

In the last unit, we explained the various meaning of syllabus. It was emphasized that each subject must have its syllabus. It was also part of the discussion that teaching and examination syllabus differ. We also considered other sub-topics related to types of syllabus and steps to be taken in preparing syllabus for economics at the senior secondary school level. However, in this unit, we are going to consider the meaning of curriculum and x-ray the development of curriculum and explain curriculum planning by economics teacher in secondary school

In the early period of curriculum development, it was often interpreted as a course of study. Most of the part of the curriculum was regarded as a written course. It was considered something that could be brought in from the outside practiced in the school. However, curriculum has been most commonly referred to as all of the directed learning experience of the school. In another dimension, school curriculum is the total of situations purposely used to produce favourable learning responses. The curriculum is an inclusive of all that goes on in the

lives of the children, their parents and teachers which assist in achieving educational goals. It is made up of everything that surrounds learners in all the working hours in the school.

Curriculum has been summarized to be the environment in motion. Everything that happens to the students must be educative. In this way, the total curriculum can be seen in action. Reading, writing arithmetic alone cannot be curriculum in itself, they are just part of it. Classrooms, hostels, laboratories, students, teachers are not the curriculum neither are homes, churches, mosques, playgrounds. The broad concepts of curriculum may be explained in terms of course offered, subject matter and planned expertise or experiences.



### **3.2 Learning Outcomes**

By the end of this unit, you will be able to:

1. Explain curriculum as a course of study
2. Analyse the foundations of the economics curriculum
3. Describe the three central aspects that the economics curriculum should cover
4. Describe the role of the economic teacher in planning the curriculum for the subject



### **3.3 Curriculum as a Course of Study**

Various educational institutions, especially institutions of higher learning, offer many courses for graduates to secure employment and contribute to the country's development. One of them is curriculum studies. The course is offered as a course of study when a student offers it and gets certificated, especially at higher degree levels in the University for Employment Opportunity. If offered at the graduate level, it is usually combined with a subject combination. But if at a higher degree level, it is provided as a single course due to the expertise nature of this level.

*Where does the economic curriculum derive from?*

### **3.3.1 Development of Economic Curriculum**

Economic curriculum is the breakdown of content of economics in the syllabus to the number of weeks in a term. The breakdown shows the topic to be covered in each of the weeks that make a term. By implication, economic curriculum is derived from economic syllabus. Without economic syllabus, there will not be economics curriculum. Economic curriculum guides the teacher to prepare for the economic class lesson. The development of curriculum for economics should take cognizance of three main domains. The three domains are the purpose, process and content.

Economics curriculum as a system is the total of all that goes on inside the class where economics is being taught as a subject or course of study which leads students to achieve a specific objective. The economics curriculum must address the objectives that address the activities, content, methods and evaluation. It has so far been generally believed that a student of economics should be provided with knowledge and skills needed for activities to make the students provide solutions to individual and society's problems. Most of the curricula emphasized form of specific information in the group.

The purpose domain in economics describes what must be achieved and therefore directs the whole system. The purpose determines the process or the activities that have to be undertaken to accomplish the purpose. Smaller systems or units usually operate within the larger system. This implies that no system or unit can operate in isolation. It is from the educational system that the economics curriculum takes its inputs to benefit from the teaching of the subject. The purpose is also the need of the society. The graduate of economics is employed by the society and must be capable of satisfying the yearning of the society. In order that the graduates of economics are accepted by the society, it is essential that such graduates must satisfy the need of the society as stated.

### **3.3.2 Foundation of Economics Curriculum**

Most experts in economics viewed economics curriculum with the general education curriculum. The economics experiences are those for which schools accept responsibility. These experiences are organized and guided in order that the objectives and the need of the students offering economics may be met. In the modern concept of school, these activities are subsequently planned so that students' social, emotional, physical and intellectual needs will be

satisfied. All those aspects are based on psychological, sociological and philosophical foundations.

**i. Psychological Foundations.** This is one of the aspects that the foundation of curriculum covered. It is very difficult to know what takes place when a child learns. Parents and teachers pay attention to know any behavioural changes before the end of the lesson. This will reveal whether learning has taken place or not. Learning may be define as change in behaviour through interaction between the learners and the environment. It is a complex mental process which involves investigation, conclusion and reconstruction of experiences resulting from whatever conclusion arrived. Students learn economics because they have a purpose and the optimum kind of learning situation provides meaningful goals for the students. It also provides opportunities for making choice through trial and error as well as the application of previous experience. The economic teacher has knowledge of economic growth and development. In addition, the teacher has knowledge of inflation, deflation, business organisation, money, demand and supply etc. This identified knowledge formed the foundations for economic teacher in formulating curriculum for economic as a subject.

**ii. Sociological Foundation.** The economic curriculum content is shaped by the norms and values of the society. The social and political values within a country cannot be underestimated when formulating economics curriculum. Significantly, economics contribute to the growth and development of a country. It is recognized that development of a child is conditioned by the social environment where the child lives. The society helps the students in a position to adjust to the acceptable ways of life in the society. Economics is concerned with teaching students how they are expected to react to increase or decrease in price of good and services. This implies that economics is concerned with the development and changes in human being as a result of a change in sociological factors. In any situation, economics studies human behaviour and their reaction to happenings around. Human behaviour is particularly social which has to do with interaction. However, some behaviour are learnt with little or no interaction with members of the society. On the other way round, human need to interact with members of the society and the society itself to learn certain behaviour. Most of the behaviour of human being is either in direct interaction with other person or it is greatly influenced by associations. Whatever economics students learn comes as a result of direct process of

interaction with economic teachers, peers, family and government. The concept to be taught and to be omitted is determined by the society in which the students of economics lives.

- ii. **Philosophical Foundation.** For economics teachers to understand the curriculum of the subject better, they need to ask philosophical questions on why a particular stand or position? For example why do we keep money? Why do we teach? Why do we go to school? Why is the study of importance of economics? Why do we have more unemployed graduates? Note that history of education gives an important basis for comparing education system. Sociological foundations gives answers relating curriculum of economics to culture but do not provide answers to the question on why while the philosophical foundations helps to understand, and justified the answers to the why the study of economics.

### 3.3.3 Curriculum Planning by Economic Teacher

Learning experience is the most critical factor in classifying curriculum. It is a matter of direct interaction between the environment and individual. The teacher induces the learning through the suitable methods of instruction and the proper selection of the subject matter. Every economic teacher has an individuality and a spontaneity about learning act. The economics teacher assist and suggests knowledge, facts and interpret the subject matter. The teacher serves as consultant with other experts to come up with a curriculum of economics that will be acceptable and beneficial to the society

### 3.3.4 Criticism of Secondary School Economics Curriculum

In economic activities, the individual does a job to earn a living and study on priotise his many wants or needs, including food, clothing, housing and so on. For example, there are individual farmers, business people and other workers who produce goods and services to satisfy the needs of consumers. The government strives to provide services for the welfare of the citizens in the state. Nations trade among themselves, and many international organisations exist to promote the economic wellbeing of mankind. Economics is one of the electives or groups of subjects expected to be studied at the senior secondary school level. The guiding principle of the Economics curriculum need to equip graduates of the senior secondary school with the basic knowledge and skills that will enable them to better appreciate the nature of economic problems

in any society. The underlying philosophy of this is to present Economics as a subject that has relevance to everyday life.

Thus, an attempt has been made to integrate the theoretical foundations of the subject with their practical applications. 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. The conceptual approach was adopted in identifying the relevant topics essential for the achievement of the set objectives; the structuring of the content was also based on the spiral spread thus making it possible for a concept or topic to be learnt in its basic class 1 to its complex nature in class 3. An innovation in the programme is an introduction of elementary mathematical and statistical analysis tools for this level. The conceptual approach was adopted to identify the relevant topics for achieving the set objectives. The structuring of the content was also based on the spiral spread, thus making it possible for a concept or topic to be learnt in its basic form from year one to its complex nature in year three at the senior secondary school level.

### **Self-Assessment Exercise(s) 2**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. In economic activities, the individual does a job to earn a \_\_\_\_\_ (a) status (b) title (c) life (d) living
2. The learning experience is the most critical factor in classifying \_\_\_\_\_ (a) curriculum (b) syllabus (c) lesson note (d) lesson plan



### **3.4 Summary**

In this unit, we can consider curriculum as a course of study in institution of higher learning with which graduates secure employment on successful completion of the course. We also considered economic curriculum as the breakdown of economic content in the economic

syllabus to each of the weeks of the term. The unit also explained the foundation of economic curriculum which was based on psychological, sociological and philosophical foundations. The unit also provided explanation on the various criticism of economic curriculum for secondary school.



### 3.5 References/Further Readings/Web Sources

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### 3.6 Possible SAEs (s)

#### Answers to SAEs 2

1. D
2. A

## Unit 4 CURRICULUM MANAGEMENT

### Unit Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Curriculum Management
  - 4.3.1 Challenges facing Curriculum Management
  - 4.3.2 Factors That Inhibit Curriculum Change and Implementation
  - 4.3.3 Structures Supporting Curriculum Management and Implementation
- Summary
- 4.5 References/Further Readings/Web Resources
- 4.6 Possible Answers to Self-Assessment Exercise(s) within the content



#### 4.1 Introduction

This unit will provide information on the meaning of the concept for this unit, and then further explore factors that inhibit effective curriculum implementation, role of the school management team in curriculum change and implementation. The unit conclude by looking briefly at challenges facing curriculum implementation in Nigeria and the role of principals in curriculum implementation.



#### 4.2 Learning Outcomes

By the end of this unit, you will be able to:

1. Explain the meaning of curriculum management
2. Describe five factors that inhibit curriculum change and implementation
3. Explain four structures that support curriculum management



#### 4.3 The Concept of Curriculum Management

##### *What is curriculum management?*

The major business of the school is teaching and learning. This cannot be possible without a direction on which to teach, how and when to teach the subject. Such directives are contained in a document known as curriculum. The paper needs to be carefully handled and interpreted. Management of curriculum has been viewed differently by different experts. Kyahurwa 2013 defines it as the management of the core business of the school as well as teaching-learning process. It is the accurate interpretation and execution of the curriculum policy statement. Curriculum management is the totality of efforts put in by all stakeholders involved in the business of education towards the successful implementation and attainment of the set goals. It comprised many administrative processes and procedures to maintain accurate, up-to-date records about the curriculum designed for use.



Curriculum management requires the school head and members of the school management who are the curriculum managers to be well knowledgeable with the curriculum, pedagogy and approaches so that they can be able to provide effective instructional and curriculum leadership. For the curriculum managers to be effective and efficient, the school head and members of the school management need to be familiar with the subject contents and pedagogy of all the subjects taught in their schools so that they can be able to facilitate change and offer support to teachers for improved service delivery. Curriculum management requires the manager to be well equipped with knowledge regarding the curriculum that is to be manage, teaching methods and approaches in order to offer necessary support and be able to provide instructional and curriculum leadership.

In the Nigerian context, secondary school heads and teachers have no contribution to the curriculum deployed for use in schools. As a result, they have very little control over its management and implementation. Educational policy makers at the Federal level usually produce policy without the involvement of schools and teachers. Policy makers at the federal level may consist of subject matter experts drawn from universities and government officials. The school heads and teachers are increasingly absent in the development and discourses of curriculum. The curriculum is just “handed” down to schools for implementation. The principals and teachers as the change agents have a responsibility of managing the curriculum. The role of teachers in curriculum implementation cannot be overlooked. For policy change to have the desired effect, teachers are important stakeholders as implementers of education reform.

For principals to be able to manage the curriculum, they need to be conversant with subject content and pedagogy of all subjects taught in their schools. It is of utmost importance that the principal should be clear about the curriculum change to be able to manage the change process. Principals should also recognize and support their teachers. Principals are expected to conduct formative and summative evaluation of their teachers and support them in their professional development. A principal who is familiar with the curriculum to be managed will be able to see the weakness of the teachers and to identify areas where support is required.

School principal should encourage teachers and learners to embrace curriculum change for it to be smoothly implemented. Vision and mission of the school should be shared so that everybody in the school works towards their achievement. The principal has to be patient and encouraging so that together with teachers work towards achieving one goal. Accepting change and moving away from known strategies and contents may not be easy especially for those teachers who have been teaching for a long period of time. Curriculum change needs to be reinforced, and the principal should guard against any form of resistance from the staff.

Curriculum management includes reviewing materials, solving daily problems that relate to curriculum implementation, encouraging and motivating stake holders in curriculum change process so as to work towards attainment of meaningful change that will benefit everybody and the society in a positive way. Some teachers would continue teaching without implementing a curriculum because they fear to ask or seek advice from a positional principal. Successful curriculum management requires a principal who will not only sit in the office but an outgoing principal, who will also have informal chats with teachers to find out how they are coping. These informal chats can be used as a yardstick to draft programmes that could assist the progress in the school.

### **Self-Assessment Exercise(s) 1**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The major business of school is teaching and \_\_\_\_ (a) directing (b) setting examination questions, (c) facilitating, (d) learning
2. The secondary school heads and teachers have no contribution to the curriculum deployed for use in schools. **True/False**
3. Who implement the curriculum? (a) head of department (b) principals (c) teachers (d) learners

#### **4.3.1 Challenges facing Curriculum Management**

Curriculum as a set of education plans should be prepared and adapted based on the learning situation and future demand. However, it is bedeviled with the following issues:

- i. The School Head Roles

School heads in the secondary schools have two major roles. The first role is providing instructional and curriculum leadership to the teachers. Most of the secondary school heads do not have the technical capacity to manage the curriculum. Issue of headship capacity hinder the success of curriculum management and the achievement of objectives set by the curriculum. The second role of the secondary school head is to provide managerial and administrative leadership. The school head should take initiative in selling curriculum management in the school. As curriculum head, school head should focus on reviewing materials and solving daily problems that teachers experience in managing the curriculum.

ii. Planning

It is of utmost importance that the secondary school heads must plan the steps to be taken well in advance in order to achieve the curriculum objectives. This is also the ability of the head to forecast and take calculated risks. Management is about taking risk with high level of successful. Most of the school heads do not have what it takes to think ahead of what happens in the school and society if the curriculum is well or not well managed.

iii. Administrative Workload

The secondary school head is saddled with so many responsibilities as the head in the school. There are so many administrative matters that occupy the time of the head which pave no opportunity to see to the management of the curriculum. The matters include among others: staff welfare, security, school-community relationship, staff discipline, recruitment.

iv. Headship Power

The use of headship power is crucial for continuous nurturing and promotion of knowledge and skills of teachers through curriculum and instructional leadership. Most of the school head do not use the headship power to create enabling learning environment where teachers can participate and make their views known on curriculum management. Listening to teachers position and suggestions will not reduce the headship power but put everybody in the school in the right position and perspective. They will be ready to work as a team if they understand that their views are also

respected. A participatory management style is important, because although the school head is the guide of the educational change process, the entire school shares the responsibility of taking ownership in the process of change. Curriculum management need to be reinforced and principals have to guard against any form of resistance from teachers.

#### **4.3.2 Factors That Inhibit Curriculum Change and Implementation**

The following are some of the factors that pose one issue or another to change in curriculum and its implementation:

i. **School Head Knowledge and Planning Skills**

The school head play an important role in interpreting the educational policies in general as well as policy documents for the curriculum, and therefore their knowledge is vital. The manner of mediation of school heads and act on policy for educational change proposals affect the outcome. When planning for the implementation of changes in the curriculum, the school heads should establish and decide on human, financial, and physical resources that are requisite for effectiveness. If implementation plans do not match the specific context of schools, curricular reforms are most likely to fail. School heads are responsible for organising school activities in order to align teaching and learning with the vision of the school. Knowledge, skills and attitude are essential for educational innovation and to enhance effective curriculum management.

ii. **Issue of Vision**

Poor and an inappropriate vision, transformation effort can easily dissolve into a list of confusing, incompatible and time consuming projects. The biggest mistake done by school heads when implementing a curriculum change is to plunge ahead and implement before crafting a vision as to how the implementation will go about, that is, without making an implementation plan with expected projections. A school cannot function without a vision; the vision must be communicated to all stakeholders so that everyone remains focused. The school head should have a vision about where the school should be in a particular time and work as a team with teachers for the attainment of the vision.

iii. **Ineffective Communication**

The school head as a change agent should not only communicate formally or informally. He needs to show this in the positive behaviour and attitude towards implementation of the curriculum. The school head should involve the teachers in the school in decision making so that they do not defy resolutions taken that concern efficient teaching and learning

iv. **Leadership Style**

The school head should always strive to create a favourable teaching and learning environment in the school. Effective teaching and learning should be on top of the school head's agenda. Leadership style of the school head determines the relationship between the teachers and the school head. This relationship in return affects the work relations. Therefore, the school head needs to have good relations with teachers for work to go smoothly, and teachers need the school head to guide and support them in the implementation of change.

v. **Professional Growth and Support**

The basic teacher education training alone cannot provide teachers with the knowledge and skills necessary to take them through their teaching career. All professions require a continuous update of knowledge and skills. The teaching profession is no exception. Professional growth for secondary school teachers is not properly planned and defy regular process stand. Teachers have to be capacitated adequately for the successful implementation of the curriculum.

vi. **Resources**

Resources are regarded as the most important support structure because curriculum management depends largely on resources available in schools. Implementation of a curriculum change without the relevant resources to teach it would cause stress and strain leading to dire consequences and impacting on the teachers' morale to implement the planned curriculum changes. Insufficient resources necessary for the execution of teaching and learning can negatively affect curriculum implementation. Providing essential materials allows teachers to focus their attention on teaching their students, rather than tracking down materials they do not have.

vii. Role conflict

Clarity of roles for all involved in curriculum matters should be a sine-qua-non for effective curriculum management in secondary schools. The school heads often encounter problems in understanding what it means to be a curriculum manager and are not sure about the specific nature of curriculum leadership. They fail to strike a balance in their roles because the roles are packed with a variety of other related activities that cannot be separated from the whole school function. Not only do they have key roles in the education system but also in the wider community. Most school heads in secondary schools in Nigeria are not aware of the clarity of their roles in curriculum management; hence their performance of curriculum management roles and responsibilities is ineffective.

viii. Teacher Attitudes

The success of the curriculum depends on the ability of teachers to understand curriculum changes they face on a daily basis. The interpretation of the curriculum policy into practice depends essentially on the teachers who have the influence to change meanings in numerous methods. This requires that teachers have the knowledge, skills, positive approach and passion for teaching. In most cases when curriculum reforms are being considered, teachers' beliefs, values, practices and interests are normally not taken into account by policymakers. In the process, this hinders implementation because teachers may not understand the foundations for curriculum change.

### **2.3.3 Structures Supporting Curriculum Management and Implementation**

Support structures include that which assist, promote and enhance the performance of curriculum tasks by school leaders and benefits teaching and learning. Resources are regarded as the most important support structures because curriculum management depends largely on resources available in schools. These include knowledge of the curriculum, human, financial and physical resources.

i. Knowledge of the Curriculum

The performance of curriculum management roles requires that each member in a team is well versed with skills, expertise and knowledge of the curriculum. The school heads

in secondary schools do not have adequate knowledge of the curriculum; therefore, they are not in a position to help the teachers. Hence teachers fail to plan certain aspects of the curriculum. Inadequate curriculum knowledge, not being clear about terminology by school heads and teachers, leads to poor lesson planning and lack of confidence when teachers are teaching. Therefore, it is important that curriculum leaders are knowledgeable in the field of curriculum management so as to lead teachers and address problematic curriculum areas. The role of school heads as curriculum leaders is becoming more complex; for this reason, they should constantly update their knowledge on issues relating to the curriculum. In other words, they should have thorough understanding of contemporary approaches to effective teaching and learning so that they can effectively convey, provide and coordinate information about the latest ideas and approaches of subjects and assessment strategies to staff members.

#### ii. Human Resources

Managing human resource is the most important and yet most difficult because people have needs, beliefs, norms and cultures that they bring with them to work. These individual differences can make or break the school. Therefore, it is important that the school heads manage these resources in such a way that quality teaching and learning is guaranteed. To ensure effectiveness of the curriculum, the school heads should mentor, manage absenteeism of educators, and relate to parents in a way that promotes curriculum goals. Mentoring is when an experienced educator in a learning area assists inexperienced teachers. The new teacher observes and learns from the experienced teachers in the process of teaching; hence skills are passed on from the experienced to the less experienced teacher. This is done so that curriculum standards of a school are not compromised.

#### iii. Financial Resources

The education budget has always been low in the national budget. This relatively reflects the value and importance attached to education in Nigeria. Schools cannot function well with the kind of financial resources to education by the government. At the secondary school level, the state government is responsible for state-owned schools' finances.

#### iv. Physical Resources

Secondary schools in Nigeria need to have at least the basic requirements to meet curriculum needs. These include among others: classrooms, library, laboratory, sick bay, sports field.

Most of the resources are not adequate to allow any supporting structures for curriculum implementation. The school heads should encourage teachers to develop their own resources in order to develop collaborative working relations

Teaching and learning are easy in schools when the school's activities are properly guided and directed. The directive which is contained in the curriculum must be well managed through well planned, organized and coordinated activities by the manager in ensuring accurate and up-to-date record about the curriculum. The role of the school head cannot be under-estimated in managing the curriculum. Effective curriculum management requires that the school head and school management are familiar with the school subject content and methods of teaching the subject

### **Self-Assessment Exercise(s) 2**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Which of the following is not among the structures supporting curriculum management and implementation (a) physical resources (b) financial resources (c) human resources (d) community resources
2. The secondary school heads and teachers have no contribution to the curriculum deployed in schools. **True/False**
3. Teaching and learning are easy in schools when the \_\_\_\_\_ of the school is adequately guided and directed (a) content (b) activities (c) rules and regulations (d) environment



### **4.4 Summary**

In this unit, we have been taken through the concept of curriculum management. The unit identified and explained the school head roles, planning, administrative workload and headship power as the challenges facing curriculum management. The unit also explained some factors that pose treat to change in curriculum and its implementation. Finally, the knowledge of the curriculum, human, financial and physical resources are factors considered as the structures that supports curriculum management and its implementation





#### 4.5 References/Further Readings/Web Sources

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#### 4.6 Possible Answers to SAEs

##### Answers to SAEs 1

1. D
2. True
3. C

##### Answers to SAEs 2

1. D
2. True
3. B

## Unit 5 SCHEME OF WORK

### Unit Structure

- 5.1 Introduction
- 5.2 Learning Outcomes
- 5.3 Meaning of scheme of work
  - 5.3.1 Reasons for scheme of work
  - 5.3.2 Factors to be considered in planning a scheme of work
  - 5.3.3 Format of a scheme of work
- 5.4 Summary
- 5.5 References/Further Readings/Web Resources
- 5.6 Possible Answers to Self-Assessment Exercise(s) within the content



## 5.1 Introduction

In the last, curriculum management is defined as the totality of activities of stakeholders in education industry to ensure effective and efficient operation in the school. The unit also identified and explain the challenges confronting curriculum management as well as factors inhibiting curriculum change and implementation. In this unit, we are going to consider the meaning of scheme of work, justification for having it, factors to be considered in planning a scheme of work and format of a scheme of work



## 5.2 Learning Outcomes

By the end of this unit, you will be able to:

1. Explain the meaning of scheme of work
2. Describe the justification for having scheme of work
3. Discuss the factors to be considered in planning a scheme of work
4. Prepare a scheme of work for economics



## 5.3 Meaning of Scheme of Work

*Why do you think there is need for scheme of work in the school?*

A scheme of work is also referred to as a teaching plan. It consists of unit, topics, concepts and themes to be covered in a specific period in the school. It is drawn from the curriculum and shows an overview of the subject content for the year, term or week by listing in sequence the units and topics to be covered. It is from this scheme or teaching plan that the classroom teacher plans particular lesson to be taught within particular period. As regard economics scheme of work, it is usually prepared by a team of economics teacher with the head of economics department in the school. It consists of topics and concepts to be taught in economics for a class and in a specific period

A scheme of work is an essential part of teaching in any educational institutions that deals in knowledge business. It is a detailed, logical and sequential plan that interprets the syllabus into

units that can be used in a teaching-learning institution. It can also be defined as the breakdown of the syllabus into manageable units which could be covered in a specific period of time lasting for either a period(s) week(s), month(s) or a whole year

A scheme of work is a plan of what will be taught in each lesson, week and term of the school. It can be very detailed or brief. A scheme of work may consider the number of lessons needed to cover a specific topic. In addition, it can also support communication and planning between departments. Once it has been concluded, it can be used to prepare lesson notes. A scheme of work defines the structures and content of a subject and splits a year or three years curriculum into deliberate units of work to weekly duration. Each unit of the subject is then analysed to independent topics that can be taught in a shorter duration like 40/80 minutes of one period or double periods in a secondary school.

Scheme of work is an overview plan for what a teacher is to teach in a particular subject across a term or through the academic year. It is a roadmap showing where to go and the steps to be taken to get to the place. It is a kind of plan that outlines all that must be covered in a subject over a given period of time, usually, weekly and termly. A scheme of work is a kind of plan that outlines all the topics to be covered in a subject over a given period of time usually a week, a term or a whole academic school year.

### **A Syllabus and a Scheme of Work**

#### ***Distinguish between syllabus and scheme of work***

We have treated syllabus in unit two of module two of this book. To a novice and non-teaching staff, there may not be any difference between the two or might think there is little difference between the two concepts. There is need to provide the distinctions between a syllabus and scheme of work.

A syllabus is an outline of topics to be covered in a subject and skills needed to cover the topics for a level of education. For example, there is syllabus for junior and senior secondary school levels. In Nigeria, syllabus can be prepared by the Ministry of Education (teaching syllabus) or by examination bodies (examination syllabus). It comes in form of outline of the course

objectives, content and assessment. It is quite sketchy. The assessment element is more emphatic

Whereas

Scheme of work, on the other hand, is a breakdown of what will be taught in each lesson, week and term of the school. This includes things like the order of lessons, what teaching hour or period will be given to each topic and method of assessment activities, if they're deemed necessary. It is designed around the syllabus, but is more detailed. If the syllabus states that the subject is made up of 10 chapters. There should be a scheme of work for each chapter.

So, whereas all public schools, that is schools owned by government adhere to the same curriculum, irrespective of their location whether in rural or urban centre. They may have different schemes of learning, this may be why students in different schools seem to be learning different things.

### **5.3.1 Reasons for Scheme of Work**

There are a number of reasons why scheme of work is a must in an educational institution. Some of the reasons are that it

- i. provide plan of work: the scheme provide a clean plan for work as well as the content to be covered during the period allocated to the subject
- ii. indicate time available for teaching each unit: Scheme of work help the teacher to teach subject content within a given period. Teachers teaches systematically by using the prepared lesson and plan for time wisely giving room for events and activities which might interfere with the school calendar e.g. public holidays, prize-giving day, sports day and other events
- iii. makes teaching both systematic and orderly: It arranges and ensures that topics in the syllabus are taught in an orderly manner starting with the simplest to the most complex
- iv. gives the teacher an insight to teaching: This is by enabling the teacher to identify content, methods and relevant instructional materials which he/she is going to use in the lesson thus giving him/her enough time to sort out the requirements

- v. is useful during the transition: when a teacher is transferred, the incoming teacher will easily take over from where she/he had reached avoiding repetition or omission. This ensures continuity in the learning process
- vi. identify appropriate resources for the activities of the school: it allows the teacher to organise the available resource to match the work to be taught during the period/week/term. Teachers are able to consider and make the most of the resources at their disposal. Teaching resources are those instructional materials used to engage the students during teaching and learning in the class. By organising class lessons in this way beforehand, teachers can make sense of what they have got, and what they still need to make.

sequence units into coherent way: it assist teacher to plan how the lesson should go before the lesson. This will ensure that no part of the content of the subject is left out untreated before the end of the term or year.

### **Self-Assessment Exercise (s) 1**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. A scheme of work is also referred to as a teaching plan \_\_\_\_\_. (a) teaching plan (b) lesson plan (c) lesson note (d) worksheet
2. A scheme work consists of units, topics, concepts, and \_\_\_\_\_ to be covered in a specific period in the school. \_\_\_\_\_ (a) course content (b) activities (c) teacher's assignment (d) themes
3. A \_\_\_\_\_ is an outline of topics to be covered in a subject and skills to be acquired by students. (a) curriculum (b) curricula (c) syllabus (d) scheme of work

*Explain any six factors that must be given consideration when planning a scheme of work*

### **5.3.2 Factors to be Consider in Planning a Scheme of Work**

In planning a scheme of work for any subject in secondary school, time available, items to be covered in the scheme, grading and sequencing, recycling, reinforcement and enrichment, balance and integration are some of the factors that must be considered.

i. Time Available

In calculating the time available to teach the topic, the teacher should consider the contact time as provided by the Ministry of Education and the school. The teacher should also consider the possibility of extending students learning time by engaging them with homework, project and extending students reading time. The actual total time available to teach a subject in the school per term is calculated using the number of weeks of teaching in each term, multiply it with the number of minutes available to teach each subject per week. After this, make a rough estimate of how much the non-teaching contact time is used for home work, project, assignment and other learning activities that students engaged in. This extra time is added to contact time to obtain the total available time for teaching and learning a subject.

ii. Items to be Covered

The teaching syllabus spells out what to be taught in a class for one year. However, this is done in a general way in the syllabus. This syllabus need to be interpreted into what is to be covered in each lesson, weeks and term. This interpretation depicts the items to be covered by the teacher in the specific subject by lesson, by week and by term

iii. Grading and Sequencing

There is a relative learning difficulty of items specified in the syllabus and the nature of skills required to teach the difficulty items are also specified. The possible timing of teaching of the difficulty items are stated sequentially to ensure the appropriateness of the timing of the items in students and the calendar of the school. The effect on motivation to learn and coherence within and between units of learning.

iv. Recycling, Reinforcement and Enrichment

Some issues must be at the back of our mind when planning the scheme of work for a subject. The reason for recycling is very important as well the importance of the items to treat, the required items to be repeated and how much repetition is required for the students to master the skills. The time and type of motivation needed for students to be proficient so that there will be quality teaching and learning in a particular subject.

v. Balance

There must be equal distribution of resources to teach each topic in different subject. The emphasis and time allocated to a topic will reflect the importance of the topic and its usefulness to the students. For example, if there are six employability skills: communication, teamwork, reliability, problem-solving, initiative and leadership. Each of the skills must be given balanced treatment. Appropriate attention and adequate planning should not be one sided by leaving out one or other aspects of employability.

#### vi. Integration

This is very important because real employability involves using more than one skill, variety of input and output in the learning process improves comprehension and retention. Integration of employability skills with students interest and needs, as essential part of almost any job are better learnt in context of integration with skills like communication, teamwork, reliability, problem-solving and so on

Although, the scheme of work is the teachers personal plan to cover the syllabus, it should not be rigidly followed especially where students find the concept difficult to comprehend. The scheme of work should be made as flexible as possible to accommodate individual differences of the students. The teacher is expected to use his/her creative talents and past experiences in developing the scheme of work.

### 3.3 Format of a Scheme of Work

Months/Weeks	Day/Date	Chapter	Learning Goals	Resources	Possible Teaching strategies	Assessment
1st week						
2 <sup>nd</sup> Week						
3 <sup>rd</sup> Week						
4 <sup>th</sup> Week						

## Self-Assessment Exercises 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Which of the following is not a factor to be considered in planning a scheme of work (a) integration (b) balance (c) grading and sequence (d) worksheet
2. The scheme of work covers what to be taught in \_\_\_\_\_ (a) 1 year (b) 3 years (c) 6 years (d) throughout the programme



### 5.4 Summary

In this unit, we have explained the meaning of scheme of work as a detailed logical and sequential plan that interprets the syllabus into units which can be used for teaching and learning. The unit also provided some distinctions between syllabus and scheme of work. Furthermore, the unit looked at the reasons why scheme of work is a must in any educational institutions. Finally, the unit identified and explained some factors to be taken into consideration when planning a scheme of work.



### 2.5 References/Further Readings/Web Sources

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### 5.6 Possible Answers to SAEs

#### Answers to SAEs I



1. A
2. D
3. C

Answers to SAEs II

1. D
2. A

### **Module 3: Teaching of Economics and Qualities of Economic Teachers**

#### **Module Structure**

- Unit 1 Preparation to Teach Economics
- Unit 2 Methods of Teaching Economics 1
- Unit 3 Methods of Teaching Economics 2
- Unit 4 Evaluation Strategies in Economics
- Unit 5 Qualities of Economics Teachers

### **UNIT 1: PREPARATION FOR TEACHING ECONOMICS**

#### **Unit Structure**

- 1.3 Introduction
- 1.2 Learning Outcomes
- 1.3 Principles Guiding the Preparation of Lesson Notes
  - 1.3.1 Similarities between Lesson Plan and Lesson Note
  - 1.3.2 Principles Guiding the Preparation of Lesson Notes
  - 1.3.3 Features of Lesson notes
- 1.4 Summary
- 1.5 References/Further Readings/Web Sources
- 1.6 Possible Answers to Self-Assessment Exercise(s) within the content



#### **1.0 Introduction**

In this unit, we shall discuss one of the fundamental tasks of teachers. The task of planning a lesson prelude the planning of lesson note. Lesson plan and Lesson notes or notes of lesson are essentially a plan or a guide to the economics teachers. There are certain principles that we should note when talking about lesson notes. These shall be discussed fully in the content of this unit.



#### **1.2 Learning Outcomes**

By the end of this lesson, you will be able to:

1. Explain the similarities between lesson plan and lesson notes
2. Discuss the principles guiding the preparation of lesson notes
3. Describe the main features in a lesson note



### 1.3 Principles Guiding the Preparation of Lesson Notes



For any project to be fully attended to and be accomplished successfully, there is need to make adequate planning and preparations before embarking it. If not, there is every likelihood that it may be a failed project on arrival and the efforts put in by the project manager will be in futility. So also, proper and effective teaching does not come so easy except the lesson is well planned with a lesson note well written to guide the teacher during presentation of the lesson in the class.

#### **Lesson Plan and Lesson Notes**

Lesson plan and notes are often used interchangeably but synonymously, they are not the same. As a matter of technicality in lesson preparation, a lesson note is slightly different from lesson plan in the sense that a lesson note is a full account of all the learning activities chosen for a particular lesson and it contains such details as objectives, introduction to the lesson, previous knowledge, etc. However, in the case of lesson plan, it is a mere outline of the lesson to be taught is prepared leaving out the details as we have in the lesson plan

A lesson plan is a teacher's pre-planned daily lesson guide that shows what the teacher is planning to teach the students during a particular period. It further shows how the students' will be taught and method of evaluation the class. Basically, a lesson plan include a well outlined routine to be followed during each lesson. Therefore, a lesson plan helps teachers to teach class effectively. It also assist the teacher to manage the teaching time and to account for every minute for teaching. An effective lesson plan have the following: objective of the lesson, related necessities, instructional materials, teaching mode, evaluation mode and the reflection of the lesson. Each of the stage is important as each of them play a role in enhancing student's

learning. Therefore, it is important that the teacher approaches the elements carefully and plan for them effectively.

### **Lesson Note**

#### ***What are the benefits of preparing lesson note***

A lesson note is a document that shows the flow of the lesson and its influence on the students. In most cases, a lesson note is handwritten document showing what the teacher is teaching and student's activities during the class. It can also share records and picture of previous students work. The preparation of lesson note, assist the teacher to understand the logical steps involved in teaching and help the students progress in the class. This is because, lesson notes expose how a particular lesson achieved the objectives of the class and the extent of student's comprehension of the knowledge imparted.

#### **1.3.1 Similarities between Lesson Plan and Lesson Note**

The following are some of the similarities between lesson plan and lesson notes:

- i. The two elements help the teacher to plan the lesson and assess the progress of the lesson.
- ii. The duo are connected to the teaching and learning process going on in the classroom.
- iii. The two documents are prepared by subject teachers
- iv. The documents allows the teacher to assess the students learning and evaluate the teaching mode used by the teacher
- v. The documents help the teacher to understand the level of students understanding of the concept taught

#### **Difference between Lesson Plan and Lesson Note**

A lesson plan is a step-by-step plan on how the teacher is going to teach the subject and includes the objectives, content and methods through which the teacher intends to teach the subject. On the other way round, a lesson note is a note where a teacher document the flow of a lesson and its influence on the learners

Table 1. Format of a Lesson Plan

Lesson Plan	
Number of Students: 32	
Book: Elementary Economics	Chapter 3, pages 45 - <b>62</b>
Aims	To practice trade

	To teach foreign trade		
Time	40 minutes		
Language Used	English		
	Days of the week		
Time	Action	Objectives	Notes
10 minutes	Pairing of the students according to sex. I like buying of goods in the market	Revision of last lesson's home trade	Join them in mentioning types of goods available in the market. Then let them continue alone for the remaining repetition
10 minutes	I tell the students about normal buying and selling in the market. I use the concept to be learnt in the class today	Students are exposed to the day's concept for the first time	<b>Remember</b> to use simple language for students comprehension
15 minutes	Students open their book to page 45 We read through the chapter	The students recap what they read	Try to limit the students to foreign trade and keep it simple

	Teacher ask few of the stronger students about their understanding of the chapter	The students have an example from their peers. Seeing and hearing this helps them to believe they can do same too	Remember to give positive feedback to every student
	The students work in pair to tell each other about what they read	The students document their understanding of the concept read	

### 1.3.2 Principles Guiding the Preparation of Lesson Notes

A lesson note is that guide every subject teacher needs while teaching. In the class, though a subject teacher can be knowledgeable about the subject content or a topic. Despite this, there is always a point when the teacher would need to make reference to a lesson note.

The lesson note is that piece of document written down with all information put together by a subject teacher about a topic to teach about a topic to teach a set of students. The lesson note usually carries or has a particular structure that it follows. It can also be referred to as a set of thought lines arranged by a teacher to deliver in the course of a lesson.

There are different steps a lesson note need to take. It is first a directory usually written in the third person plural to enable the third person use the note in the absence of a subject teacher

Firstly, there is no single best way of writing lesson notes. What do we mean here?

Essentially, what we are saying is that, in spite of the fact that, there are some permanent

features that must be reflected in a lesson note, and those which a teacher must follow in preparing his lesson notes, there are many ways of doing this. You may either follow the prose method or the tabular format, which are now popular in our schools.

The Second principle to note is that a lesson note is not the same thing as the note you give to students on the topic being taught. A lesson note is a plan or a guide; it is not as detailed as the notes we give to students. Whereas the lesson note is sketchy and should not be too extensive, it is a detailed note of the topic you are going to teach in the class. The lesson note is described as a guide because it provides a guide to the teacher on the lesson at hand.

As a teacher, if you fail to prepare, you must be prepared to fail. As the kilometer stone is to a traveler, so is a lesson note to a teacher. A teacher without notes of lesson will be a ship without direction that is rudderless, that is driven here and there. No matter how long you have been teaching, if you do not have lesson note, you will not have a successful lesson.

The third principle to note is that whereas the scheme of work is prepared on a weekly basis, the note of lesson is prepared for each topic you teach. From our experience as teaching practice supervisors over the years and survey of what teachers do in their schools, we have noted that teachers write their lesson notes on weekly basis. This is wrong; lesson note should be prepared on any topic we are teaching. Let us illustrate this with an example, for an instance if you are to teach a topic like “population” in the three arms of SS II, you will need to write a lesson note on this topic or sub-topic if need be, to teach all these arms. The practice of writing lesson notes on weekly basis is not correct and this should be discontinued with.



**Self-Assessment Exercise (s) 1**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. A lesson plan is a teacher's pre-planned daily lesson guide that shows what the teacher is planning to teach the students during a particular period. **True/False**
2. A lesson note is prepared for each topic you teach. **True/False**
3. The scheme of work is prepared on a termly basis. **True/False**

**1.3.3 Features of Lesson notes**

Name of School:

Name of Teacher:

Matriculation number [if a student-teacher]:

Date:

Class:

Number of Students in Class:

Average Age of Students:

Period:

Topic:

Sub-topic (if necessary):

Behavioural Objectives:

Previous Knowledge:

Instructional Materials:

Presentation:

Summary:

Evaluation:

Assignment/Class Activity:

**Topic**

The topic gives an introductory for the entire format. It state clearly the topic a subject want to teach the class

**Class**

This is information about the class and even the arm to be taught by the subject teacher

### **Duration**

This carries the time a subject teacher intent to spend in teaching a particular topic. This time depending on the subject is usually allotted to a subject teacher by the time-table in a particular school. The time allocated to a subject teacher in a secondary school is usually 40 minutes.

### **Instructional Materials**

These are materials that help the subject teacher to deliver a lesson effectively. Here, a teacher indicates materials he or she is using for the teaching. The materials should be related to the topic which ranges from varieties of visual aids, textbooks, white board, charts, cardboard etc

### **Behavioural Objectives**

The behavioural objectives are list of things a teacher is expected to have achieved at the end of a given lesson period. The behavioural objectives of the lesson are specific objectives and must be stated in measurable terms using action verbs e.g. mention, list, discuss, draw, label, explain, itemize, differentiate etc. Some call it performance objectives, behavioral objectives etc. Whatever name these objectives are called, they are generally referred to as specific instructional objectives. Those who called it behavioral objectives expect learners to manifest certain behaviours. While those who call it performance

Highlight the main features of lesson notes

objectives, especially teachers of technical subjects and adult teachers expect their students to demonstrate certain skills at the end of the lesson

### **Previous Knowledge/Entry Behaviour**

Learners come to a lesson with a prior knowledge. They are not just empty barrels. It is the responsibility of the teacher to find out and to explore what their learners already know to facilitate effective connection with the new topic. The teacher must identify this latent, residual knowledge in the learners to link the new lesson he wants to teach to the class. Whatever the name it is called whether previous knowledge or entry behaviour the two are correct and what is expected of a teacher is to draw out from the learners those experiences of theirs that could make them understand easily and better the lesson.

### **Presentation of the Lesson**

The lesson is usually broken down into various steps, and the content discussed under each of these steps. You may have as many steps as the content permit however these should not be too many. Generally a lesson follows these features:

Presentation (this is done in steps as):

Step I

Step II

Step III etc

### **Evaluation**

At this stage the teacher evaluates the lesson. This is to determine whether the objectives stated have been achieved or not and the extent to which the learners could demonstrate those outcomes expected of them. There is therefore a strong link between the stated objectives and your evaluation. The evaluation may be in form of a paper and pencil text, oral text or even observation of performance of certain behaviours or skills. The objectives of the lesson will determine the type of evaluation you will adopt

### **Summary/Conclusion of Lesson Note**

The summary/conclusion is that point where a teacher wraps up or conclude the lesson. It is expected that the teacher summarizes his lesson. Here, the information obtained from the evaluation will be very useful. Where students are correct this is reinforced in summary and where they were wrong this is corrected. At this point, the lesson may be concluded. Some teachers however, prefer to have the conclusion of the lesson as a separate column, there is no problem with this, the required thing is for us to summarize and conclude our lessons appropriately.

### **Assignment/Homework**

Assignment or homework is important for learners at this level. Teachers generally use three major types of homework, Preparatory homework, practice homework or a combination of both the Preparatory and the Practice homework.

Whichever mode is adopted by the teacher in any lesson, the crucial thing is for the teacher to ensure that he grade or go through the student assignment. It is not just sufficient for the teacher to give students homework, there must be evidence to show that the teacher marks these home-works.

### **Advantages of Lesson Notes**

Well written lesson notes are valuable tools in the hand of every teacher.

It has been found that good and effective teachers are those who take time to prepare their lesson notes in writing and use them in teaching. The following are some of the advantages of using lesson notes:

- i. A good lesson note enables the teacher to carry out his/her duty effectively
- ii. It enables the teacher to manage the teaching time well.
- iii. It prepares the teacher ahead of time for the materials/teaching aids needed for the class.

- iv. It allows the teacher to use appropriate teaching methods and illustrative teaching aids.
- v. It helps the teacher to update his knowledge on current issues in his/her subject areas as he/she prepares for the lesson
- vi. It increases the teachers confidence during the lesson.
- vii. It guides the beginning teacher and assist those who are asked to relieve a class in the absence of the class/subject teacher.
- viii. It helps the teacher to predict areas of difficulties in the students.
- ix. It enables the teacher to command more respect from the students.
- x. It assist both the supervisors and principals in evaluating the teacher's performance.

### Self-Assessment Exercise (s) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Which of the following is not a feature of lesson note? (a) date (b) class (c) topic (d) class size
2. A lesson note is prepared by the principal. **True/False**
3. The lesson is usually broken down into various steps when preparing a lesson note. **True/False**



### 1.4 Summary

In this unit we have treated the meaning of lesson plan and lesson notes. The unit also provided explanation on the similarities and differences between lesson plan and lesson notes. The unit also gave detailed information on the various principles guiding the preparation of lesson notes as well as the features of a lesson notes. In addition, the unit explained benefits to be derived when a lesson note is prepared for every topic



### 1.5 References/Further Readings/Web Sources

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## 1.6 Possible Answers to SAEs

### Answers to SAEs 1

1. True
2. False
3. False

### Answers to SAEs 2

1. D
2. False
3. True

## Unit 2: METHODS OF TEACHING ECONOMICS 1

### 2.1 Introduction

### 2.2 Learning Outcomes

### 2.3 Meaning of Teaching Methods

#### 2.3.1 Factors to Be Considered in Choosing of Economics Teaching Method

#### 2.3.2 Methods of Teaching Economics

### 2.4 Summary

### 2.5 References/Further Readings/Web Resources

### 2.6 Possible Answers to Self-Assessment Exercise(s) within the content



## 2.1 Introduction

You are welcome to the last module in this course material. In this unit, all efforts will be made to discuss some important methods that can be adopted to teach economics. The unit will treat three of the methods while the others will be treated in the next unit.



## 2.2 Learning Outcomes

By the end of this unit, you will be able to:

1. Explain five factors to be considered in choosing a method to teach economics
2. Discuss five advantages and five disadvantages of demonstration teaching method.
3. Explain what can be done to improve the use of problem solving teaching method



## 2.3 Meaning of Methods of teaching

***What are the factors to be considered in choosing appropriate method to teach economics for the senior secondary school class one?***

Every subject needs to be taught with a systematic method. This is not for the sake of using the right method alone but for the best possible understanding of the subject. As the nature of different subject differs, it is necessary for the understanding of the peculiar characteristics of the content of the subject involved when we desire to systematize the methodology of teaching.

Methods of teaching economics also differ from stage to stage and from age group to age group. The method to be adopted depend upon many factors which include the environment and familiar situations or experiences that are to be correlated effectively. While teaching a set of students with different interests, attitude, the teacher needs to be aware of the psychological basis of the teaching and learning process.

The term method can be thought of as the most effective and economic way of learning to take place among students among students communication of ideas and development of concepts in



a precise manner based on a logical development of the subject. This is the most important requisite in teaching a subject like economics

### **2.3.1 Factors to Be Considered in Choosing of Economics Teaching Method**

The following factors must be taken into consideration by economics teachers before choosing a teaching method to teach the subject.

1. The age and level of intelligence of the students- The age and level of development of the learners' intelligence should be considered before the choice of a method for teaching economics is made. The method of teaching economics at SS3 class should be different from that employed to teach the SS1 students.
2. The previous knowledge- The previous knowledge of the learners is important in the learning of a new task and this must be taken into account before the choice of teaching methods for economics. However, the knowledge gained in the previous lesson may not necessarily be the previous knowledge of a new task. A related idea/ experience could be considered as a previous knowledge.
3. The size of the class- The teaching/learning of economics will be a success if the appropriate method for the size of the class is employed. For example, there will be a meaningful teaching if discussion/demonstration method is used in a class of about one hundred students.
4. The time of the lesson- If the lesson is to take place in the afternoon, the teacher should select a technique that require student's participation. But if he selects the one that makes the student sit passively, the class will not be interesting and the students will not be involved in the lesson.
5. The technique should be suitable for the topic- Appropriate technique should be chosen for each topics and each levels.

6. Teaching Materials- The teacher is expected to get or organise relevant teaching aid /materials for the different topics. Relevant and appropriate teaching materials stimulates student's interest in the subject.

### Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The same method of teaching economics at SS3 class should be the same method employed to teach the SS1 students. **True/False**
2. The knowledge gained in the previous lesson may not necessarily be the previous knowledge of a new task. **True/False**
3. A teacher is expected to get or organise relevant teaching aid /materials for the different topics before presenting his lesson. **True/False**

### 2.3.2 Methods of Teaching Economics

The following are some of the methods that can be deployed by economics teacher to teach the subject with ease

1. Lecture teaching method
2. Demonstration teaching method
3. Problem-solving teaching method
4. Project teaching method
5. Inductive and deductive teaching method
6. Case study method

#### Lecture method



***Explain five issues associated to the use of lecture method to teach economics in secondary school***

This is a method where a teacher is talking to many students about a topic or theme. In a lecture method, notes are usually dictated by the teacher and the students take down notes in the class. This may be supplemented by handouts provided by the teacher where it is allowed. The purposes of the lecture are to convey information, generate understanding and stimulate interest. The purposes of lecturing include among others, structuring and conveying ideas and facts to a group which receives, interprets and responds to the message received.

In this method, the teacher delivers a lecture on a particular topic actively and the students listen to the teacher as passive listeners. That is why the method is also known as the telling method. The method is an attractive and easy method of teaching economics because it gives both the teachers and the students a great sense of satisfaction with their progress.

**Advantages of Lecturing Method**



The following are some of the benefits of using the lecturing method to teach economics as a subject in secondary school:

- i. It is economical. The method is cost effective because it can be used easily at institutions of higher learning with large class sizes.
- ii. It assists the teacher to cover the syllabus in short time. Time is one of the most expensive resources in educational institutions. Most of the extra-curricular activities

are not taken into consideration while planning the school programme. This method when used by a teacher, such teacher will cover the syllabus for a subject within the period provided to teach in the school time-table. Revision will also be made easy through this method

- iii. Teachers are able to provide factual information in friendly manner. The story of great people and specialist in a subject or related areas can be used as motivational story with this method. The stories and styles of great philosophers and leaders can be imparted through this method
- iv. Development of imaginative skills. The teacher is able to build in the students power to imagine situations afar and relate it to a particular concepts in a given content
- v. The method is highly flexible. The method allows the teacher to have a close and personal contact with the students. The method allows for adjustment of his procedures in accordance with the students interest, abilities, previous knowledge and needs at a particular time.
- vi. The class can be lively. The teacher can bring life and colour to the various situation in different concepts by his firm voice, gestures, expressions, moods and also by dramatization. That is why the method is more applicable to teach economics as a subject in the school

### **Disadvantages of Lecture Method**

The following are some of the issues associated with the use of lecturing method to teach economics as a subject in secondary school

- i. It provides little scope for students activity. Economics as a social science is based on analytical and practical aspects which requires more students involvement when teaching the subject and even outside the classroom

- ii. It is too generalistic. The method does not take cognizance of individual differences because the teacher delivers the lecture to the whole class not minding the level of individual information processing level
- iii. It is against pragmatic learning approach. The method does not allow students to learn by doing as evidenced in pragmatic learning. The teacher prepares lecture and deliver without active involvement of the students
- iv. Students are passive agents. The students are at the receiving end listening to the lecture as being delivered by the teacher. They are not active in the class since the teacher comes with a prepared lecture for the class.

### **Suggestions for the Use of Lecture Method**

The following should be noted when lecture method of teaching is to be used at the secondary school level

- i. It should be used with other methods of teaching to help the students' participate fully and be active in the lesson.
- ii. The teacher should avoid coverage of too much topics as coverage of too many topics leads to boredom and confusion on the part of the learners.
- iii. Encourage student participation in class by asking them questions and giving them time to make comments.
- iv. At the end of each lesson, the teacher should summarize and give assignment.

### **Self- Assessment 2**

Define lecture teaching method

### **Demonstration Teaching Method**

The word demonstration means to give demos or to perform the particular activity or concept. This is a practical ways of teaching a subject. This method is suitable to teach economics

because of its practical nature of some concepts in the subject. In this method, teacher perform an activity to teach the students a particular concepts most especially, the difficult concepts and when students find it difficult to connect theories to actual practice and when students are unable to understand the theories and its applications or when students are unable to understand applications of theories to practical situations. It is a method used to teach students based on demonstration skills, and theory with the aid of visual facilities such as flip charts, posters, power point and other visual facilities.

This teaching method can be effective if the students are attentive and want to learn. It can also work if the teacher is dedicated to his or her profession and willing to spend time to create or prepare the demonstration models. The effect can be even better if the teacher can encourage students to listen and watch. It's also better to discuss the presentation, model or skills afterwards for a better understanding of the concept. This way, students will find it easier to apply the new knowledge step-by-step in the practical field.

Nothing is perfect in this world. This also applies to all the different teaching methods. The demonstration method is a wonderful way to explain things to students and help them learn the necessary skills, yet it has its advantages and disadvantages

### **Advantages of Demonstration Teaching Method**

The following are some of the advantages that could be enjoyed when demonstration method is used to teach

- i. It allows active participation of the students. The teacher performs the experiment in the class and goes on to explain how he or she does the experiment for student so be able to do it also
- ii. This strategy improves the understanding of complex skills and principles.
- iii. Students can pay their attention and follow along with the learning process.
- iv. Knowledge becomes permanent because this method requires different human senses.
- v. Students are motivated to study and gain necessary skills.
- vi. The psychomotor objective is easily achieved through this method.

- vii. No time is wasted because students see the process live and understand how to apply theoretical knowledge practically.

### **Disadvantages of Demonstration Teaching Method**

Demonstration teaching method has its own short coming. Some of the short coming are treated thus

- i. Students are not allowed to ask questions or start discussions during the demonstration.
- ii. Only technical and training skills can be taught this way.
- iii. Secondary schools do not have the equipment necessary for making the 'demonstrative' models.
- iv. This method requires a significant effort from the teacher.
- v. The method is limited to particular teaching situations only
- vi. Students cannot benefit with direct and personal experiences as teacher carry out the demonstration.
- vii. Time constraint, which limits the hands-on opportunities of the participants

### **Problem Solving Teaching Method**

#### ***What are the benefits of problem-solving teaching method?***

A teacher is confronted with the problems of choosing appropriate method of teaching a particular topic in the class. Problem solving methods are the steps we use to find solutions to problems and issues. Humans are naturally quite good at problem solving, and we often use sophisticated methods that we don't even know we are using to try to get to the answer. However, it is more complex in some subjects than others as a result of facilities available. Whatever the case is, problem solving method will assist in solving the problem effectively. A problem in schools is any unpleasant situation which prevents students from achieving their educational targets. Any activity by the teacher to assist in eliminating a problem is termed problem solving.

Problem solving method is the ability of a teacher to solve any kind of problems in an effective and timely way without any issue when teaching a subject or concept in the class.

It involves being able to identify and define the problem, determination of the cause(s) of the problem, generating alternative solutions, evaluating and selecting the best alternative, and implementing the selected solution. Obtaining a feedback and responding to it appropriately is an essential aspect of problem solving skills too.

Problem solving method is quite similar to the project method but while project method demands a practical accomplishment in a real situation, The problem solving method emphasizes a mental conclusion. Problem solving is very relevant in economics teaching because it helps the development of reasoning power. It is a process of solving any kind of problem.

For this teaching method to be effective, a teacher must followed certain steps starting from identification of the problem, determination of the cause(s) of the identified problem, then, generate possible alternative solutions before selecting the best of the alternatives and then implement the solution as evident in the alternative generated.

Just like any of the other methods, the art of problem solving method can be learnt and improved upon. This can be possible if the teacher can do the following:

- i. Separate the problem from the teacher. Do not regard the teacher as the problem and do not assume you are incapacitated to provide appropriate solution to the problem. The teacher should see the problem as enemy that does not want the students to achieve the objectives stated hence, the enemy must be defeated
- ii. Analyse the problem in parts. The teacher should not see the problem as a big issue that will debar you from making attempt to provide solution. It should be broken into smaller parts and address the parts in bits and systematically. Each bit you solve step by step will add up to become the solution to the whole problem.
- iii. Teacher must be inquisitive and investigative. It will be easier for a teacher who is inquisitive to easily identify the source of any problem. Once this happens, it becomes easier to proffer way out.



- iv. The teacher must be flexible. No single individual can claim monopoly of ideas. The teacher should not be too rigid to close mind to other people's suggestions or contribution to solving identified problems. This will save the time of searching for every needed information needed to solve the problem.

### **Advantages of Problem Solving Method**

Problem solving teaching method has a lot of benefits. Some of the benefits are:

- i. The method makes it easier to get over very difficult problems. Knowledge alone is not the key to solving problems. It must be complimented with systematic problem solving approaches to make a big difference. This helps students and teachers overcome perilous challenges in the class.
- ii. Makes students stand out. Students are taught to do the usual. Students have acquired skills and knowledge in what they do. However, students can hardly solve problems when they are unexpected or unprecedented. If student become a regular problem solver at your school, such student is easily noticed, recognized, and appreciated.
- iii. Increased confidence. No matter where you work or what your profession is, having the ability to solve problems will boost your confidence level. Because you are sure of your ability to solve problems, you don't spend time worrying about what you will do if a problem should arise.
- iv. Improves Students' retention rate. The method allows the students to discuss and arrive at solution based on the discussion. Those who share facts and ideas when the class is providing solution to identified problems will always remember how they arrive at the solution more than those who do not participate in solving the problem.
- v. Use varieties of instruction modes. This method is used to meet the diverse learning needs and modes of the students, effectively engaging a diverse classroom in the process. Real-life issues that require real-life solutions, appealing to students who struggle to grasp abstract

concepts can be addressed with this method. Engaging students in discussing their ideas and challenge each other in a constructive manner, giving participatory learners an avenue to excel in their chosen career

vi. **Development of Transferable Skills.** This method assist students to develop skills they can transfer to real-world scenarios. The tangible contexts and consequences presented in a problem-solving method allow learning to become more profound and durable. When a lesson is presented using real life situation, students should be able to apply how they addressed the situation if they eventually come across similar issues in their future endeavour.

vii. **Development of Teamwork and Interpersonal Skills.** The successful use of a problem-solving learning method depend on interaction and communication. This implies that students should also have transferable skills. Instead of memorizing facts, they get chances to present their ideas to a group, defending and revising them when needed. This method exposes the students to group dynamics hence, students must develop listening skills and a sense of responsibility when completing one's tasks. Such skills and knowledge should serve the students well when admitted into institution of higher learning and, eventually, the working world.

### **Disadvantages of Problem Solving Method**

The following are some of the problems faced with the use of problem solving method

i. It leads to poor academic performance. A lot of time is devoted to problem solving method. This can negatively affect the students preparation for class test and examination. Problem solving method assist the student to develop skills related to collaboration and justifying their reasoning, many tests reward fact-based learning with multiple choice and short answer questions. Despite offering many advantages, you could spot this problem develop if you run problem-based learning activities too regularly.

ii. It is time-consuming. To assess the tasks and projects using this method may take longer time than traditional instruction. It requires constant monitoring and noting down the student throughout the process. This is a bit time consuming in nature since most of the questions asked are usually open-ended and it takes time to collect materials and information about it. A lot of

time is needed in monitoring each students activities, the quality and other things outlined for them on the activity rubric using problem solving method. Monitoring these criteria is required for each student, making it time-consuming to give and justify a mark for everyone.

iii. The method has various degrees of relevancy and applicability. It can be difficult to identify a tangible problem that students can solve with content they are studying and skills they are mastering. This introduces two clear issues. First, if it is easy for students to divert from the challenge's objectives, they may miss pertinent information. Second, student could veer off the problem's focus and purpose as students run into unanticipated obstacles. Overcoming obstacles has benefits, but may compromise the planning you did. It can also make it hard to get back on track once the activity is complete. Because of the difficulty associated with keeping activities relevant and applicable, you may see problem-based learning as too taxing

iv. The method requires more staff and more contact hours. The teacher needs to prepare ahead of time to use this method effectively. Students and the teachers supposed to do timely and seasonable meetings once in a while.

v. More and more coordinators required to assess and guide students along the way and also they need people to create as many difficult situations as possible.

### **Self-Assessment Exercise (s) 2**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Which of the following methods, teacher delivers a lecture on a particular topic actively and the students' listen to the teacher as passive listener. (a) demonstration (b) student-centered (c) lecture method (d) discussion
2. Problem solving method is similar to \_\_\_\_\_ method (a) case study (b) project (c) discussion (d) inquiry
3. \_\_\_\_\_ is a practical way of teaching a subject. (a) discussion (b) discovery (c) demonstration (d) field trip



## 2.4 Summary

In this unit, we have considered the age and intelligence of the students, the previous knowledge, class size, time of the lesson and many more as factors to be considered before a teacher settles for a teaching method for economics. The unit identified some of the methods that can be used to teach economics at the secondary school. Of the six methods identified, lecture method, the advantages and disadvantages as well as suggestions for the use of lecture method are considered. In addition, the unit provided explanation on demonstration teaching method and x-rayed its advantages and disadvantages. Finally, in the unit, we treated problem-solving teaching method and carefully examined the merits and demerits of problem-solving teaching method



## 2.5 References/Further Readings/Web Sources

Borich, G. D. (2009). *Effective teaching methods*. United Kingdom: Merrill Publication.

Helm, J. H., and KATZ, L. G. (2001). *Young Investigators: The Project Approach in the Early Years*. New York: Teachers College Press.



## 2.6 Possible Answers to SAEs

### Answers to SAEs 1

1. False
2. True
3. True

### Answers to SAEs 2

1. C
2. B
3. C

## Unit 3: Methods of Teaching Economics 2

### Unit Structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Project Teaching Method
  - 3.3.1 Inductive and Deductive Teaching Method
  - 3.3.2 Case-Sudy Teaching Method
- 3.4 Summary
- 3.5 References/Further Readings/Web Sources
- 3.6 Possible Answers to Self-Assessment Exercise(s) within the content



### 3.1 Introduction

In the last unit, we started with some of the method that can be used to teach economics. The unit x-rayed the meaning and advantages of lecture demonstration and problem solving methods. In this unit also, we will explain another three methods that can be used to teach economics. The methods are: project, inductive and deductive as well as case study methods.



### 3.2 Learning Outcomes

By the end of this unit, you will be able to:

1. Describe the project teaching method
2. Distinguish between produce-type and consumer projects teaching method
3. Provide suggestions for effective use of project teaching method
4. Compare inductive and deductive teaching metho



### 3.3 Project Teaching Method

#### *What is project teaching method?*

This is a method of teaching where the students' point of view is given importance in designing the curricula and content of studies. This method is based on the principle of learning by doing which allows students to perform constructive activities in natural condition. It is a teacher-

facilitated collaborative approach of teaching. This is because it involves giving project to the students by the teacher in which students acquire and apply knowledge and skills to define and provide solution to practical life challenges by the use of extended inquiry. This method is student-centered following a set standard and milestone clearly identified by the teacher. It can also be viewed as method where students provide solution to a practical problem over a period of time. The project may be in various forms which include among other designing a building, constructing a bridge, drawing of a model and sketch a portrait. The project may be suggested by the teacher but must be well planned and executed by the students themselves individually or in groups. Project work focuses on applying, not imparting, specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking, self-confidence, and social responsibility.

### **Advantages of Project Teaching Method**

The following are some of the advantages of using project teaching method

- i. The method emphasis learning by doing. This is in line with the psychological laws of learning. Students are directly involved in the activity which helps in improving their thinking capacity, skills and first-hand experience
- ii. Teacher serves as a guide. The whole assignment is done by the student which increases their self-reliance and self-responsibility skills.
- iii. It increases student self-study habits. Students with this method carried out the assignment on their own. They are able to plan their time to get the project done. Their self-confidence is established and increased.
- iv The method enhances students learning through practical problem solving. It sets up an intrinsic standard of evaluation. • It leads to satisfaction of completing the whole work
- v. It brings students together. The students work collaboratively and cooperatively in various groups. They are able to build spirit of brotherliness. Learning is more interesting, meaningful and significance.
- vi. The method helps students and teachers to grow mentally. The students stimulated and encouraged in his exploration of many materials will ultimately approach other areas of learning in a similar manner. The teacher will grow in their understanding of a student's creative developments

vii. it method lead to development of spirit of democracy. Students are left to choose method of doing the assignment. There is no imposition of any stereotype method to do an assignment

### **Disadvantage of Project Teaching Method**

The following are some of the disadvantages of using project teaching method

- i. The method is time consuming and limited by availability and cost of materials.
- ii. The method is confronted with problem of covering syllabus. A lot of time is used in conducting a practical session thereby making it difficult to cover the syllabus for the subject. The method provides opportunity only for the practical enthusiast.
- iii. The method is used in a natural setting. This is not possible in most Nigerian secondary schools
- iv. It is not suitable for lower secondary class. There is no supervision once the assignment is given and lower secondary class still need some supervision to do it right
- v. The project method often results in an incomplete mastery of the tools of learning, which are essential to student education later. • A complete re-organisation of the school is needed for a new teacher.

### **Types of Project Teaching Method**

Project teaching method can be in any of the following form: produce type project, consumer project, problematic project and drill project.

- i. Produce-type project teaching method. This type of project method is also known as constructive project aimed at producing materials. In this method students work physically to produce charts and models

- ii. Consumer project teaching method. This is otherwise called aesthetic project. With this method, the power of the students appreciated and developed. The method is aimed at providing joy and making people happy. For example, presentation of music, acting a play, decoration of events hall.
- iii. Problematic project teaching method. This method is to find solution to a problem. Students learn to solve real life problem with this method. For example learning how to protect the environment,
- iv. Drill project teaching method. This method is to provide knowledge and skills. Students capability, ability, skills will be developed. For example drilling, swimming and singing ability

### **Suggestions for Effective use of Project Method.**

The following should be in place for the use of project method of teaching to be effective

- Provide students with all the necessary guide that will help them carry out the project effectively.
- Ensure that there is objectivity in making and scoring of the project by developing a marking procedure.
- Ensure that the purpose of the project fits properly into the instructional sequence.
- Spread the project over a long period of time to enable them have an in-depth study of the topic.
- 

### **Self-Assessment Exercise (s) 1**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Drill project teaching method is a method that provides knowledge and \_\_\_\_ (a) skills (b) pedagogy (c) practicals (d) material
2. \_\_\_\_\_ is a teaching method that finds solution to a problem. (a) problematic project (b) project (c) discussion (d) inquiry
3. Another name for consumer project teaching method is \_\_\_\_\_ (a) discussion (b) discovery (c) aesthetic project (d) field trip project



### **2.3.1 Inductive and Deductive Teaching Method**

The inductive method of teaching is a student-centred approach based on the idea that students are more likely to learn when they are actively engaged in the learning process. This approach challenges students to formulate their own beliefs or concepts by examining all the evidence provided and recognizing patterns to arrive at solutions to problems. The method involves a process whereby an educator provides examples or a model is given, and a rule is therefore determined or inferred by the students. The inductive method of teaching means that the teacher presents the rule through situations and sentences and does guided practice, then the learners do free practice. After that, the teacher deduces or elicits the rule form from the learners themselves by themselves.

The inductive method of teaching begins with examples and asks students to figure out the rules. This method is distinguished from a deductive approach that begins with giving learners the rules, then examples, then practice. We can take an example where students listen to a dialogue that includes examples of the use of the third conditional. Teachers check if students understand the meaning of its use by checking students' understanding of the listening text and only then do they continue, using examples of text to understand the rules of form, use of sounds, and pronunciation.

Inductive method is an important procedure to prove a universal law. In this method, this is done by showing that if the law is true in a particular condition, then it will also prove to be true in other similar condition at any place of the world. This method proceeds from concrete to abstract and from a specific example to the universal law. Inductive teaching method makes use of student "noticing". Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used. The intent is for students to "notice", by way of the examples, how the concept works.

The goal of the inductive method of teaching students is to pay attention, with examples, to how they need to apply concepts. In the inductive approach, without encountering rules, the student studies examples and from these examples, an understanding of the concept is derived.

Teachers should present several examples in their best order to lead to generalization. Students should compare and analyze sentences, for example, changing active into passive. Sentences are compared, contrasted, and analyzed based on similarities and differences, for example, subject, predicate, and object.

### **Advantages of Inductive Teaching Method**

By making use of this method, following advantages get accrue to the students as well as to teacher:

- i. The method helps in developing scientific ways of providing answer to identified problems. The method is scientific in nature.
- ii. This method helps to develop scientific attitude among the students.
- iii. Development of critical thinking. The teacher with this method teacher can develop qualities of critical thinking and observation among the students properly and accurately.
- iv. This is a very logical and psychological kind of teaching science.
- v. By this method, students get various opportunities to play an active role in learning process.

### **Disadvantages of Inductive Teaching Method**

This method has certain limitations, some of which are as follows:

- i. The results or conclusions drawn from such method are not found to be final in case where the amount of data is very large in number.
- ii. All the topics of science cannot be dealt with this method properly.
- iii. This method can only be used when teacher have much time for teaching process.

**Deductive Teaching Method**

This teaching method is opposite or inverse of inductive teaching method. It is a teaching method that is a more teacher-centered or instructor-centered method. Teachers show students lots of examples that describe how the concept is used. This means that the teacher gives the students a new concept, explains it, and then has the students to practice using the concept. For example, when teaching a new economics concept, the teacher will introduce the concept, explain the rules related to its use, and finally the students will practice using the concept in a variety of different ways. In this method, a teacher would provide a specific rule and students would be required to apply this rule to their examples and questions. Students get facts by application of established formula or experimentation. In this method, one proceed from general to particular principles, from unknown to known and from abstract to concrete facts.

In a deductive teaching method, the teacher conducts lessons by introducing and explaining concepts to students, and then expecting students to complete tasks to practice the concepts. Concepts and generalizations are introduced first to learners, followed by specific examples and activities to support learning. Lessons are generally conducted in lecture form with minimal dialogue between the teachers and their students. Deductive teaching method refers to a method of teaching that may be more suitable in introductory level who need a clear foundation from which to begin with a new subject. Students who are familiar to a more traditional method of teaching and therefore lack the training to find rules themselves may find deductive teaching method difficult.

**Advantages of Deductive Teaching Method**

The following are some of the advantages of deductive teaching method:

- i. Students solve problems more quickly and efficiently.
- ii. This method is time efficient as students are not required to analyse the universal principles. The method encouraged quick learning
- iii. It is a more efficient method in the long run. A teacher can cover the syllabi of class in shortest period of time.

- iv. Encourages students to memorize the rules and is beneficial for the 'practice and revision' stage.
- v. The deficiencies of the inductive learning approach aren't present in this learning method.
- vi. It improve student learning outcomes. Teachers can deliver the required material by providing students with the information they need to learn. The students will easily reflect on the information, troubleshoot and dive deeper once the students understand the theoretical aspects.

### **Disadvantages of Deducting Teaching Method**

The following are some of the drawbacks of deducting teaching method:

- i. It reduces student learning scope. It stifles original thinking. When we convey information with a top-down approach, it may discourage learners from asking questions or expressing their own understanding. This can be to the detriment of the individual learner, but also to their peers, who learn from one another and not just from the instructor.
- ii. It is not fit for improving students' reasoning capabilities.
- iii. Sometimes beginners may find it tough to comprehend an abstract formula due to a lack of acquaintance with various concrete instances.
- iv. Not all students learn in a deductive way. The deductive teaching method is commonly preferred in traditional educational institutions, but not all students benefit from it. For some, it's necessary to come to the knowledge themselves to assimilate the information effectively.
- v. The technique needs students to blindly memorize a lot of formulae, which might make them feel overwhelmed. Because of this, they often tend to forget the formulae. Inability to recollect them during an exam renders all efforts futile.
- vi. Eventually, memory is prioritized over understanding and intelligence in this technique which is educationally unsound.
- v. It becomes difficult for the teacher to develop scientific attitude among the students using deductive teaching method.
- vi. Rote learning is being encouraged by deductive teaching method among the students as a result of which they do not become self-independent. Sometimes beginners may find it tough

to comprehend an abstract formula due to a lack of acquaintance with various concrete instances.

### **Distinctions between Inductive and Deductive Teaching Method**

The following are the dissimilarities between inductive and deductive teaching methods

- i. The inductive method mainly involves learning through observation, unlike the deductive learning method which includes observing the discoveries that have been made.
- ii. There is an information flow from specific to general in inductive teaching but in the case of deductive learning, the flow is in the reverse order (general to specific).
- iii. The inductive method is more versatile than the deductive method which is more traditional. Students are assigned different tests and experiments related to topics in the case of inductive learning. On this basis, observations are made.
- iv. Inductive learning is based on an individual's student perspective while the deductive learning method is based on the teacher's perspective
- v. Inductive teaching method is suitable for smaller groups while deductive teaching method is suitable for larger groups.

#### **Self-Assessment 2**

Explain five advantages of inductive and deductive teaching methods

Differentiate between inductive and deductive teaching method

### **2.3.2 Case Study Teaching Method**

Case study teaching method is a teaching method that assigned scenarios based on situations in which students observe, analyze, record, implement, conclude, summarize, or recommend. It is an active learning activity in which students read a pre-defined data set, scenario or application. The case study is accompanied by a list of questions that asks students to reflect on the information and formulate a response to it. This method is a participatory one and discussion-based method of teaching where the students gain critical thinking and communication skills.

Case study teaching method is an active form of passing instruction that focuses on a case and involves students learning by doing. Cases are real or invented stories that include an educational information or recount events, problems, dilemmas, theoretical or conceptual issue that requires analysis and/or decision-making. The method of teaching that stimulate real life situation and requests students to use the experience to manage complex life situation

### **3.6 Types of Case Study and Skill they promote**

#### **The following are the various types of case study that we have**

Directed case. This is when a situation that is followed by discussion using a set of directed close-ended questions that can be answered from course material. This type promote the skill of understanding of fundamental concepts, principles, and facts

Dilemma or decision case. This type of case study present a situation when an individual, institution, or community is confronted with a problem that must be solved. The actual historical outcomes after they work through the case must be presented to the students. It promotes problem solving and decision-making skills

Interrupted case. This is when a problem is presented for students to solve in a progressive disclosure format. Students are given the case in parts that they work on and make decisions about before moving on to the next part. The interrupted case promote problem solving skills in the recipients.

Analysis or issue case. This is when attention is on providing answers to questions and analyzing the situation presented. This can include previous cases that reveals a story and its outcomes and have students analyze what happened and why alternative solutions were not taken. This type promote analysis skills

The case study teaching method has its roots as an instructor-centered approach that uses the Socratic dialogue and cold-calling. Cases are often used as vehicles for classroom discussion. Before the discussion, instructors can model case analysis and the types of questions students should ask, co-create discussion guidelines with students, and ask for students to submit discussion questions. During the discussion, the instructor can keep time, intervene as

necessary, and pause the discussion for a debrief and to ask students to reflect on what and how they learned from the case activity.

Students should be encouraged to take ownership of their learning from a case. Teachers or Instructors can set up a case activity in which students are the ones doing the work of asking questions, summarizing content, generating hypotheses, proposing theories, or offering critical analyses

To ensure that students are learning from the case study teaching method, the teacher should ask them to pause and reflect on what and how they learned from the case. The time for reflection is used to build the students' metacognition, and when these reflections are collected they provides the teacher with insights about the effectiveness of the teaching method used in promoting student learning

### **Advantages of Case Study Teaching Method**

The following are some of the advantages of teaching students with case-study teaching method

- i. Observations are turned into useful information. This teaching method provides information that are verifiable from individuals through observations. It can show the path taken which led to specific results being generated. Those observations make it possible for others, in similar circumstances, to potentially replicate the results discovered by the case study method
- ii. It turns opinion into fact. The method provide facts to study because you're looking at data which was generated in real-time. It is a way for researchers to turn their opinions into information that can be verified as fact because there is a proven path of positive or negative development. Singling out a specific incident also provides in-depth details about the path of development, which gives it extra credibility to the outside observer

- iii. It is relevant to all students and teacher.

Case studies teaching method is relevant to everyone who is participating in the process. Most importantly, the case study method essentially forces people to make a decision about the question being studied, then defend their position through the use of facts.

- iv. It can be done remotely.

This method is good for formative research that is exploratory in nature, even if it must be completed from a remote location. Researchers do not need to be present at a specific location or facility to utilize the case study teaching method.

### **Disadvantages of the Case Study Teaching Method**

- i. It can have influence factors within the data.

Every stakeholder in this teaching method has their own unconscious bias. Although the case study teaching method is designed to limit the influence of this bias by collecting fact-based information.

- ii. It takes longer to process information.

The information collection process through the case study teaching method takes much longer to collect than other teaching methods. That is because there is an enormous amount of information which must be sifted through. Students can also influence outcomes by given inaccurate or incomplete answers to questions they are asked.

- iii. It can be an inefficient process.

Case study teaching methods require the participation of the individuals or entities involved for it to be a successful process. Some students may be quiet, unwilling to answer even basic questions about the issue at hand. Others may be overly talkative, exploring tangents which have nothing to do with the case study at all.

- iv. It is a student-intensive method of teaching

The case study teaching method requires students to have a high level of language skills to be successful with explanation. Students must be personally involved in every aspect of analyzing cases as well



These case study teaching method advantages and disadvantages offer a look at the effectiveness of this teaching method. With the right skill, it can be used as an effective method of teaching. Without the right skill set, the case study teaching method becomes inefficient and inaccurate.

**Self-Assessment Exercise (s) 2**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. \_\_\_\_\_ is when attention is on providing answers to questions and analyzing the situation presented. (a) annulled (b) annalistic (c) analyzing (d) analysis
2. The inductive method of teaching is associated with \_\_\_\_\_ approach (a) problem (b) project (c) student-centred (d) teacher-centered
3. The time for reflection is used to build the students' \_\_\_\_\_ (a) metacognition (b) knowledge (c) intellegent (d) memory



### 3.4 Summary

In this unit, project method is defined as a method of teaching where the students point of view is given importance when designing the content to be taught. The unit explained the advantages and disadvantages of project teaching method and pointed out that project method can either be produce-type, consumer, problematic or drill project teaching method. The unit also consider what inductive and deductive teaching methods are and their advantages and disadvantages.



### 3.5 References/Further Readings/Web Resources

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### 3.6 Possible Answers to SAEs

#### Answer to SAEs1

1. A
2. A
3. C

#### Answer to SAEs 2

1. D
2. C
3. A

## **UNIT 4: EVALUATION STRATEGIES IN ECONOMICS**

### **4.1 Introduction**

### **4.2 Learning Outcomes**

### **4.3 Meaning of Evaluation**

#### **4.3.1 Roles of Evaluation in Education**

#### **4.3.2 Categories of Evaluation**

### **4.4 Summary**

### **4.5 References/Further Readings/Web Resources**

### **4.6 Possible Answers to Self-Assessment Exercise(s) within the content**



### **4.1 Introduction**

Every school system has stipulated objectives and ways for achieving them. The general objective of an educational system is to develop the individual student as a natural resource of the society to contribute to the economic growth and development of the society. Educational dimensions are reflected in the syllabus designed for each educational level in the system. These broad dimensions will be meaningless if there are no ways of evaluating the students knowledge of the syllabus. In this unit, you will learn the meaning of evaluation, the types of evaluation and tests.



### **4.2 Learning Outcomes**

By the end of your interaction with this Unit, you should be able to:

1. Explain the meaning of evaluation
2. Critically examine the functions of evaluation
3. Identify and explain the four types of evaluation
4. Distinguish between formative and summative assessment
5. Justify the use of essay test in schools



### 4.3 Meaning of Evaluation

*Explain the elements in Beeby (2007) definition of evaluation*

The concept of evaluation has been given several meanings in education and psychology. Encyclopedia of Education Research refer to it as a means to observe or determine the magnitude of variate; evaluation means assessment or appraisal. According to Fullan, (2012) it is defined as assignment of symbols to phenomenon, in order to characterize the worth or value of a phenomenon, usually with reference to some social, cultural or scientific standards. Some also refer to it as a systematic process of collecting, analysing and interpreting information to determine the extent to which pupils are achieving instructional objectives.

Evaluation is also referred to as review, assessment, test, appreciation, estimation, inquiry, cost-benefit assessment. The word evaluation in its broadest sense to refer to as any systematic process adopted to establish the merit, worth or importance by combining evidence and values. It is long term and done at the end of a period of time. Evaluation is the structured regular interpretation of meaning to the effect of proposals or results. It looks at original objectives, and at what is either predicted or what has been achieved accomplished and how it was achieved.

It is a systematic determination to establish the value, worth, and importance of a programme and or project using standardized criteria for a specific time. This helps to find out the level of conformity to the set standard, how far and or how close to the desired results. It help in decision making, and ascertain the degree of achievement of the programme. The primary purpose of evaluation, in addition to gaining insight into previous or existing projects, is to reflect on the past and assist in the identification of future change. Evaluation is often used to characterize and appraise subjects of interest in a wide range of human enterprises. Evaluation is long term and done at the end of a period of time.

Evaluation is a process that carefully examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and to make judgment and improve the effectiveness of the programme. Evaluation provides template for determination of the value, nature, character, or quality of something or someone.

Perhaps the most extended definition of evaluation has been supplied by Beeby (2007), who described evaluation as the systematic collection and interpretation of evidence leading as a part of process to a judgement of value with a view to action. In this definition, there are the following four key elements: systematic collection of evidence, interpretation of evidence, judgement of value and with a view to action.

**Let us briefly discuss each of the four elements:**

The first element 'systematic collection of evidence. This implies that whatever information is gathered, should be acquired in a systematic and planned way with some degree of precision.

The second element in Beeby's definition, interpretation of evidence. This is a critical aspect of the evaluation process. The mere collection of evidence does not by itself constitute evaluation work. The information gathered for the evaluation of an educational programme must be carefully interpreted.

The third element is, judgement of value. This takes evaluation far beyond the level of mere description of what is happening in an educational enterprise, but requires judgements about the worth of an educational programme. Thus, evaluation not only involves gathering and interpreting information about how well an educational programme is succeeding in reaching its goals but judgements about the goals themselves. It involves questions about how well a programme is helping to meet larger educational goals.

The fourth and the last element of Beeby's definition is, with a view to take action. This introduces the differences between an undertaking that results in a judgement of value with no

specific reference to action and one that is deliberately undertaken for the sake of future action. Educational evaluation is clearly decision-oriented and is undertaken with the intention that something will happen at the end of the programme. It is intended to lead to better living condition in the society, better educational policies and practices in education

In educational institutions, evaluation is used to measure the level of academic success of a child and to establish the level of the institutional competence among committee of educational institutions within the country and around the globe. As a result, there is a close relationship between education and goals. Evaluation is a continuous process in teaching-learning process. It is the science of providing information for decision-making, the process of delineating, obtaining and providing useful information for judging decision alternatives.

From the above definitions, it can be seen that evaluation is not only a process of gathering information, it is also a process of making decision as well. When we evaluate we actually pass judgment and that this judgment is usually passed on the process we have used to effect a change..

#### **4.3.1 Roles of Evaluation in Education**

- i. It helps to build an educational programme. It is used to assess the achievements of educational programme and need to improve upon its effectiveness. This is because education is considered as human capital investment in terms of development of human resources, skills, motivation, knowledge and the like that is needed for human survival.
- ii. It also provides valuable feedback on the design and the implementation of the programme. It serves as an in-built monitor within the programme to review the progress in learning from time to time.
- iii. It helps teachers and learners to improve teaching and learning. Identification of areas of teaching and learning strengths and weakness pave ways for consolidation and or improvements

- iv. It helps in forming the values of judgment, educational status, or achievement of student. Provision of report on the activities of the students in the school over a period of time. This is used to place students appropriately where he or she belongs
- v. It contributes to formulation of objectives. The outcome assists in designing and re-designing of education curriculum. Besides this, it is very useful to bring improvement in teaching and curriculum by providing accountability to the stakeholders in the education industry.

### **Functions of Evaluation in Educational Institutions**

Evaluation plays important role in schools. It is an integral part of teaching and learning. It provides information's on the basis of which many educational judgments are taken. The following are some of the function of assessment in schools:

- i. Placement functions. Evaluation is used to assess student's entry behaviour in all aspects to know where such belong and where to place the child before giving the next task
- ii. Instructional functions. A well planned evaluation assists the teacher in developing and using the appropriate teaching method and formulate suitable, realistic and achievable objectives for the class.
- iii. Diagnostic functions. Evaluation must diagnose the weak parts or aspects in the school activities as well as weakness of the students based on attitude, interest and intelligence of each student. These were with a view to suggesting appropriate remedial measures for improvement.
- iv. Predictive functions. Evaluation is used to discover potentials and talents among the students. This will assist in forecasting what the students are capable of becoming or handling in the future and provide necessary guide.

- v. Administrative functions. It guide the school manager, head or class teacher as the administrative head in placing the students in the appropriate class based on their performance from the evaluation. They are well guided in making appropriate planning for the school and the students
- vi. Guidance functions. Evaluation guide individuals in making career choice and course of study in life. Students are exposed to their speed of learning and their weakness. Teachers are also guided by evaluation to provide necessary educational, vocational and personal guidance.
- vii. Motivation functions. It gives reward to students on their learning and this motivates and challenge them to study more
- viii. Development functions. It gives encouragement and feedback to teachers and students as well as the teaching learning process. This assists in the modification and improvement of the teaching strategies and learning experiences by the teachers
- ix. Research functions. Evaluation generate data for research purpose on activities in educational institution or that relate to the students. This will further reduce issues confronting quality education
- x. Communication functions. The outcome of students in examination is communicated to the students' and their parents. The society is also aware of student performance in externally conducted examinations.

### **Self-Assessment Exercise (s) 1**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.



1. Evaluation guide individuals in making career choice and course of study in life. **True/False**
2. Evaluation is used to assess student's entry behaviour in all aspects to know where such belong and where to place the child. **True/False**
3. Evaluation is faults school program. **True/False**

#### 4.3.2 Categories of Evaluation

##### *Distinguish between formative and summative assessment*

Evaluation can be classified into different categories: placement, formative, diagnostic and summative.

- i. Placement evaluation. This is the type of assessment designed to place the right person in the right place. It ensures the entry performance of the student. Placement evaluation aims at evaluating the student's entry behaviour in a sequence of instruction. In other words the main goal of such evaluation is to determine the level or position of the child in the instructional sequence. This type of evaluation is helpful for admission of students into a new class of course of study. It can be through aptitude test, self-reporting inventories or observation method
- ii. Formative evaluation. This category of evaluation provides first-aid treatment for simple learning problems in the class. It is used to monitor the progress of learning in students to provide regular feedback to the teachers and students on the success or failure when instruction is in. This regular feedback to students provides reinforcement of successful learning and identifies the specific learning errors that need correction and to the teachers, it provides information for modifying instruction and for prescribing group and individual remedial work. This type of evaluation helps a teacher to ascertain the pupil-progress from time to time. At the end of a topic or unit or segment or a chapter the teacher can evaluate the learning

outcomes basing on which he can modify his methods, techniques and devices of teaching to provide better learning experiences.

Thus, this type of evaluation is an essential tool to provide feedback to the learners for improvement of their self-learning and to the teachers for improvement of their methodologies of teaching, nature of instructional materials, etc. It is a positive evaluation because of its attempt to create desirable learning goals and tools for achieving such goals. Formative evaluation is generally concerned with the internal agent of evaluation, like participation of the learner in the learning process. Examples can be in form of weekly or monthly tests, class test, periodic test and teacher's observation

- iii. **Diagnostic Evaluation.** This evaluation type searches for the underlying causes of learning problems that do not respond to first-aid treatment at the formative stage. It is concerned with identification of the learning difficulties or weakness of students when teaching. It tries to locate or discover the specific area of weakness of a student in a given subject and also tries to provide assistance. When the teacher finds that inspite of the use of various alternative methods, techniques and corrective prescriptions the child still faces learning difficulties, he takes recourse to a detailed diagnosis through specifically designed evaluation called diagnostic tests. This can be done through observation technique or the services of psychological and medical specialists can be utilised for diagnosing serious learning handicaps.
- iv. **Summative Evaluation.** This is the type of test that comes up at the end of a term, session or at the end of a course to establish the extent of achievement of the school objectives previously fixed. Summarily, it is the type of test that comes up at the end of a course or session. The main objective of the summative evaluation is to assign grades to the pupils. It exposes the level of student's mastery of the course content and assess the appropriateness of instructional objectives. This is done using standardized tests.

- i. It helps a teacher to know the students well. The interest, attitude ability of the students should be the ultimate interest of the teacher. Teacher needs to carefully study these so as to assist the student appropriately.
- ii. It helps the teacher to find out and assess the need to change his teaching method based on the students entry behaviour
- iii. It helps the educational administrator to plan educational policies, decide educational selections and placement
- i. To design up-to-date educational programme. Education is a complex process that needs regular review. Otherwise, it will become ineffective.
- v. Provides regular student's report. The parents and guardian investment in education is much in the recent time, hence, they are eager to know the outcome and progress of their wards in the school regularly
- vi. It provide evidence on the level of achievement of education objectives set. This will reveal the situation and assist to establish the need to review the existing method
- vii. It helps in making the best choice of objectives. The choice of accurate objectives depends on correct information about student's abilities, interest and trait. This is revealed through evaluation
- viii. Evaluation studies everything about the student and thus helps us to arrange special instructional programmes like enrichment programme, for the gifted and remedial programmes for the weak in the school
- ix. Development of good study habits in students. It increases student's motivation and developing their abilities and skills. This is possible when students receive their results of progressively.

- x. It helps us to undertake appropriate guidance services. The result reveals areas of need to the stakeholders who guide appropriately on the next step.

### **Levels of Evaluation**

There are three levels of evaluation

- (i) Class room Evaluation
  - (ii) General School Evaluation
  - (iii) External Evaluation
- 
- (i) **Classroom Evaluation-** This is a situation where the classroom teacher continuously evaluate the students from the topics he has treated with the students. It may be in form of quizzes, short essays or homework. This is done to monitor the student performance from one stage of development to another.
  - (ii) **General Evaluation-** This is the end of term/year examination. This evaluation is common to all the classes in the school and is carried out by all schools under a particular system. This comes up at the end of the term/year to round up academic/school activities for the term/year
  - (iii) **External Evaluation-** This type of evaluation is conducted by bodies outside a particular school building in Nigeria, final Primary School Leaving Certificate Examination conducted by various states ministries of education, the junior Secondary School Final Examination conducted by National Examinations Council and the Senior Secondary School Certificate Examination conducted by NECO and WAEC are all external evaluations.

At these levels students are evaluated against what they have been taught and to determine how well they have mastered the content of the subject. In these examinations, the overall intelligence of the students are evaluated in various subjects. The examinations conducted by various examination bodies are terminal examination at various stages of education.

### **Types of Evaluation Instrument**

There are several types of evaluation instruments used in an educational system which are also used in economics. These include:

- i. Subjective test
- ii. Objective test
- iii. Standardized test
- iv. Essay test

**i. Subjective Test**

This type of test is based on the evaluator's personal limitations resulting in biases of judgment and preferences. In a subjective test the evaluator might base his judgment on irrelevant factors that do not take into consideration the special talent of a student. For example,, if a teacher decides to pass student in an examination because he is aware of the circumstances surrounding the student inability to perform well the teacher is biased in his judgment in passing the student.

**ii. Objective Test**

The nature of objective tests requires that the evaluator eliminates personal preference biases and other irrational motives. Objective evaluation is based on established criteria. These criteria should specify that in order for a student to be awarded some marks he must have answered correctly the problems given in the test.

In an objective test, students are required to select one correct answer to a particular question; the purpose of this type of test is to determine student's level of understanding, their ability to associate information with relevant facts and ability to recall information. Objective test refers to multiple choices, true-false and matching tests.

**iii. Standardized Test**

This type of test is designed by experts/ expert in a field to measure certain variables relevant to mental age. Level of academic maturity and ability or intelligence. Standardize test can also be an achievement test because the tests have been found to be measuring the learning ability of student.

In Nigeria, the following examination bodies are responsible for standardized testing; WAEC, NECO, JAMB, NTI, Ministries of Education

**iv. Essay Test**

Essay test is the most complicated evaluation instrument at the disposal of the teacher. It is good for creativity and divergent minds. It brings out the students ability to express himself. But grading is subjective.

### **Purpose of an Essay Test**

- a. **The ability of the student to apply information** through abstraction of concrete situations- This means the student should be able to apply the knowledge acquired in the classroom to solve problems of concrete nature. For examples if you are the country's Economic Adviser, what will you recommend to be done to have surplus budgets?
- b. **The ability to Analyze-** In analytic essay, it involves the breakdown of material into component parts. This type of essay is more difficult than the first one; the ability to analyze involves the ability of the student to breakdown the situations before coming up with intelligent and meaningful solution. For example as an economic adviser, you should be able to analyze why the country has been having balance of payment problem and suggest meaningful ways out.
- c. **Ability to synthesize-** This enable the teacher to examine the ability of the student to synthesize information. Bloom (1956) refers to this as "putting together of elements to form a whole". In this type of test, the student should be allowed to add new information which he has learned and present his essay in the best way he can. The question of memorizing what is taught should be discouraged.
- d. **Ability to Evaluate-** This essay format involves the evaluation of material presented.

The objectives are to examine the students on his ability to evaluate critically a poem or body of concrete or abstract knowledge.

### **Self-Assessment Exercise (s) 2**

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The type of assessment designed to place the right person in the right place is \_\_\_\_\_ evaluation (a) promotion (b) placement (c) formative (d) summative
2. \_\_\_\_\_ type of test comes up at the end of a term. (a) summative (b) formative (c) diagnostic (d) placement
3. The following are the three levels of evaluation, Except \_\_\_\_\_ (a) classroom evaluation (b) general school Evaluation (c) External evaluation (d) internal evaluation



#### 4.4 Summary

The unit has defined evaluation in various ways and considered the definition of Beeby (2007). In the unit, five roles of evaluation in education was explained. The unit also explained some of the functions of evaluation in educational institutions as well as the various categories of evaluation which include placement, formative, diagnostic and summative. The unit also provided explanation on the levels of evaluation and purpose of conducting essay test in schools



#### 4.5 References/Further Readings/Web Sources

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#### 4.6 Possible Answers to SAEs

##### Answers to SAEs 1

1. True
2. True
3. False

##### Answers to SAEs 2

1. D
2. B
3. D

## **UNIT 5: QUALITIES OF ECONOMICS TEACHER AND CLASSROOM MANAGEMENT**

### **Unit Structure**

- 5.1 Introduction
- 5.2 Learning Outcomes
- 5.3 Qualities of an Effective Teacher
  - 5.3.1 Indicators of School Effective Class Management
  - 5.3.2 The Process of Administration
- 5.4 Summary
- 5.5 References/Further Readings/Web Sources
- 5.6 Possible Answers to Self-Assessment Exercise(s) within the content



### **5.1 Introduction**

The common inference from the much-quoted statement, that the teacher is a sort of failure in the world of action, greatly comforts anti-intellectual. But almost to a man successful, men of action [all of whom think they would be teachers if they turned aside to it.] have proved failures as teachers. We shall examine those distinguishing characteristics of a good economics teacher. Like any other professional activity, teaching requires a cultivated ability. To be done exceptionally well, it also requires a special talent and a sense of vocation



### **5.2 Learning Outcomes**

By the end of this unit, you will be able to

1. Discuss five qualities that can distinguish an economics teacher among committee of teachers
2. Define classroom management
3. Identify indicators to show that a classroom is well managed



### **5.3 Qualities of an Effective Economics Teacher**

There are many skills both soft and hard that are necessary to be a successful and efficient economics teacher. If economics teacher is weak in one area, there is always opportunity for improvement through self-effort, persistence and having successful economics teacher around who are good in the areas where one is not so good. Some of the qualities of effective economics teacher are explained in this unit. An effective economics teacher must have:



**i. Knowledge of the content**

There was this big controversy about which one is more important, is it knowledge of what to teach, or how to teach it? Some educators contend that knowledge of what to teach is more important than knowing how to teach it, while others feel that knowing how to teach is more important than knowledge of what to teach. An effective or good economics teacher must have a sound knowledge of what to teach i.e. good knowledge of the content and also how to teach it.

**ii. Knowledge of Mathematics**

Numeracy is an important aspect needed by economics teacher to be able to teach the mathematical aspect of the subject. Economics teacher will deal with large numerical data like graphs and mathematical principles. As a result, there is need to have knowledge of mathematics or take preparatory classes in mathematics before taking the aspect dealing with mathematical principles.

**iii. Knowledge of other Social Sciences Subjects.**

Mathematics is not all that is needed by economics teacher. The subject has a lot of things with other social science subjects like Commerce, Business Studies, Accounting, Sociology, Psychology and Government. Economics and other social science subjects are more interdependent in recent times. Knowledge of other social science subjects is not very essential to update economics teacher with what goes around the discipline. This will avail the economics teacher to stand out among committee of teachers teaching the subject

**iv. Understand the Complexities of Systems**

Economics as a subject is a complex one because it navigates various areas of lives, economy and development. Economics teacher must be able to pull out information from many sources and field to work perfectly with these complex system. Economics teacher

must be a trade in the needed time reading to catch up with the latest development in the various systems.

**v. Mind of His or Her Own**

A good economics teacher apart from having knowledge of other people's work and conversant with theories, he or she must have ideas of his or her own on issues. The ability of economics teacher to think and question what will assist the teacher in taking new directions and come up with one own position do make such to be an effective economics teacher.

**vi. Ability to Manage Uncertainty**

An effective economics teacher must be able to manage uncertainties. This is because not every questions in economics has a clear answer. Just like other social science subjects, economics is one of the subjects in which there is hardly no right or wrong answer. Economics teacher should not be scary when teaching because, some students will disagree with the teaching in the class.

**vii. Knowledge/Skill in Teaching Methods**

Coupled with a good knowledge of the content, is the pedagogical skills. A good teacher is he/she who is able to impart knowledge into his/her students. Many of us will remember that our subject teacher in secondary school; how bad he was. Many of these 'bad' teachers ordinarily possessed a good knowledge of the content; however, they were not able to impart same into their learners. Teachers are expected to master the teaching methods and strategies to enable them facilitate effective interaction between their learners and the content.

**viii. Possess Communication Skills**

An effective economics teacher must be comfortable speaking to a large audience without fair or shame. The communication must be clear and concise to convey the real meaning of the content. Students will take such a teacher more serious and be ready to listen to the teacher in the class. There is nothing more hazardous than having a teacher with brilliant ideas but poorly communicated.

ix. Be Teachable

Teachability is one of the qualities of any human being. It is important for effective economics teacher to be open minded especially to new ideas and not see one self as an island. The teacher need to listen to others views and engage others productively even if their views goes in opposite direction. Others people opinion can be highly instructively beneficial only if one is ready to learn from others and adjust one's belief where necessary.

X Be Pushful

Another important quality of effective economics teacher is the ability to motivate oneself. Effective economic teacher must be able to manage his or her own time and set appropriate priorities to push oneself to complete set tasks without supervision or support

### **3.2. Class Management**

Some concepts in education are so ambiguous and confusing that it can be difficult to define and how it can be implemented by the teacher in the classroom. One of the most confusing concepts is classroom management. It is a concept that every classroom teacher should be to facilitate to have effective classroom teaching atmosphere. The term can mean so many things and be applied to classroom environment in different ways.

One of the most basic level, classroom management is any technique used by a teacher to facilitate instruction and ensure that students are learning effectively. It can also be defined as the wide varieties of techniques used by a classroom teacher to keep the students organized, orderly, attentive and productive academically to achieve the set goals of the school. Classroom management is important because it directly concern the student's ability to understand what the teacher teaches. It impact a teacher's ability to be more effective and really enjoy the teaching job. A well-managed classroom highly influences positively student's academic performance.

Classroom management can differ depending on the subject, age of the students, the objectives of the teaching, instructional objectives in use, methodology adopted by the teacher. For example, method to manage government class will not suffice in computer class. However, whatever you are teaching art government or computer in a school, there is need to plan for classroom management. The objective of all teachers is to have an organized, productive, less stressful and safe classroom for our students

### **Indicators of School Effective Class Management**

*What are the indicators to show that a classroom is well managed?*

The following are some indicators to reveal that a school or class is effectively managed

- i. Effective guidance and counselling:** One aspect of class management is the extent to which the teacher introduces and manages the students in the class. This involves ensuring good relationships between teachers and students, meeting the needs of individual students and working with all the teachers to create a generally caring atmosphere. For effective guidance and counselling, the school head should note that there is the need for effective organisation structures in the school and the need for effective communication.
- ii. Effective learning and teaching:** The quality of learning and teaching should take precedence over other factors of class management. This is because effective learning and teaching determines the perceptions of everyone who is interested in the quality of the school. Because effective learning and teaching start from the classroom, hence, students learn effectively in a classroom situation when they are motivated, understand the purpose and relevance of their work, set about tasks in an orderly way, able to use available resources and know where to ask for help etc.
- iii. Improved academic performance:** Improvement in the academic performance of students is one of the ways to judge the effectiveness of a class. The academic performance of students in a school where there is effective class management must stand out.

**iv. Low drop-out rate:** Students in classroom that are effectively managed will perform well both in internal and external examinations. In addition, students and teachers indiscipline act is well managed in a class that is effective.

**v. Effective communication:** This is an essential tool for the teacher in managing the class and ensuring that teachers or the school are aware of the students need at the right time. Correct and up-to-date information are passed at the right time where there is effective classroom management

**Effective class leadership:** Effective leadership in class is essential for the achievement of school's objectives. The leadership strengths or weaknesses of the teacher affect the overall performance of the entire school. The teacher can clarify or confuse students as well stimulate or inhibit optimum performance, encourage or discourage the use of his or her students' best abilities.

### Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Numeracy is an important aspect needed by economics teacher to be able to teach the mathematical aspect of the subject. **True/False**
2. Effective leadership in class is not essential for the achievement of school's objectives. **True/False**
3. Numeracy is an important aspect needed by economics teacher to be able to teach the mathematical aspect of the subject. **True/False**

vi.



### 5.5 Summary

In this unit we have been able to identify and explained some qualities that distinguishes economics teachers. Some of the qualities explained include knowledge of the content,

knowledge of mathematics, knowledge of social science subjects, understanding of the complexities of the systems, have his or her own mind. In addition, we also discussed the meaning of classroom management as well as indicators that justify effective classroom management



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### **5.6 Possible Answers to Self-Assessment Exercises**

Answers to SAEs

1. True
2. False
3. True

