# EFFECT OF DISCUSSION METHOD ON THE PERFORMANCE OF STUDENTS IN ECONOMICS IN SENIOR SECONDARY SCHOOLS OF KANO STATE, NIGERIA

**BY**

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## DECLARATION

I hereby declare that the work in the dissertation entitled "Effect of Discussion Method on the performance of students in economics in senior secondary schools of Kano State, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other Institution.

_____ _____

Abdu Salisu Bagga Date

## CERTIFICATION

This dissertation entitled EFFECT OF DISCUSSION METHOD ON THE PERFORMANCE OF STUDENTS IN ECONOMICS IN SENIOR SECONDARY SCHOOLS OF KANO STATE NIGERIA by SALISU BAGGA ABDU meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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## DEDICATION

This work is dedicated to my parents, late Abdu and Ruqayya for bringing me up. May Allah reward them with Jannatul Firdaus, Amin.

## ACKNOWLEDGEMENTS

All praise is due to Allah (S.W.A) the most Beneficent and the most Merciful. May His peace and Blessings be upon His Prophet Muhammad (S.A.W), his family and companions, Ameen. I owe a depth of gratitude to my supervisors Dr. (Mrs) Hanna O. Yusuf and Dr. Ayuba Guga for their patience in supervising and making necessary corrections to this research work. In fact, their valuable corrections, observations and suggestions in raising and analysing relevant issues in an academic and logical manner have greatly contributed in producing this research work.

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## ABSTRACT

This study investigated the Effect of Discussion Method on the performance of students in economics in senior secondary schools of Kano State, Nigeria. The study was carried out with the objectives to: find out the performance of students taught economics using discussion and traditional method methods in secondary schools in Kano state; examine the effect of discussion method on the performance of students in economics in Rural and Urban schools in Kano State; and assess the performance of students taught economics using discussion method based on gender difference. Three (3) corresponding research questions and hypotheses were stated. The research design used for this study was quasi-experimental design which permitted the use of intact groups. The total population of SS II students offering economics in Kano state was fifteen thousand four hundred and thirty five (15,435) students. A total of one hundred and eighty (180) SS II students in Kano State were used for the study. A self-designed instrument tagged "Economics Students' Performance Test (ESPT)" was used for data collection. The instrument was pilot tested and the (r) coefficient value obtained was 0.94. The demographic characteristics of the respondents were analysed using frequencies and percentages while mean and standard deviation was used to answer the research questions. Also, all the null hypotheses were tested using t-test at 0.05 alpha level of significance. Findings from the study showed that there was significant effect of discussion method on the performance of students in economics in secondary schools in Kano State; there was significant difference in the performance of rural and urban students taught economics using discussion method in Kano State; and there was no significant difference in the performance of male and female students taught economics using discussion method in Kano State. The study concluded that discussion method which accords the students ample freedom to express themselves proved to be most effective in teaching economics as buttressed in the tested hypotheses. Recommendations were made among others that Ministry of education in Kano State should embark on massive advocacy on the need for teachers in secondary schools to embrace learner-centred teaching method for optimum teaching and learning. This can be done through workshop in collaboration with zonal education officers in the state. Also, to make teaching and learning result-oriented, teachers of economics should be dynamic in their choice of teaching method. In addition they should not stick to a method which suits them at the detriment of their students.

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## OPERATIONAL DEFINITION OF TERMS

**Economics:** It is a social science which deals with the allocation of scarce resources which have alternative uses in order to satisfy human wants which are unlimited.

**Effect:** This means result or outcome of an undertaking.

**Method:** This is the establishment of connection between the learner and the subject matter.

**Performance:** This signifies demonstration the mastery of knowledge or skill by the learner in a written or oral form.

**Discussion:** It implies a conversation among students on a particular topic of learning in a particular subject.

# CHAPTER ONE
# INTRODUCTION

## 1.1 Background to the Study

The prime objective of teaching and learning is to bring positive change in the behaviour of the learner. The change can occur when the teacher imparts the required knowledge, skills, principles and values to the learner. Teaching and learning are characterized by give and take between the teacher and the learner. However, for the teacher to impact significantly on the performance of students, the teacher needs to choose a method of instruction in line with mental readiness of the students. For students to perform wonderfully in schools, some requirements must be met ranging from qualified teachers, enough teaching materials, well ventilated classroom, and purposeful administration in the school among others. There are varieties of teaching methods at the disposal of the classroom teacher such as group method, drama method, fieldtrip method, discussion method, lecture method, play-way method, field trip method, excursion method among others. Economics is a social science discipline taken by students in arts classes at higher level of secondary schools that is, SS1 – SS3 and science students are exempted from taking it because it is not a natural science.

The teachers who are supposed to guide students after defining the learning task, do allow students to deviate from the main theme of the discussion which is an abuse of the method. There are cases where the teachers leave the classes after assigning the task for discussion on the premise that the students can discuss freely on their own. The absence of the teacher from the classroom is an automatic license for some students to quarrel, deviate from the main point of discussion with the consequent negative effect on their performance. The prime focus of the study is to find out the effect of discussion method on the performance of students in economics in secondary schools in Kano State. The

research was informed as a result of the relevance of discussion method of teaching in preparing the students for group work and encouraging critical thinking as well as problem solving.

The method to be used for effective teaching and learning is a matter of grave concern to teachers and educators. It has been observed that traditional method is commonly used for teaching economics in Kano state secondary schools in which the teacher directs students to learn through memorization and recitation which do not develop their critical solving skills. Traditional method does not permit students to freely interact among themselves instead they have to receive the knowledge and ideas from the teacher as final. The method is concerned with the teacher being the controller in the environment and what the students learn. This method is not so effective because the students are not given the opportunity to interact with the environment and maximally develop their intellectual capabilities. Over the years secondary school students in Kano state have expressed hues and cries over the traditional method of teaching employed by their teachers in teaching them economics as it is dominated by the teacher thereby rendering them passive listeners. This method is characterized by teacher talking and writing bulky note on the board for the students to copy which is very tiresome. In view of this, the researcher intends to investigate the effect of discussion method of teaching on the performance of students in economics in senior secondary schools in Kano State. Seweje (2010) confirmed that the methods adopted by teachers in most cases include the traditional method (lecture) with very little concern for practical activities. Seweje (2010) explained further that a teacher is expected to be a facilitator whose main function is to help learners to become active participants in their learning and thereby making meaningful connection between prior knowledge, new knowledge and the process involved in learning. Akinleye (2010) confirmed that if the children are given

opportunity to be listened to and guided in a non-threatening atmosphere, they would perform wonders in terms of problem-solving and decision making.

Discussion is a method in which the teacher leads or guides the students in expressing their opinions and ideas with a view to identifying and solving problems collectively. Yedeji (1996) explained that the discussion method works on the principle that the knowledge and ideas of several people are more likely to find solutions or answers to specified problems or topics. This is in line with the saying that "Two good heads are better than one". Discussion method of teaching engages both the teachers and students in thinking. It also develops in students social skills of talking and listening. Of course, the method also has some demerits including the possibility that class may be diverted from the topic. Academically weak students may not actively take part in the lessons. Some brilliant ones may likely take over the discussion. Problems may occur among the participants owing to lack of respect for other peoples' opinions and the whole class may turn into a state of pandemonium. The above problems may arise as a result of poor handling of the discussion method.

The researcher used planned discussion method on the experimental group where he initiated the discussion by specifying a topic for the students to discuss while he moderated.

Economics is the social science that describes the factors that determine the production, distribution and consumption of goods and services (Wikipedia the free encyclopedia). In teaching economics in Nigerian schools, therefore, learners should be exposed to those processes that will make them identify the major difference among information, knowledge and reality. Learners gain knowledge when appropriate information is given to them and they process the information constantly. Information does not become

knowledge automatically until learners have been actively involved in its processing (Akinleye, 2010). Therefore, economics teachers should promote discussion as a method of teaching Economics that encourages active participation of learners in learning processes. Discussion is a method of teaching Economics in Nigeria. It works on the principle that many people are to put heads together in terms of knowledge and ideas to find solutions to specified problems. The activities of the discussion group are to be regulated and directed by the teacher or an appointee of the class.

Exchange of ideas between several people is the best process of learning and teaching from one another. In the classroom environment, discussion is the best way of promoting conducive learning and convenient teaching situation. It refers to the method of instruction which give students an opportunity to express their views or opinions orally on certain issues. One person speaks at a time, while others listen. There are different forms of discussion that can be used in the classroom. Kochhar (1985) cited in Seweje (2010) identifies two major types of discussions which are formal and informal. Informal discussions are governed by pre-determined set of rules and it includes debates, panels, symposia and so forth. Participants present multiple points of view, respond to the ideas of others and reflect on their own ideas in an effort to build their knowledge, understanding or interpretation of the matter at hand.

## 1.2 Statement of the Problem

The main focus of the study is to find out the effect of discussion method of teaching on the performance of secondary school students in economics in Kano state. As a reminder the motivating factor of the study, is the cumbersome nature of the present method of teaching economics which is traditional method and its negative effect on the performance of secondary school students in economics in Kano state as it does not consider the interest and yearnings of the learners. This is quite inimical on the

academic growth of students. The prime problem which the researcher paid attention to is the poor performance of students in economics as a result of traditional method (teacher centred) of teaching employed by teachers in teaching economics. The problem of effective teaching and learning of economics in Kano state secondary schools has become a sensitive issue that needs urgent attention, it has been observed that the issue is affecting the performance of students in economics. It has also been discovered that the poor academic performance of students in economics is related to the conventional traditional method (Lecture) method used to teach them by the teachers.

This study therefore aims at investigating the effect of discussion method on student's performance in economics. The major problem of investigation is the poor performance of students in economics as a result of faulty way some teachers follow in teaching through traditional method. The current method used in teaching economics by teachers is talk and chalk. Discussion method entails the teacher identifying a learning task and posse same to the students for deliberation. Student under this method enjoy liberty to participate in the learning process because the teacher is only watch helper and moderator so that there will be order in the classroom. Even though it is students-centred but it has major defects which pose threat to academic performance of the learners. The researcher was informed by these defects to carry out research in the possibility of using discussion as an alternative method of teaching in secondary schools in Kano state in order to find out its effect on the performance of students in economics in secondary schools in Kano state.

## 1.3 Objectives of the Study

The research was conducted with the aim of achieving the following objectives, to:

1. find out the performance of students taught economics using discussion and traditional method in secondary schools in Kano state;

2. examine the effect of discussion method on the performance of students in economics in rural and urban schools in Kano State; and

3. compare the performance of male and female students taught economics using discussion method

## 1.4 Research Questions

The study is aimed at answering the following questions:

1. What is the performance of students taught economics using discussion and traditional methods in secondary schools in Kano state?

2. To what extent does discussion method have effect on the performance of rural and urban students in economics in Kano state?

3. What is the difference in the performance of male and female students taught economics using discussion method?

## 1.5 Research Hypotheses

The following null hypotheses were tested in the study:

$Ho_1$: There is no significant difference in the performance of students taught economics using discussion and traditional methods in secondary schools in Kano state;

$Ho_2$: There is no significant difference in the performance of rural and urban students taught economics using discussion method in Kano State;

$Ho_3$: There is no significant difference in the performance of male and female students taught economics using discussion method in Kano State.

## 1.6 Basic Assumptions

The research is based on the following assumptions that:

1. students taught economics using discussion method have the same performance with those taught using conventional method.

2. both rural and urban schools have female and male students.
3. discussion method allows for sharing of ideas among the students.

## 1.7 Significance of the study

The researcher has conviction that the study would be relevant and benefit the following stakeholders; students, teachers, curriculum planners, administrators, researchers, policy makers to mention but few of them. Economics students in secondary school will benefit from the study in that they will learn interpersonal skills such as understanding and communication which are vital in learning. It will also offer to students an opportunity to see themselves very relevant in learning because it centred on them. They study will promote tolerance among students and help them to understand that they are important aspect in learning. It will equally help students to build capacities in leadership, speaking and listening.

In addition the study will afford educators with the opportunity to fashion out effective modalities to be put in place for teachers in secondary schools to embrace discussion as a viable method of teaching which is learner-centred and will accord high premium on the student's interest and capabilities. The study will be important to curriculum planners in that it will guide them to articulate their curriculum plan in the area of teaching pedagogy so that they will recommend the use of discussion method as a solution to problems surrounding traditional method which is teacher-centred.

The study will be greatly significant to teachers because it will intimate them with the relevance of a learner cantered method of teaching in involving the student in classroom activities thereby, making learning more purposeful and stimulating to the learners. Supervisory agencies such as; Kano Educational Resources Department (KERD), an organ of the Ministry of Education Kano State will benefit from the research work in

terms of monitoring the degree of compliance with learner-centred method of teaching by teachers in secondary Schools.

The study will be of great benefit to curriculum planners especially at secondary school level for, they can model from the it's in recommending appropriate teaching method which is in accordance with the interest and mental capabilities of students for better teaching and learning. The planners will be convinced by the content of this study as it relates to the strategic importance method occupies in connecting the learner with the subject matter. Therefore, they will be mindful in their plan with a view to incorporating instructional methodology for maximum academic result in teaching. To policy makers the study will accord them the opportunity to evolve policies and programmes in schools which will focus not only on provision of critical infrastructures but also on method which is key in linking the learner with the educational practice. Students offering economics in secondary schools in Kano state will benefit from the study as they will see discussion method a way of integrating them in a freely learning environment which permits them to discuss among themselves on a topic given to them by the teacher. That liberty in the method (discussion) will no doubt motivate the students and guarantees sharing of ideas.

Similarly, curriculum reviewers will benefit from the research work by strongly recommending discussion method as a formidable method in teaching at secondary school level. Moreover, supervisory officials in education industry will also use the outcome of the research work to periodically supervise teaching of economics in secondary schools to ensure compliance with respect to using discussion method in teaching. In addition, administrators in education sector whose prime target is to ensure the achievement of educational goal, will see this research work as a gate way towards maximising output in teaching economics.

## 1.8 Scope of the study

The main target of the research is to find out the effect of discussion method on the performance of students in economics in secondary schools in Kano State. This study was restricted to Senior Secondary Schools in Kano state. The researcher used four (4) secondary schools as representatives of other secondary schools in Kano State. The main variable for the study includes male and female SSII students. There are also students from urban and rural schools. The researcher decided to use SS II students because they are fully available in the school.

# CHAPTER TWO
# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter reviewed some related literature in the following order. Conceptual framework, the concept of economics, effectiveness, learning environment, teachers' qualification, instructional materials and academic performance of student's method and academic performance of students, the present condition do teaching economics supervision and academic performance of the economics. This chapter contains a review of literature in relation to this research. The chapter has a review of the related literature in the following sequential order. Conceptual framework, relevance of method in teaching and learning, discussion method and students' performance in economics, determinants of students' academic performance in economics, economics curriculum in senior secondary schools, resources for the implementation of the economics curriculum and situation analysis on the teaching of economics in secondary schools.

## 2.2 Theoretical Framework

Teaching entails a process of give and take between the teacher and the taught. This give and take will be at the best when the method or instruction is in agreement with the interest and mental capabilities of the leaners. Method of teaching is said to be the main way of communication in the class room. Teachers advance growth of knowledge and skills in their students when they employee a method with gives students the liberty to take part in the entire class room teaching. Freedom of expression is critical in teaching and learning and discussion method accords that.

It is often said that discussion as a method of teaching requires longer time than traditional method because individual students. Many wishes to express their opinions on the topic for discussion. Discussion method have the tendency to ignite the curiosity

of the leaners on the premises that every learner will like to be actively involved in the learning. Discussion method analyses students to learn how to communicate in a group and this build confidence speaking in public.

## 2.3 Conceptual Framework

Method of teaching has a profound impact on the academic performance of students in this context. Equally important on academic performance of student are learning environment, sound academic qualification of teachers and abundant teaching materials. Methodology which signifies a technique employed by teachers to establish connection between the learner and the subject matter is very fundamental in teaching and learning.

It is worrisome that some Diploma and Higher National diploma (HND) holders are found teaching economics in some secondary schools in Kano State. These categories of people are auxiliary teachers because they do not have the license to operate as classroom teachers. They are considered as "dead woods" in teaching industry. They do not have the educational background-teaching methodology inclusive to teach in schools. However, Kano state government currently has ordered all teachers without teaching qualification to go to the designated colleges to obtain such qualification within the prescribed period ranging from 1-3 years. This is with a view to arresting the ugly trend of poor performance which is a manifestation of poor teaching by unqualified teachers (State Universal Basic Education Board Kano State and Senior Secondary School Management Board Kano State, 2014).

The physical setting in school which invariably encompasses the learning resources exerts great influence on effective teaching and learning. In a similar vein, appropriate teaching methodology is a formidable tool for teaching to ensure result oriented teaching. No matter how knowledgeable and skilful a teacher is, if he or she lacks the

method, technique and approach of teaching, failure is knocking at his or her door. To this end, at secondary level, the school environment can be rich with variety of learning resources, the teacher can be versatile in the subject matter (economics) yet if the students are not at home with the method the teacher uses in connecting them with the subject matter, the success of the teaching/learning is in jeopardy.

It has been pointed out by Imogie (1998) that schools are not merely places to learn how to read and write, but they are also places for students to receive complete education taking into account cognitive, psychomotor and affective aspects of learning. So teachers are out to ensure a positive change in the behaviour of their students so that they (students) can adjust properly to the environment and assist in developing it socially, politically, economically, culturally and so on. Learning begins from cradle to the grave and is a continuous, exercise in the environment. Learning takes place through interaction in the external environment.

Learning can occur without necessarily a teacher but teaching cannot occur without students. When teachers employ lecture as a method of teaching students will learn how to take notes, express themselves, and answer questions that may be asked by their teachers. The method (discussion method) will enable the students to participate actively in the process of learning. Teaching which denotes helping someone to acquire knowledge, skill or change in behaviour will be at its best when the teacher chooses a method which agrees with the mental abilities of the learners.

It has been pointed out by Anderson (2010) that "successful teaching of economics depends on the maturity level of the learners and paying allowance to individual difference in them by the teacher" Anderson further stressed the importance of materials such as charts, graphs and text books in teaching and learning. According to Stephens

and Stephens (2005), discussion as a process of giving and talking, speaking and listening, describing and witnessing which helps expand horizons and foster mutual understanding. They explained further that it is only through discussion that one can be exposed to new points of view and exposure increases understanding and renews motivation to continue learning. Bridges (1988) cited in Anderson (2010) noted that discussion is concerned with the development of knowledge, understanding or judgment among those people taking part in it. He believes that discussion is more serious than conversation because it requires to be both "mutually responsive" to the different views expressed.

Dillion (2008) emphasized that discussion is highly "disciplined and concerted" in which people come together to resolve some issues or problem that is important to them. Dillion (2008) saw discussion as an important way for people to affiliate with one another to develop the sympathies and skills that make participatory democracy possible. Abdu-Raheem (2010) recommended that as a matter of urgency, teachers of economics should explore and use discussion method of teaching to promote knowledge to secondary school students. She explained further that if discussion method is properly managed, it will go a long way to improve students' achievement in Economics.

Lowman (1987) cited in Anderson (2010) highlighted this viewpoint that two types of teacher-student interchange are sometimes called discussion. In one, the teacher gives students an opportunity to clarify content or ask for opinions on related topic. In the other, the teacher asks questions requiring specific knowledge of course content. In a discussion class the students are actively involved in processing information and ideas. Since student-initiated questions are more common in discussion classes, their needs and interests are dealt with more readily and spontaneously than in other methods as pointed out by Gage and Berliner (1988) cited in Anderson (2010) that discussion is a

forum in which students can practice expressing themselves clearly and accurately, hearing the variety of forms that expression of the same idea can take, and criticizing and evaluating successive approximations to an adequate statement.

Hyman (1980) in Oremeji (2002), highlighted that discussion is used to arrive at the solution of problems and is characteristics of democratic societies. It occurs in a group form and usually involves six to ten persons. These persons perform one of two roles: leader-moderator who is typically the teacher, and participant: typically the students. Participants use the time to communicate with each other. Another student follows the group leader addresses his/ her remark to the whole group and each group member has the right to speak. A group member communicates with other members in the group by speech, and by facial expressions, gestures and body movement. Other members receive his/her message by listening and by seeing the non-verbal signs. These processes of listening, speaking, and observing are the bases of discussion method (Akinleye 2010). There are various types of discussion as pin pointed by Jerolimek cited in Oremeji (2002):

**Round Table Discussion:** It involves small number of persons nearly three to eight. It needs a moderator to introduce the members of the discussion group, present the problem to be discussed and keep the discussion moving. The leader's role is one of guiding the group rather than one of dominating it. The responsibilities of a moderator included the introduction of the topic, keep the discussion moving, and avoid having the group become side-tracked, avoid quibbling over irrelevancies, summarize and draw conclusions. While the responsibilities of members of the discussion group are to be well informed on the topic, speak informally while avoiding arguing and quibbling, stay with the topic under discussion, have sources of information available, back up statements with facts, and help the group summarize its conclusions. In this type the

responsibilities of the audience (students) are to listen attentively, withhold questions until presentation is completed, ask for clarification of ideas, ask for evidence on questionable statements, confine remarks to the topic under discussion, and extend customary audience courtesies to members of the round table.

**Panel Discussion:** A panel discussion is similar to a round table discussion in many ways, but different to exist. The responsibilities of the moderator are the same as in round table discussion. The procedure is more formal than that of the round table. It begins with a short statement by each discussion member. Panel is more audience oriented than round tables and each panellist is considered to be more or less an expert (Akinleye, 2010). It is summarized that there are certain objectives of the discussion as pointed out by Harris and Sass (2006). The major purpose of using discussion is to encourage students to evaluate events, topics, or results; to clarify the bases for their judgments; and to become aware of other points of view. Gage and Berliner (1988) in Oremeji (2002), also described the following objectives of discussion: Thinking critically, Democratic skills, Complex cognitive objectives, Speaking ability, Ability to participate, and Attitude change.

### 2.3.1 Concept of Economics

Economics is a social science, so it seeks to explain something about society. In this sense, it has something in common with psychology, sociology, and political science. But economics is different from these other social sciences, because of what economists study and how they study it. Economists ask fundamentally different questions, and they answer those using tools that other social scientists find rather exotic. Economics is a science which studies human behaviour as a relationship between ends and scarce means which have alternative uses. Mark and Blaug (2007), defines economics as the

branch of social science that deals with the production, distribution, consumption of goods and services and their management.

Economics therefore is the social science that examines how people choose to use limited or scarce resources in attempting to satisfy their unlimited wants. It also studies how the forces of supply and demand allocate scarce resources. Economics is the social science that analyses the production, distribution, and consumption of goods and services. The term economics comes from the Ancient Greek οἰκονομία (oikonomia, "management of a household, administration") from οἶκος (oikos, "house") + νόμος (nomos, "custom" or "law"), hence "rules of the house (hold)".Current economic models emerged from the broader field of political economy in the late 19th century. The sole stimulus for the improvement of modern economics was the need to utilize an empirical approach more akin to the physical sciences (Dalhatu, 2013).

Economics is a social science. The subject matter of economics deals with the analysis of economic problems of people in the society and the satisfaction of their wants. With the evolutionary changes of the society and its civilization, the subject matter scope of economics has expanded. Scope of economics is discussed below:

1. As social science economics deals with the economic activities of human being. One person day to day money earning and money spending activities constitute the subject matter of economics. For example, parents' affection and nursing service for their children are not the subject matter of economics.
2. Resources are needed to satisfy people's wants. So, the availability of resources and their use are important subject matter of economics. Adam Smith has termed economics as the "Science of Wealth".

3. People's wants are unlimited. But the resources to satisfy the wants are scarce. Economics discusses how men can get the maximum satisfaction by using the scarce means to satisfy wants on the basis of priority. So, as subject matter of economics, the scarcity of resources is considered very important.
4. People's wants are related to production, exchange, distribution and consumption. Again, currency, banking system, public finance, trade and so forth, are also part of economic activities. Economics discusses these issues also. Besides, how economic development of the country is achieved through the means of economic planning is also included in the subject matter of economics.
5. Economics discusses the economic problems and economic activities and indicates proper solution to these problems. Economics also discuss about the value judgment of human actions and behaviour.

### 2.3.2 Importance of Studying Economics

In modern times the importance of the study of economics is infinite. It does not only provide us knowledge, but also helps to solve the different problems in real life. The importance of economics in different areas of human life is discussed below:

In the daily life of people: People are confronted with manifold wants in their daily life. But the resources to satisfy those wants are limited. By studying economics we can know the use of limited resources to satisfy alternative wants on the basis of priority.

In the proper use of resources: We can learn about the use of resources with the knowledge of economics. Study of economics helps us to understand about how to produce the maximum output by the proper use of limited resources.

In state management: The knowledge of economics is indispensable to manage the economic and development activities of a state. For this reason the politicians and the

govt. officers need to have proper knowledge of the currency system, banking system, tax system, industrial and trade policy, budgeting etc. The knowledge of economics helps in managing the state affairs.

To social workers: Economic causes lie at the roots of maximum social problems. The social workers need to have knowledge of economics to diagnose and solve the problems of poverty, unemployment, illiteracy, excessive growth of population, lack of housing and medical facilities and so forth.

To the labor leaders: The leaders of the workers should have the knowledge of economics for improving their bargaining capacity in respect of the formation of trade unions, the increase of wage and other benefits, the improvement of their working conditions etc. In economic planning: It is necessary to have sound knowledge of the economic problems and the available resources for the formulation and implementation of economic plans for the country. For this reason the knowledge of economics is indispensable.

Acquisition of knowledge of international issues: The knowledge of economics is necessary to know and understand the socio economic events of different countries, international relationship, commerce and so forth.

### 2.3.3 Concept of Discussion Method

Discussion method, also called the Socratic Method after the Ancient Greek philosopher Socrates, who would engage his students with questions and dialogue (Dalhatu, 2013). Because the class was small, the tutor was able to determine each student's progress, and students had ample occasion to make their difficulties known. There was a true meeting of the minds.

Discussion method demands that students come to class well prepared compelling them to think out their arguments in advance and to answer their peers' questions and counter-arguments. It sharpens their powers of reason, analysis, and articulation. It thus provides them with fundamental skills necessary for success in any discipline or profession.

Exchange of ideas between several people is the best process of learning and teaching from one another. In the classroom environment, discussion is the best way of promoting conducive learning and convenient teaching situation. It refers to the method of instruction which gives students an opportunity to express their views or opinions orally on certain issues. One person speaks at a time, while others listen. It doesn't always involve the presentation of new information and concepts. It also involves sharing of ideas and experiences, solving problems and promoting tolerance with understanding. Discussion method is suitable in many situations and can be used in many situations of teaching and learning (Dalhatu, 2013).

However in this study, the argument is for a more interactive teaching strategy that crosses all barriers in traditional method of teaching. The focus here is the discussion method which is a teaching strategy in which the teacher brings students face to face as they engage in verbal interchange of ideas. The teacher in his interactions with his learners performs a variety of roles. He is firstly a teacher whose business is to transmit knowledge, and in doing this he specifies the objectives of his lesson and examines the needs and background of the students for relevance of the topic and its suitability. Importantly too, in applying the discussion strategy to the teaching-learning process, the teacher plays the role of a manager, guide, initiator, referee and a summarizer.

Discussion teaching method is a design that provides opportunity for discussion between teacher and students, and students to students. It is a strategy that centers on shared conversations, discussions, and exchange of ideas in class.

There are different forms of discussion that can be used in the classroom. There are two major types of discussion namely; formal and informal. Informal discussion are governed by pre-determined set of rules and it includes debates, panels, symposia etc. Whilst formal discussions may involve whole group or small groups of people divided with the intention of discussing themes. These are not governed by pre-determined set of rules. Let’s focus on the informal type of discussions. In the classroom discussions involve a free verbal interchange of ideas for all students as a whole. Here the teacher is the leader who guides the discussion. Through conducting the discussion process, he asks questions and decides on who should speak.

General guidelines to a good discussion should involve a well planning where the teacher should have a clear understanding of the subject topic, content and objectives of the lesson to be discussed. The teacher's way of giving instructions should be clearly and effectively communicated in an atmosphere that is conducive for free discussions. Please don't ridicule or be little students. Rather stimulate their interests by giving positive comments and discourage domination of the discussion by the outspoken members in a group. A teacher who helped the reserved and shy students is doing well than harm by providing the students with an opportunity to contribute. The major advantages of discussion method are:

1. It teaches interpersonal skills such as understanding and communication.
2. It is students-centred which provided opportunity for pupils to learn from each other, thus encouraging teamwork.

3. It promotes tolerance and helps pupils to understand that they are many aspects or opinions to any one topic.
4. It also helps leadership, speaking and listening skills,

## 2.4 Economics Curriculum in Senior Secondary Schools

The following topics are slated for coverage at SSI economics in secondary schools as outlined by NERDC (2007).

**1st term Syllabus**

1. The meaning of economics
2. Basic tools for economic analysis
3. Basic economic problems
4. Production
5. Business organizations
6. Population

**2nd term Syllabus**

1. Labour market
2. Distributive trade
3. Money
4. Agriculture

**3rd term Syllabus**

1. Agriculture
2. Alternative Economic systems

### 2.4.1 The Meaning of Economics

The meaning of economics is the first topic slated for SSI students. It is very fundamental as is geared towards exposing the students in the first place the meaning of the term economics, it is the opening of the first term topics of the subject. In the second

term of the same SSI, labour market which is intended to intimate the students with issues related to employment with regard to unskilled labour, semi- skilled labour and skilled labour. In the third term of SSI, agriculture as a topic is intended to intimate the students on the nature of the economy which is partly agrarian. The topic will expose the learners to agricultural policies and programmes in the country, types of crops grown in different locations in the country, different farming techniques and so on.

**SS II 1st term Syllabus**

1. Basic Economic analysis
2. Production
3. Theory of cost
4. Theory of consumer behaviour
5. Theory of demand and supply determination

**SS II 2nd term Syllabus**

1. Labour Market
2. Public finance
3. Quantity theory of Money
4. Financial institutions

**SS II 3rd term Syllabus**

1. Inflation
2. Deflation
3. Agriculture
4. Industrialization

At senior secondary school II, demand and supply which shows the quantity of goods needed by the consumers and the quantity of goods put forward to the market by suppliers. At second term, financial institutions such as banks, insurance of companies

and motor gage houses are taught to students. In the third term, inflation which deals with rising prices of goods and services in the economy is taught to students.

**SS III 1st term Syllabus**

1. Theories of supply and demand and price determination
2. Market structure
3. Elements of national income accounting
4. Elementary theory of income determination

**SS III 2nd term Syllabus**

1. Elementary theory of income determination
2. International trade
3. Balance of payment

**SS III 3rd term Syllabus**

1. International economic organizations
2. International economic bodies
3. Advanced agriculture

At senior secondary school III, market structure which shows the types of markets such as perfectly competitive market is earmarked for teaching. At second term, the topic international trade which deals with trade involving other nations is taught to students. At third term, international economic organizations such as International Monetary Fund, World Bank have been slated for teaching.

This is a breakdown of economics curriculum at SSI, II and III and class activities such as use of cardboard paper to plot a graph or diagram representing a relevant data, industrial trip, visit to markets, use of money to illustrate denominations as well as tables and charts were used by teachers to ensure result oriented teaching and learning.

## 2.5 Resources for the implementation of economics curriculum

The rapid changes and increased complexity of today's world present new challenges and put new demands on our education system. There has been generally a growing awareness of the necessity to change and improve the preparation of students for productive functioning in the continually changing and highly demanding environment. In confronting this challenge it is necessary to consider the complexity of the education system itself and the multitude of problems that must be addressed. Clearly, no simple, single uniform approach can be applied with the expectation that significant improvements of the system will occur.

Indeed, any strategy for change must contend with the diverse factors affecting the education system, the interactions of its parts, and the intricate interdependencies within it and with its environment. As we consider these problems, we become increasingly cognizant of the various possibilities of using concepts and methods of the study of complex systems for providing direction and strategies to facilitate the introduction of viable and successful changes. A key insight from complex systems is that simple solutions are not likely to be effective in cases such as the education system, and that providing a balance or coexistence of what seem to be opposites may provide the greatest opportunities for successful courses of action. In the following we consider;

a. integrating the commonly polarized goals of education; that is, the goal that focuses on transmitting knowledge with the goal that emphasizes the development of the individual student.
b. adapting teaching to different student characteristics by using diverse methods of teaching. Adaptation to the ability levels, patterns of different abilities, learning styles, personality characteristics, and cultural backgrounds.

c. integrating the curriculum by developing inter-disciplinary curriculum units that enable students to acquire knowledge from different disciplines through a unifying theme while having the opportunity to contribute in different and special ways to the objectives of the integrated units.

The approaches to teaching can be categorized according to major educational goals that affect teaching strategies. On one hand the goal of education is viewed as the transmission of knowledge by the teachers to the students. On the other hand the goal of education is viewed as facilitating students' autonomous learning and self-expression. The former approach which converges toward the teaching of specified subject matter, may be termed 'convergent' teaching and the latter approach which stresses open ended self-directed learning may be termed 'divergent' teaching. The convergent approach is highly structured and teacher-centered; the students are passive recipients of knowledge transmitted to them and learning achievements are measured by standardized tests. The divergent approach is flexible, student-centered, where the students are active participants in the learning process and learning achievements are assessed by a variety of evaluation tools such as self-evaluation in parallel to teacher evaluation; documentation portfolios; and special projects (Harris, 2006).

In the highly complex education system there may be various combinations of the different approaches to teaching and probably no 'pure' convergent or divergent teaching. Still, the tendency in the education system of today is toward the convergent approach. In fact, among the current suggestions for implementing educational reforms to deal with the considerable problems of the education system, there has been a strong emphasis on setting convergent goals, an aspect of which is the use of across-the-board standardized testing. Testing has been commonly viewed as a prudent way to determine the success or failure of the teaching and learning process. There has been a few limited

utilization of other techniques of evaluation which are more complicated and more demanding in terms of application and interpretation (Dalhatu, 2013).

As educators seek ways to meet the demands put upon the education system in today's world of rapid changes and ever increasing complexity, it may be helpful to recognize that there is a need for both convergent and divergent approaches to teaching and learning. Educators who stress the importance of the acquisition of specific knowledge as a useful way to prepare the students for productive future functioning, must come to realize that even for the purpose of this goal alone, a divergent approach is needed today. With the great proliferation of knowledge and rapid changes in most fields as well as the appearance of many new fields, it is critical to develop students' capacity for self-directed learning and self-growth.

On the other hand, those who emphasize the importance of autonomous growth and creative self-expression must realize that the students need academic skills (such as reading, writing, calculating, and so forth) as prerequisites for productive self-expression. Since the creative process involves new ways of using existing knowledge, it is important to provide opportunities for students to acquire such knowledge (which can be acquired by convergent teaching). Hence, convergent and divergent teaching strategies are both needed and the challenging question is how to find the balance between them within the complexity of the process of teaching and learning. It is likely that the two approaches may increasingly become not mutually exclusive but interrelated and interdependent. An important development is the growing awareness that academic achievement could improve by adapting teaching to student's individual differences. This awareness is finding its most distinct expression in the education system's attempts to deal with the issues of students with special needs. However, other aspects of adaptation to students' individual differences get far less attention.

In general, adaptation to individual differences under convergent teaching tends to be limited. The students are all expected to strive toward one goal of learning specified required knowledge; some may attain it and others may fall by the wayside or be given some remediation with limited results. Nevertheless, there are various possibilities of effective adaptation to individual differences under convergent teaching. In addition to adaptation in the rate of learning, where each student can be allowed to work at his/her own pace, there are many possibilities of adaptation through the use of diverse methods of teaching. Even when all the students are taught the same material, teachers can use different methods, different techniques or different media, to cater to individual differences in abilities and personality characteristics. Such a 'multi-convergent' approach can be more effective in giving the students opportunities to use their aptitudes and inclinations for learning and attaining higher achievements. As the students experience success and consequently a sense of competence, their motivation is enhanced to pursue further learning. Such an approach has a better potential for success than the common reality of students with learning difficulties, who often struggle through remediation with a sense of inadequacy and discouraging experiences of failure.

Adaptation to individual differences under divergent teaching may be expected to be productive because of its emphasis on student autonomous, active, self-reliant learning. Yet, there are students who may not function well under divergent conditions because of their strong need for guidance, direction, and structure. Divergent teaching can cater to such needs by individual guidance, along with ongoing assessment and subsequent modifications. This is a 'guided-divergent' approach which is more structured and less flexible than the open divergent teaching but less narrow and limiting than convergent teaching.

A resource is a source or supply from which benefit is produced. Typically resources are materials, energy, services, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable. Benefits of resource utilization may include increased wealth, meeting needs or wants, proper functioning of a system, or enhanced well-being. From a human perspective a natural resource is anything obtained from the environment to satisfy human needs and wants. The concept of resources has been applied in diverse realms, with respect to economics, biology and ecology, computer science, management, and human resources, and is linked to the concepts of competition, sustainability, conservation, and stewardship. In application within human society, commercial or non-commercial factors require resource allocation through resource management.

In an attempt to ensure effective teaching and learning of economics in secondary schools in Kano State resources ranging from current textbooks, chats, diagram, graphs, tables, specimens of money visit to local enterprises/factories/farms, maps showing population diversity, calendars and a host of others could be used. Theoretical teaching alone will not inspire the students but careful use of the aforementioned materials will make learning more real and concert thereby, improving the performance of the students significantly. Other resources used in teaching economics in secondary schools include; *Captains of Industry;* is an economics simulation activity that is used in teaching economics where private entrepreneurs give insight on modalities in operating a business venture. The point of the activity is for students to experience and experiment with the tactics of real business undertaking. Before trying the activity it is best for students to have some familiarity with the business practices. *Life on Minimum Wage;* is a simulation designed for students to recognize how difficult it is to save money when they only receive minimum pay wage without benefits. The students then have to pay

required bills before using money for their selected financial goals. As the game progresses students will be issued "surprise" cards which require them to spend money on things like speeding tickets, trips to a health clinic, and increases in rent. All of the jobs in Life on Minimum Wage are connected so that if one "business" slows production also slows or closes, the workers of another business are also affected. The goal here is to demonstrate the effect of a business closing on a small town's economy.

Seminars; scholarly presentations by teachers of economics on topics such as money, demand and supply. Inflation and so on could be very importance in teaching economics. Problem-Based Learning; in many cases students of economics can be given a problem relating to economics to carry home with a view to finding solutions to such problems. For instance, economics teacher can task his students to discuss how the demand and supply affect the price of a commodity such as rice in the market. Simulations: real life situation involving buyers and sellers in the market can be simulated in the class room by the teacher using some students as role players. This simulation will sensitize the students on issue of buying and selling of tangible commodity.

Economics teachers can prepare students to analyze market behaviour and the interactions among consumers, firms, and governments. This emphasizes theoretical modeling, empirical analysis, and critical thinking. Students learn skills and tools of the trade used to investigate how individuals and firms make decisions in private and public spheres and the consequences of resulting resource allocations these serve as great ideas that enhance the teaching of economics.

Similarly students can with the help of their teacher be made to understand the complexity of production, distribution, and consumption of goods and services. This

knowledge is integral to the study of competition, government behaviour, globalization, poverty, discrimination, the environment, and other issues of public and private life. Resource persons such as; teachers of economics, lectures of economics from recognize institutions, industrialists, marketers, economists, can serve as human resources in teaching economics in secondary schools.

## 2.6 Relevance of methods in teaching and learning

Method occupies a strategic position in teaching and learning. The interaction between the teacher and leaner is characterized by give and take. The term method signifies the technique of linking the learner with the subject matter Abdullah (2009) asserted that "method is key to successful teaching and learning "Teaching method occupied a paramount position in the teaching/learning situation. It serves communication link between the teacher, the students and the subject matter (Obaje, 2008). The subject matter is most important and vital in any teaching subject, the following need to be considered;

Teaching method is integral part of the school curriculum; the teacher needs to know the effective method to communicate with the students in order to achieve the set objectives (National Policy on Education, 1977).

The methodology of a teacher invariably determines the success or failure of the lesson. Method are of different types depending on the topic the teacher want to teach in order to aid effective teaching learning process and to achieve the objective of teaching. Anderson (2010), states that;

> "Lack of learner centred method inhibit the achievement of instructional objectives" (p.47).

This tends to be so, since method are the means by which the learners are kept inspired in the teaching activities, which result in learning. Method enables the learner to grasp easily from the teacher. Appropriate method of teaching enables the teacher to deliver a successful lesson that will be beneficial to the leaner. Suitable method helps the teacher to capture the attention of the learners. Besides it will enable the teacher to sustain the attention of the learners. Suitable method ensures mental and physical presence of the learners throughout the lesson. "Knowledge and skills are best released to students when a teacher uses suitable method according to Ogunranti (2010). Method according to Abdullah (2010): "When properly chosen makes teaching/learning joyful, and beneficial to the teachers and the leaner" (p.21).

Appropriate method used in teaching goes a long way in permitting the teacher and the taught to maximize the time allocated for a maximum output. The prime focus of any serious minded teacher is to enlighten the learners. To this end, effective method paves way for the teacher to enlighten and advance academic growth in the leaner. A good method prevents teacher from deviating from the prime concern of the lesson. In fact suitable method chosen permit sequential delivery of lesson, rules out digression by teachers, anchoring the attention of the learners, makes lesson joyful and makes learning solidified.

Teaching methods are major segments in education that have undergone significant changes in recent time. The choice of method of teaching has multiplied greatly in recent times, yet some teachers have not embraced some of these methods as most of them stick to the traditional methods which all teachers are familiar with. Teaching method is a process, a course of action or a method of operation which varies according to circumstance. Teaching methods are the types of activities pursued by teachers in collaboration with the students in discussing group work or demonstration. The way of

teaching and how best to teach has no end. For instance, visits and executions are ways of bringing the pupils in to contact with actuality thereby concretizing experience (Onwuka, 1985) and that is a teaching method. Similarly, discussion, storytelling, dramatization, demonstration to mention but few are methods of teaching at the disposal of the teacher to choose and use for better teaching and learning.

Discussion is another method of teaching and it is the prime focus of this study. Discussion calls for a teacher presenting the learning task to students on a particular topic for them to discuss and find proper solution to the task assigned. Discussion as a method has the potential of promoting learning, sharpening mental activities, encouraging initiatives and curiosity and thereby making for self-reliance and survival. The teacher acts as a link or intermediary between the learner and the curriculum. The various ways of exposing students to learning experiences are termed methods. Teaching method therefore is a pattern of teacher behaviour that is recurrent and applicable to various subjects. Great philosophers like John Comenius advocated the principle of proceeding from universal or most general to the particular or most specific.

In another vein, Rufa'i (2009) advocated for showing pupils that they are loved, leading them to learn by playing and choosing their lessons according to their interest. They thus became the advocates of discussion method of teaching. Similarly Abdullah (2012) recommended involvement of students in whole hearted activity aimed at solving problems that are real to the learners and relevant to their genuine concerns. This method became known as project method.

A survey of methods of teaching shows a continuous effort to reform the traditional method of teaching which seems incompatible with modernity. It is sometimes difficult and misleading to conclude that one method in its extreme application is better than the

other because the topic, subject and learning are deciding factors in choosing a method. For example, under specific circumstance teacher centred activities achieve unit goals quicker than activities requiring maximum student involvement.

Among the most difficult problems faced by the education system are those associated with teaching effectiveness? The current preparation of teachers for specific age levels, specific subject matter, specific academic skills, and so forth, does not take into consideration sufficiently the complexity of factors such as students' various characteristics. There is a strong need to train teachers to adapt instruction to the diverse student abilities, learning styles, personality traits and needs by using more differentiated teaching strategies (Harris, 2013).

In addition to the preparation of teachers to more differentiated teaching, there could be more divergent use of teaching resources. Worthwhile teaching can be done with advantageous results by persons other than the traditional classroom teachers. For example, valuable teaching can be done by peers of different ages and abilities. Also, parents, grandparents, and relatives could participate in and contribute productively to the teaching process. Furthermore, teaching can be enhanced by volunteers, retirees, people with various areas of expertise from the worlds of science, business, engineering, medicine, public service, entertainment, and others. Also, high-tech resources such as multimedia technology, computer programmes, telecommunication, the Internet, audio-visual techniques, and others can provide beneficial options. Student learning can be greatly enriched further by traveling - near and far; interaction with people of different cultures; different geographical areas; different occupations, different ways of life; different outlooks. Undoubtedly, many possibilities exist that are not often implemented even though they could make the teaching and learning process more effective and more

beneficial by providing a variety of experiences and alternative strategies for adaptation to students' characteristics.

1. **Ability levels and patterns of different abilities:** Presently, the practice in some schools is to adapt teaching to different ability levels by forming classes or groups of students of similar levels (usually based on achievement tests or psychological tests) taught by teachers who tend to treat the students as if they were in homogeneous groups. Obviously, once a group of two students is formed, it cannot be considered homogeneous. Even if the two have an identical IQ, for instance, the profile of different abilities can be quite dissimilar and many other personality characteristics add to the dissimilarity of the students' attributes that affect their learning. The over-simplification of today's ways of adaptation to students' differences in abilities and other characteristics has resulted in many difficulties in the academic performance of many students. In some cases this has led to phenomena such as, "learning disabilities", "conduct problems", "attitude problems", "anxiety and school phobias". The complexity of this issue is apparent as one considers results of research studies or surveys measuring students' performance under conditions aimed at "slow" versus "fast" learners. The differences evident in rate of learning are only one aspect of the diverse effect of students with different abilities studying under different conditions. For instance, the type and manner of teaching has differential effect: students with higher ability tend to perform better under non-directive teaching methods while those with lower ability tend to do better under directive methods. Furthermore, the multiplicity and differentially of mental abilities must be taken into consideration when teaching at any level of the education system. There has been a growing acknowledgement of the importance of adapting teaching to a variety of intelligences (Harris, 2013), as well as providing for special learning needs.

The diversity of patterns of mental abilities is well recognized today, yet little has been done to develop adequate conditions aimed at adapting teaching to this diversity. It is possible to design instructional strategies and learning materials that provide options and flexibility for matching students' particular patterns of abilities. Thus, teaching strategies can be differentially facilitating various ability patterns. The interaction between specific aptitudes and specific teaching styles can be important in considering the various options of implementing changes in the teaching and learning process. Also, matching teachers' styles with students' ability patterns can have significant effect on students' attitudes, motivation, and achievements.

2. **Learning styles:** and preferences affect the way students approach any task and the way they function under different conditions and different learning environments. Learning styles such as reflectivity/impulsivity, field-dependence/field-independence, and mental self-government, as well as preferences for interactive visual or auditory presentations, or other ways of representing information have effect on students' academic performance (Martyn, 2008). Some educators have begun to acknowledge the importance of adapting teaching strategies to student's different learning styles, but no earnest efforts have been devoted to this promising endeavour. The adaptation of teaching to learning styles may include not only more appropriately differentiated teaching strategies but also may add to the dependability of the evaluation measures of what students have learned. Thus, the effectiveness of teaching and the pertinence of the assessment of learning achievements can be enhanced by teachers' adaptation of instructional strategies to students learning styles.

3. **Personality Characteristics:** To some extent there is recognition among educators that personality characteristics such as self-reliance, attitudes, anxiety, independence, emotional stability have differential effect on students learning

achievements. There is some acknowledgement that attention should be paid to students personality needs and to particular aspects of students different cultural backgrounds. Nevertheless, while the effect of personality characteristics on learning is significant, very little has been done or even suggested regarding the adaptation of teaching to student's different personality traits and needs (Martyn, 2008). Among the reasons for that is the very large number of traits with a wide variety of tests to measure them and the problem of their lower validation than the ability tests. Also, the complexity of the interactions of personality characteristics with various other factors affecting learning seems too difficult to tackle. Many educators and educational administrators are convinced that it is very difficult to implement multi-dimensional teaching strategies in the classroom. However, it is possible to analyse the interactions between students' and teachers' characteristics and closely examine the resulting different learning outcomes. For example, students of higher ability levels who are also self-reliant, independent, with lower anxiety tend to do better under divergent teaching and self-directed learning conditions, while students of lower ability levels who are also dependent, and anxious, tend to do better under convergent teaching with clear structure and much direction. Such interactions need to be explored further to find more about the various factors affecting the teaching learning process. The outcomes of such exploration can be very helpful in the search for enhancing teaching effectiveness and student's achievements. In sum, the attempts to match teaching strategies with student's characteristics may become critical steps toward dealing with some of the particularly difficult problems of the teaching and learning process (Martyn, 2008). Admittedly, many difficulties are faced not only by teachers but also by administrators and policy makers in the endeavour to adapt instructional strategies to students characteristics, but the methods

and concepts of the field of complex systems can provide ways of implementing such changes in the attempts to introduce reforms to the education system.

## 2.7 Discussion method and students' performance in economics

Discussion is a method of teaching were the teacher is only a watch helper and provide suitable guide for effective academic dialogue. In discussion method, students are the principal discussants that dominate the academic task outlined by the teacher. Discussions are one tool in teacher's arsenal of teaching methods. Teachers should be cautioned and for a discussion method to be effective according to Stephen (2007) "Students in discussion method should be permitted to make comments, observations and ask relevant questions". Discussion is generally accepted as an effective form of instruction, because it affords the learners an ample opportunity to partake in the classroom activities, many educators cautioned that teacher should at their convenient break the class in to smaller groups, tutorials or whole class for a fruitful discussion. Ajayi (2007) reports that "maximum instructional objectives can be realized in discussion method when the teacher moderates the proceedings".

Recent studies according to Seweje (2010) have shown that "quite a number of students in secondary schools tend to be active in learning when they are allowed to engage in discussion". This assertion no doubt means that when discussion is punctuated by illustrations, and verbal examples students will be active and hence it will be effective in lesson delivery. To ensure positive effect, Arrendodo et al., (1994) recommends that;

> "Discussion times should be 45 minutes including approximately 15 minutes devoted for audience interactions." However, for more effectiveness in discussion method Penwner (1993) maintains that "discussion should last 40 minutes so that it will not be tired some and boring."

The lack of an accepted rationale for the method seems to make people guilty about using discussion. At best they are taken for granted (but without any attempts to understand or improve them), at worst attempts are made to replace discussion almost anything else; even when alternatives involving small-group teaching, seminars, or tutorials are completely impractical and unaffordable in mass higher education systems. Even absurd gestures such as abandoning real teaching altogether and getting groups of students to 'teach-themselves' is regarded by some educationalists as an improvement on lectures.

Perhaps the most convincing evidence of discussion effectiveness comes from what people actually say, rather than what people do, because expressed-opinions have significant consequences and are therefore reliable guide to preferences than lived-choices. I find it highly sciences, and for intensive professional training courses such as medicine, engineering and law – discussions are also used and more prestigious in the arts and humanities such as Economics, literature and philosophy. In other words, discussion focuses on teaching in exactly the situations where transmission of knowledge is most vital, and in subjects where learning is most easily and validly measurable.

It is striking that, despite increasing choice of alternatives, the great majority of students continue to enrol in attendance-based and residential secondary schools where discussions are a primary mode of instruction, while at secondary schools, they usually show-up for discussions, even when the discussions are not compulsory, and even when written hand-outs or transcriptions are available or not. However, it is believed that written material too closely-keyed into the specific discussion content probably has a tendency to undermine the effectiveness of discussions.

Students still choose learner-based teaching methods despite the fact that sometimes irrelevant issues could be raised by some students there by wasting the limited time. Taking all these observations together, there seems to be ample prima facie evidence that discussion is probably the best practicable teaching method in many circumstances and for many students. However, it is not generally understood why discussion is useful, and the lack of a convincing rationale for it has been a major factor in under-estimating its importance. Because this rationale is not understood, the conduct of discussions has often been changed in ways that make them less effective – for instance inappropriate use of visual aids, and undermining the focus upon spoken discussion by excessive emphasis on written support material (e.g. hand-outs and transcripts – nowadays often distributed by the internet).

The specific reasons for the effect of discussion which the researcher wish to highlight here, are that, they are essentially a form of spoken communication which is delivered to an audience by an actually-present and visible person. A discussion therefore constitutes a formally-structured social event which fits human nature and artificially manipulates human psychology to improve learning. Furthermore, educational discussions are given in 'courses', which enable the audience to develop a relationship of trust with the teacher.

It is easy for educated people in advanced societies to forget that literacy and solitude are both relatively-recent cultural artefacts. In the hunter-gatherer societies in which our (neuro-anatomically identical) ancestors dwelled for many tens of thousands of years, information was communicated mainly by direct speech and individuals were almost never alone; on the contrary being continually surrounded by people they knew very well. By contrast all communication technologies – whether reading a book, audio-visual media, or a computer monitor – are artificial and contrived and studying alone is

a difficult skill with widely varying levels of attainment. This is probably the major reason why so many people find it easier to learn from a spoken discussion and in groups rather than alone. But attending a course of discussion requires a long term commitment to be in the necessary place at the proper time (Sejewe, 2010). If you are not present and listening, you will not obtain the advantage of attending a discussion and will have to make-do with solitary personal study. Students may miss discussion through no fault of their own, as well as for less admirable reasons. This is undeniably inconvenient, but it is intrinsic to the medium. Only if the lectures are sub-optimal can students miss them without incurring some disadvantage.

Therefore, when discussion method is the focus of teaching care should be taken not to sacrifice the essence of discussion by confusing students over the core learning activity which is expected of them. In discussion based course, students should understand that one major expectation is that they are required to attend the class. Because the main medium of communication in a discussion is the spoken word, what is spoken should be regarded as the essence. The only way to make discussion attendance unimportant to learning is to diminish the effectiveness of the discussion to the point that it is so mediocre that it makes little difference whether students have experienced it or not.

It is tempting to try and ameliorate the disadvantages to students who cannot, or prefer not to, attend class; by providing identical or more-detailed material as handout – perhaps distributed by the internet. Once handouts are established, it is tempting to distribute them in advance of spoken discussion. But both of these temptations should be resisted. In order to make the most of their natural strengths, lectures need to maintain their proper focus on speaking as the primary form of communication.

The primary target of the spoken word may explain strong impression that ‘discussion notes’ are a much more effective way of recording information than texts (such as hand-outs) which have been prepared by the discussion (Sejewe, 2010). This is because discussion recognizes the primacy of the spoken word. A students’ own written summary of a discussion they have heard also seems to be more readily remembered than hand-outs. One important factor is that discussion note-taking has the advantage of encouraging 'deep processing' forms of memorizing, by imposing a need for students to understand, abbreviate and re-structure the information in the course of recording it. Indeed, it is the discussion method which is a key factor in converting the potentially-passive learners to become active in the classroom and that makes them key actors in learning. Discussion also avoids the undermining effect of indoctrination and spoon-feeding. A discussion is compelling in part because the students must concentrate, listen, participate and these activities enliven the learners. The intensity of a discussion depends on the critical nature of the topic for discussion. In the discussion method students benefit from one another because it gives them the liberty to speak out their minds in a nonthreatening manner.

Discussion method should be characterized by presentation of verbal information, visual aids as well as demonstration all of which ‘spice up’ the discussion. The primary focus of the discussion method is ample opportunity for the learners to explore their potentials to the fullest for maximum learning. On the whole, it is best for discussion to center on deliberation on specified problems at hand for a result-oriented learning. However, audio-visual material (TV, video, animations among others) are such compelling stimuli that can easily energize them throughout the discussion session.

A properly-conducted discussion also exploits another spontaneous psychological disposition of the learner with the tendency to actualize the instructional objectives of

the learners. In effect, the formal discussion is a mutually beneficial 'collusion' among the students in the classroom. The structure of a discussion creates a situation in which a group's attention is focused on the main academic issues. Discussion method which is learner centred teaches the students inter personal skills such as understanding and communication.

To make discussion produce positive effect on the performance of students, the teacher should be there to control the proceedings and give necessary guide to the members of the class. If communication from the audience is too frequent or uncontrolled, the whole target of having a purposeful discussion will be defeated. The following approaches have been suggested by Capon (2012) for a discussion to yield the desired academic outcome on the students' performance on economics the following guidelines should be adhered to;

1) Use of opening summary in which the major points will be highlighted to help students organize their participation;
2) Presentation of key terms to permit breaking down of major points into teachable portions for effective discussion;
3) Offering examples, if possible provide real-life illustration of the topic during discussion for better learning; and
4) Students should be encouraged to speak out their views in their own unique ways.

Discussion method is likely to produce positive effect on the performance of students in economics if teachers become watch helpers thereby creating a lively atmosphere for discussion in the classroom.

## 2.8 Determinants of students' academic performance in economics

As societies are increasingly becoming complex and students are becoming wiser, coupled with increasing demand for accountability in line with performance standard, as well as evidence based policy making, student's academic performance is considered as an accurate measure of teacher effectiveness and has become a basic value added teacher assessment system, according to Braun, Cassen and Hamilton (2004 & 2005) respectively. Teacher's qualification is positively related with the output and invariably with the academic performance of the learners. Teacher's qualification embraces years of experience in teaching, the degree of preparation in the subject matter and in teaching pedagogy. In many cases, teacher's qualification as it relates to students performance has become a basis for objective educational reforms.

In line with this, professionalization of teaching is advocated where teacher training should be longer, regulated through training and certification and promotion should be based on standards (Darlin-Hammond & Frehow, National commission on Teaching and America Future, 2002). A teacher with educational background is conversant with the behaviour patterns of his students, individual differences in them, approaches and techniques in teaching all of which will enable him to handle with expertise teaching in the classroom. Moreover, a qualified teacher can through his teaching inspire and arouse the curiosity of his students. A qualified teacher with cognate experience in his subject matter is cognitively groomed to teach in a way that will accelerate the academic performance of the learners. A qualified teacher is assumed to possess the requisite knowledge to deliver coordinated and result oriented lesson to his students.

The quality of education depends directly on the input teachers put in instructions, in the classroom. The fact remains that the academic qualification, knowledge of the subject

matter, competence, skill and initiative have profound influence on effective teaching (National Policy on Education 1998-2010). For teachers to employ discussion method in teaching economics, they should consider the interest of the learners above any other consideration. Teachers who are well trained in teaching profession are likely to enhance pupil's academic performance. This is due to the fact that qualified and certified teachers are assumed to be conversant with teaching. In this circumstance, students learning under experienced teachers are likely to learn optimally than those that learn under inexperienced teachers.

Effective teaching of any subject will not only stimulate student's interest in the subject but also enhances their performance. To achieve effective teaching and learning process, there is the need for use of instructional materials. Instructional materials are the different teaching aids or apparatus which a classroom teacher employs to facilitate his or her teaching for the achievement of the stated objective. Callahan, maintains that for teaching to be result oriented in secondary school it should be considered in terms of the intellectual faculties of the students The use of instructional materials in teaching of agricultural science is very important because it provides a concrete basis for conceptual thinking motivates people to learn and captures pupils' imagination if used correctly (Callahan, 2011).

The cognitive domain of learning involves knowledge and the development of intellectual skills. It includes the recognition of specific facts, procedural patterns and concepts that serve in the development of abilities and skills. Achievement test is a test given at the end to find out the extent to which a student has achieved something, acquired certain information or mastered certain skill as a result of planned instruction or training. The importance of instructional materials in teaching and learning of agricultural science especially at the primary and Junior Secondary Schools cannot be

over emphasized considering its effect on the development of intellectual skills on the students.

Well, we all know that Teachers at all levels utilize a variety of instructional materials such as textbooks, presentations and hand-outs to enhance the quality of their lessons. The quality of those materials directly impacts the quality of teaching. Knowing how to find the best instructional materials is a valuable skill for a teacher to have. The importance of Instructional Materials or Educational resources is to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing. It also clarifies important concepts to arouse and sustain Student's interests, give all students in a class the opportunity to share experiences necessary for new learning, help make learning more permanent.

Organizations responsible for educating others typically adopt a standard curriculum that includes educational materials such as textbooks or workbooks. These materials are supplemented by the educator to meet the needs of the learners. Instructional materials are chosen based on their alignment with the accepted curriculum, their effectiveness at increasing student interest and adherence to organization policy in regard to racial or language bias. Instructional materials covering controversial issues should represent multiple viewpoints and be free of historical omissions or prejudice. Media should comply with all organizational standards in relation to age-appropriateness.

In addition, instructional materials should be accessible to the diverse student body in terms of learning styles and special needs. Laboratory equipment and similar learning materials should be developmentally appropriate for the learners' skills and operate in safe working order. In some instances, students should be given direct instruction on

how to use instructional materials for their math education may need instruction on how to use the materials prior to application.

Manipulating, sighting instructional materials ignite the curiosity of students in many cases teaching and learning all mole purposeful when they are punctuated with concrete examples. Students tend to inquire in opened if the frontier of inquire is opened if taught able examples are presented to the learner. Verbal explanations alone are not enough to make learning meaningful, hence the need to use appropriate teaching materials by teachers to deepen and accurate understanding of students. The quality of teaching and learning depends on the availability of adequate and appropriate instructional resources. In economics, instructional resources include current text books, charts, graphs which if employed and used make teaching and learning meaningful and concrete. Students in developed nations such as Britain and Germany learn better in schools because they are being taught in well-equipped schools. Their counterparts in developing countries on the other hand learn poorly under ill equipped schools in terms of instructional resources (Capon 2012). In General, instructional materials like ventilated classroom, libraries, text books are critical in ensuring effectiveness in the teaching and learning of economics in particular and other subjects in general (Mark, 2008) Equally important is clean school environment, quite, comfortable one, safe and tidy one for effective give and take between the teacher and the learner. An assertion by Ajayi (2007) says "high level of student's academic performance may not be granted where instructional facilities like up to-date text books well equipped libraries, workshops, conducive classroom are structurally defective and not well ventilated in case of buildings and not spacious enough for uses".

Instructional materials support learning content, allow students to engage in the application of concepts and provide an opportunity for evaluation. They are developed

to facilitate learner understanding. Moreover, effective and focused leadership in the school guarantees comfortable leaning atmosphere which goes a long way in facilitating effective teaching and learning in the school.

## 2.9 Situation analysis on the teaching of economics in secondary schools

The most serious obstacle to the immediate realization of any plans for improvement is the lack of suitable instructors, and, to be sure, were this obstacle is removed there would be no necessity for this research at all. Were the high schools in possession of well-equipped teachers, trained in habits of sound economic thinking, we could safely leave it to individual instructors to work out the problem in their own way. But where the teaching force in the majority of the high schools are inadequate, we cannot expect for many years to come that a study introduced into the high-school curriculum within recent years, the importance of which is not yet appreciated, shall secure special teachers for its work. As long as the impression prevails among the body of our citizens that a knowledge of economic principles and problems and sound reasoning upon them come by intuition, not by study, just so long must we expect to have the subject taught by persons with little training and with but a faint conception of the importance of their task (Mark, 2008).

A second obstacle less serious in character is the lack of proper guides to rational methods of teaching. Books of some sort are desirable, but the text-book plan is objectionable, if by a text-book is meant a formal systematic treatise upon the whole subject of political economy. The strongest argument against the text-book plan is that, it has not stood the test of practical experience. In the nature of the case a text book of a size convenient for secondary school use can contain nothing but the barest statement of definitions and principles, and unless life is infused into these principles by the teacher, the work is without result.

The teacher accomplishes nothing unless he shakes himself free from the restraints of the text-book and makes the subject live by bringing it into relation with everyday affairs. A guide to the teacher, and reference books of various kinds are valuable, but, in the absence of these, many books should be employed in class exercises rather than one. The secondary school library plan which has proved so successful in many lines is the one to be adopted here.

The researcher has gathered from one of the sampled schools that economics is taught by only one teacher and that the teacher is a diploma holder in purchasing and supply. The students (arts) offering the subject seem enthusiastic to learn, but they are not comfortable with the traditional method which seems a dominant method because it is characterized by copying large volume of notes from several chalk board. Some students are not at home with the traditional method because issues outside the lesson are being discussed some times by the teachers. Libraries in the sample schools are not well equipped with recent and up to date textbooks, journals, charts for students. Copies of text books for teachers are however, available so that they can consult and prepare notes for the students to copy. Students are hardly taken for an academic trip such as excursion to a place of economic activity such as industry for students to see how production of goods takes place.

Currently economics which is a social science discipline is being taught at higher level of secondary schooling. Senior secondary students are presumably taught economics to awaken and educate them on matters related to economic activities in the country such as buying and selling of goods and services, production of goods and services, money factors of production, taxation to mention but few. The current method of teaching economic is discussion method which signifies a teacher explaining a concept like scarcity and writing note on the board for the students to copy. This is done within the

40 minutes allocated per period. In many cases teachers run short of time with the resultant effect of failure to complete a topic. Economic deals with the topics such as measures of central tendency if mean median move as well as graphical representation of information such as pie chart, histogram; all do which sometimes pose challenge to even the teacher of the subject let alone the students. This no doubt threatens the academic performance of the students.

## 2.10 Empirical Studies

There are studies that were conducted that bear similarities with the present research. For instance, a study conducted by Dalhatu (2013) on the impact of method generally on performance of students in social studies in junior secondary schools in Kano state. The focus of the study was to; determine the impact of method on the performance of students in social studies; and find out the impact of method on the performance of male and female students in Social studies. The researcher used survey research design in drawing the data needed for the study. In addition the researcher used three secondary schools for the study. The schools are Government Secondary School Dawakin Tofa, Government Girls' Arabic Secondary School Dawakin Tofa and Government Secondary School 'Yar Kanya. The researcher used senior secondary school students from this schools as his respondents for data collection. The researcher employed questionnaire as instrument for data collection, in an attempt to analyse the data the researcher used simple percentage.

This research is similar to this study because it focused on the role played by method in teaching and learning. The previous study is also related to the present research as it was carried out in Kano state. It is however, different from this study because it is generally on methods while this study focuses on discussion and traditional methods of teaching in Economics.

Another study was carried out by Sadik (2012) on the impact of discussion method of teaching on the academic performance of students in geography in Kano State. The study strived to; determine the effect of discussion method on the academic achievement of students in geography; find out the effect of discussion method on female and male students in geography; and determine the effect of discussion method on the performance of rural and urban students in geography.

The researcher used survey research design to find out the effect of discussion method of teaching on the performance of students in geography in secondary schools in Kano state. The researcher drew his population from three secondary schools namely; GSS Yalwa, Government Secondary School Rimin Gado and Government Girls Secondary School Doka. The researcher used questionnaire on students as instrument for data collection. The statistical method used by the researcher in analysing the data is chi-square. This research work is similar to the present study because it focused on the effect of effect of discussion method on the academic performance of students. Also, it is related to the present study in area of scope. It is however, different from the present study on the premise that it is a survey research while the present study is experimental which compared performance of experimental group with that of controlled group.

Another study was carried out by Garba (2012) on the effectiveness of lecture on the academic achievement of students in Islamic studies. The study shows that lecture as a method of teaching can be adopted at senior secondary school if teachers will simplify their language to be within the mental readiness of the learners. This study has relationship with the present study because it stresses the effect of method on the academic achievement of students in Islamic Studies. It is however, different from the present study because it focused on lecture method of teaching which is a dominant

method of teaching in post-secondary schools where as the present study focused on discussion method of teaching which is practicable at secondary school level.

Another study was conducted by John (2010) on the suitability of discussion method in teaching history in secondary schools (senior) in Jigawa state. The study strived to; find out the practicability of adopting discussion as a means of instruction in history in secondary schools; determine the academic achievement of urban and rural students taught using discussion method of teaching in secondary schools; and find out the relationship between teachers qualification and their productivity as it impacts on the performance of the students.

The research design adopted by the researcher was quasi-experimental design. The instrument used for data collection by the researcher was test administered to students. The researcher found out that discussion as a method of teaching can be applied in teaching at secondary schools level that is, a level at which the students are more mentally ready to be taught using the method. In addition, the study found that urban students were able to grasp concept easier than the rural counterparts in rural area due to more educational awareness in the former. The Statistical method used in analysing the data is Analysis of variance (ANOVA). The research showed that discussion method is more viable in terms of academic performance of student in History at senior secondary school level in Jigawa state.

Moreover, a research was conducted by Jamilu (2008) on the relevance of method in teaching and learning. The study attempted to find out; the impact of method in teaching and learning; determine the relationship between method of teaching and mental readiness of the students; and the teachers' teaching experience and the choice of suitable method of teaching.

The main instrument used by the researcher to generate data is questionnaire for teachers. The researcher came up with the following findings; that teaching method is only suitable if it relates to students mental ability; that experience of teacher in the teaching service counts a lot in his ability to choose from the array of teaching methods which agrees with the intellectual development of the learners; and that successful teaching depends prominently on effective method of teaching. The researcher employed survey research design for the study. The statistical tools used in analysing the data was chi-square.

Bashir (2010) conducted a research on the effect of discussion method on the academic achievement of students in History in secondary schools in Kano State. The researcher used survey design in generating the relevant information the population for the study was drawn from the students in senior secondary schools.

The researcher used five secondary schools in Gwarzo local government area of Kano state and the sample size stood at two hundred and ten (210) students. He applied self-constructed questionnaire on the sampled students. The study reveals that academic performance of students is positively related to method which links the students with the subject matter.

This study is similar to the present study on the account that it focused on the effect of method on the academic achievement of student in History in secondary schools, the study is however different from the present study as it concentrated on survey as a data generation mechanism while the present study used test for data generation. The researcher found out that urban students performed better vis-à-vis rural students on the account that the former were more enlightened on educational matters than the later.

## 2.11 Summary

This chapter has reviewed the conceptual framework of discussion as a method of teaching, impact of discussion on the performance of students, relevance of learning materials on the performance of students, qualification of teachers in economics, and the performance of student, impact of supervision on teaching economics as well as the present state of teaching economics in secondary schools in Kano State. Most of the above empirical studies reviewed dwelled on lecture as a method of teaching in secondary school which is above the mental faculties of secondary school students. The present study has adopted discussion as viable method of teaching which is within the reach of the mental abilities of secondary school students. Therefore, learning can occur without necessarily a teacher, but teaching cannot occur without students. When teachers employ lecture as a method of teaching students will learn how to take notes, express themselves, and answer questions that may be asked by their teachers. However, the method (discussion method) will enable the students to participate actively in the process of learning. Teaching which denotes helping someone to acquire knowledge, skill or change in behaviour will be at its best when the teacher chooses a method which agrees with the mental abilities of the learners. Evidently, the researcher has gathered from the related literature reviewed that so much scholarly works have been undertaken by numerous researchers bordering on teaching methodology which is a powerful tool in linking the learner with subject matter. In addition, researches reviewed so far proved that learner friendly method is a prelude to effective giving and taking between the teacher and the learner.

# CHAPTER THREE
# RESEARCH METHODOLOGY

## 3.1 Introduction

The researcher has strong supposition that no meaningful research work can be successfully carried out without a clearly a defined methodology. Therefore, based on this; the chapter discussed the method used in this study under the following sub-headings; research design, population, sample and sampling technique, instrumentation, validity of the instrument, pilot study, reliability of the instruments, procedure for data collection and procedure used for data analysis.

## 3.2 Research Design

The research design used for this study was quasi-experimental design which permitted the use of intact groups. There are two major types of quasi-experimental design. These are (1) non-equivalent group design; and (2) cohort design. The researcher used non-equivalent group design where comparisms were made between groups that have been randomly formed. This is in line with the submission by Sambo (2011), who says in experimental research, non-equivalent group design is ideal. In this design one group of subject was exposed to discussion method of teaching, while the other group was denied of discussion method of teaching thereby leaving it with the normal traditional method of teaching. After sometime both the experimental and control groups were tested and their performances were compared so as to determine the effect of discussion method on the performance of students in economics. The research design is illustrated in figure 1:

| Group | Pre-test | Treatment | Post-test |
|---|---|---|---|
| DM | $X_1$ | Y | $X_2$ |
| CG | $X_1$ | $Y_y$ | $X_2$ |

**Figure 1: Illustration of Research Design**

**Key:**

**DM** represented the experimental group that was exposed to discussion method with Y as its sign.

**CG** represented the control group that was exposed to traditional method with $Y_y$ as its sign.

$\mathbf{X_1}$ represented pre-test for the two groups (that is, experimental and control groups).

**Y** represented treatment for experimental group (that is, discussion group).

$\mathbf{Y_y}$ represented the no treatment for the control group (that is, conventional method).

$\mathbf{X_2}$ represented post-test for the two groups (that is discussion and conventional methods).

The study utilized this design because of its suitability to the demand of comparing teaching methods; discussion and conventional methods. This design implies that students in experimental and control groups were exposed to pre-test before the experimental group was exposed to treatment using discussion method while those in the control method was taught using conventional (lecture) method. The treatment took a period of eight weeks.

### 3.3 Population

The target population for this study is composed of students in class II at senior secondary school level in Kano State. The total population of SS II students offering economics in Kano state is fifteen thousand four hundred and thirty five (15,435) students.

**Table 3.1: Population Distribution**

| S/N | Zone | Population |
|---|---|---|
| 1. | Gwarzo Zone | 1058 |
| 2. | Danbatta Zone | 940 |

| | | |
|---|---|---|
| 3. | Rano Zone | 1108 |
| 4. | Minjibir Zone | 1097 |
| 5. | Gaya Zone | 1095 |
| 6. | Wudil zone | 1082 |
| 7. | Dala Zone | 1297 |
| 8. | Municipal Zone | 1179 |
| 9. | D/Kudu Zone | 1106 |
| 10. | Karaye zone | 983 |
| 11. | Nassarawa Zone | 1266 |
| 12. | Kura Zone | 1092 |
| 13. | Bichi Zone | 1058 |
| 14. | T/Wada Zone | 1074 |
| | **Total** | **15,435** |

**Source:** Ministry of Education, Kano State (Kano Educational Resource Department (2015).

### 3.4 Sample and Sampling Technique

The researcher used four (4) schools with intact classes namely; G.S.S Bichi (Boys), Staff Secondary School F.C.E (T) Bichi co-educational (control group), G.S.S Bagwai (male) and G.G.S.S Chiranci (Girls) (experimental group). Out of the target population of fifteen thousand four hundred and thirty five (15,435), the researcher sampled a total of one hundred and eighty (180) students of SS II in the aforementioned schools using purposive sampling technique. These sampled schools possessed specific demographic characteristics which the researcher sought to study. For example, entry requirement, syllabus, qualified teacher physical facilities and academic performance. Therefore the sample size distribution is represented in table 3.2.

**Table 3.2: Sample Size Distribution**

| Schools | Sample size |
|---|---|
| GSS Bichi (Boys) | 38 |
| Staff Sec. Sch. FCE (T) Bichi (mixed) | 50 |
| GSS Bagwai (Boys) | 50 |
| GGSS Chiranci (Girls) | 42 |
| **Total** | **180** |

## 3.5 Instrumentation

The principal motive of this study is to investigate the effect of discussion method of teaching on the performance of students in economics in senior secondary schools in Kano state. However, to meaningfully draw a conclusion in any educational research, valid as well as reliable instruments must be used by the researcher in an attempt to arrive at meaningful conclusion. The researcher used a self-constructed instrument tagged "Economics Students' Performance Test (ESPT)" in specified topics in economics at SS II classes, for both the experimental and control groups. The topics are; Theory of Demand and Supply. Essay test items were constructed and administered to the sample population. The instrument afforded the students the opportunity to freely supply answers according to their abilities. During the administration of the test, the researcher used two groups namely; control and experimental groups.

### 3.5.1 Validity of the Instrument

The instrument tagged "Economics Students Performance Test (ESPT)" was given to the two supervisors and a team of experts in the Department of Educational Foundations and Curriculum Faculty of Education, Ahmadu Bello University, Zaria for the purpose of ensuring both face and content validity of the instrument. The suggestion, comments and corrections made by these experts were duly effected before this instrument was pilot tested.

### 3.5.2 Pilot Study

A pilot study was carried out in one secondary school (GSS Dawanau) which is outside the target schools for the study. During the pilot study, 15 test items on two topics-factors of production and the theory of demand were administered to SS II class numbering fourty three students.

### 3.5.3 Reliability of the Instrument

To ascertain the consistency of the test instrument, the researcher administered 15 test items at GSS Dawanau which is outside the study area and there was a re-test after one week interval. The two results of the test and retest obtained were correlated using Pearson Product Moment Correlation Coefficient (PPMCC). The results were correlated and the (r) coefficient value obtained was 0.94 indicating a very high consistent results. The researcher administered second test after two weeks interval and obtained 0.96 coefficient indicating better performance because it is assumed that the students revised the test items, that was why they performed better with a co-efficient of 0.96 as indicated above,

## 3.6 Procedure for Data Collection

The researcher collected a letter of introduction from the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria to the Kano State Teachers Management Board of the Ministry of Education Kano, so as to enable the researcher get permission from the schools' authorities concerned. Therefore, the researcher adopted self-administration method of test administration in the sense that, the researcher administered the test-items with the help of a research assistant and then the test-items were collected back for analysis. The researcher decided to choose this method because in some schools, permanent teachers influence examinations by telling

the students correct answers. The researcher used eight (8) weeks in the second term for the data collection.

### 3.6.1 Treatment Procedure

The researcher used two schools as experimental group and the other two schools as control group. The procedure used in conducting the research is as follows:

**1st Week:** Pre-test was administered on the two groups before the treatment.

**2nd Week:** Students used for experimental group were taught Production using Discussion method, while students used for controlled group were taught the same topic using traditional (talk and chalk) method.

**3rd Week:** Students used for experimental group were taught Theory of Cost using Discussion method, while students used for controlled group were taught the same topic using traditional (talk and chalk) method.

**4th Week:** Students used for experimental group were taught Theory of Demand using Discussion method, while students used for controlled group were taught the same topic using traditional (talk and chalk) method.

**5th Week:** Students used for experimental group were taught Theory of Supply using Discussion method, while students used for controlled group were taught the same topic using traditional (talk and chalk) method.

**6th Week:** Students used for experimental group were taught Labour Market using Discussion method, while students used for controlled group were taught the same topic using traditional (talk and chalk) method.

**7th Week:** Students used for experimental group were taught Financial Institutions using Discussion method, while students used for controlled group were taught the same topic using traditional (talk and chalk) method.

**8th Week:** Students used for experimental group were taught Revenue using Discussion method, while students used for controlled group were taught the same topic using traditional (talk and chalk) method.

After eight weeks of teaching, students in both experimental and controlled groups were exposed to post-test which was used for comparison purpose and to determine the performance of the students in Economics.

### 3.7 Procedure for Data Analysis

The demographic characteristics of the respondents was analyzed using frequencies and percentages while mean and standard deviation was used to answer the research questions. Also, all the null hypotheses was analyzed using t-test. The t-test was used in this study because it is an appropriate statistical tool used when comparing the different average values (for example, whether male and female have different academic performance).

# CHAPTER FOUR
# RESULTS AND DISCUSSION

## 4.1 Introduction

This chapter presents the findings of the research study. It focuses on describing the data collected, using test instrument. Scores of students who were exposed to discussion method of teaching in two schools were obtained and scores of other students were left with the normal traditional method of teaching were also obtained, after which their performances were compared so as to determine the effect of discussion method on the performance of students in economics in secondary schools in Kano state.

## 4.2 Description of Study Variable

The variables of this study include group (experimental and controlled), gender (male and female) and school location (rural and urban). The following tables present the summary of the descriptive analysis made in respect of this.

**Table 4.1: Frequency and Percentage of Respondents based on Groups**

| Groups | Frequency | Percentage |
|---|---|---|
| Experimental Group | 88 | 48.9 |
| Control Group | 92 | 51.1 |
| **Total** | **180** | **100** |

Table 4.1 shows that 88 (48.9%) of the respondents were used for the experimental group while the respondents used for controlled group is 92 (51.1%). This result means that the control group was more represented in the study.

**Table 4.2: School Location**

| School Location | Frequency | Percentage |
|---|---|---|
| Rural | 80 | 44.4 |
| Urban | 100 | 55.6 |
| **Total** | **180** | **100** |

Table 4.2 shows that 80 (44.4%) of the respondents came from rural located schools while 100 (55.6%) of the respondents came from urban schools. This result depicted that respondents from the urban located schools were more represented in the study.

**Table 4.3: Gender of the Respondents**

| Gender | Frequency | Percentage |
|---|---|---|
| Male | 108 | 60.0 |
| Female | 72 | 40.0 |
| **Total** | **180** | **100** |

As indicated in Table 4.3, 108 (60.0%) of the respondents are male while 72 (40.0%) are female. This result depicted that the male respondents were more represented in the study than the female students.

## 4.3 Response to Research Questions

**Research Question One:** What is the effect of discussion method of teaching on the performance of students in economics in secondary schools in Kano state?

Descriptive statistics of mean and standard deviation was employed in analysing this research question. Table 4.4 presents the summary of this analysis.

**Table 4.4: Descriptive statistics on the effect of discussion method of teaching on the performance of students in economics**

| Group | N | Mean | SD |
|---|---|---|---|
| Experimental | 88 | 66.67 | 10.704 |
| Control | 92 | 62.72 | 5.209 |

As shown in table 4.4, the experimental group had the mean score of 66.67 with the standard deviation of 10.704 while the control group had the mean score of 62.72 with the standard deviation of 5.209. The table showed the mean difference of 3.95. This result then implied that the students taught Economics using discussion method had a

better mean score than those taught using traditional method method in secondary schools in Kano state.

**Research Question Two:** To what extent does discussion method have effect on the performance of rural and urban students in economics in Kano state?

Descriptive statistics of mean and standard deviation was employed in analysing this research question. Table 4.5 presents the summary of this analysis.

**Table 4.5: Descriptive statistics on the effect of discussion method on the performance of rural and urban students in economics in Kano state**

| School Location | N | Mean | SD |
|---|---|---|---|
| Rural | 80 | 15.90 | 3.025 |
| Urban | 100 | 21.28 | 2.704 |

As shown in Table 4.5, students from the rural located schools had the mean score of 15.90 with the standard deviation of 3.025 while the control group had the mean score of 21.28 with the standard deviation of 2.704. The table showed the mean difference of 5.38. This result implied that the performance of students taught Economics using discussion method in urban located schools varied widely from the students taught Economics using discussion method in rural located schools in Kano state.

**Research Question Three:** What is the effect of discussion method on performance of male and female students in economics in Kano State?

Descriptive statistics of mean and standard deviation was employed in analysing this research question. Table 4.6 presents the summary of this analysis.

**Table 4.6: Descriptive statistics on the effect of discussion method on the performance of male and female students in economics in Kano State**

| Gender | N | Mean | SD |
|---|---|---|---|
| Male | 108 | 50.30 | 5.015 |
| Female | 72 | 50.12 | 4.788 |

As shown in Table 4.6, the male students had the mean score of 50.30 with the standard deviation of 4.015 while the female students has the mean score of 50.12 with the standard deviation of 4.788. The table showed the mean difference of 0.18. This result implied that the performance of male and female students in secondary schools, Kano state is the same as their performance mean scores do not differs. It can be inferred that both the male and female students actively participated during classroom instruction.

## 4.4 Hypotheses Testing

The analysis of the data obtained after applying the instrument (test) was analysed using Independent sample t-test at 0.05 alpha level of significance. The following tables presents the summary and interpretation of each of the hypotheses tested.

**Hypothesis One:** There is no significant difference in the performance of students taught economics using discussion and traditional method methods in secondary schools in Kano state.

Independent sample t-test was employed in analysing the hypothesis. Table 4.7 presents the summary of this analysis.

**Table 4.7: Independent sample t-test on the performance of students taught economics using discussion and traditional method methods in secondary schools in Kano state**

| Group | N | Mean | SD | Df | t-cal | t-crit | R-value | Level of significance | Decision |
|---|---|---|---|---|---|---|---|---|---|
| Experimental | 88 | 66.67 | 10.704 | 178 | 2.432 | 1.96 | .000 | 0.05 | Rejected |
| Control | 92 | 62.72 | 5.209 | | | | | | |

Table 4.7 shows the result of the independent sample t-test statistics on the hypothesis which states that there is no significant difference in the performance of students taught economics using discussion and traditional method methods in secondary schools in Kano state. The table revealed the mean score of the experimental group to be 66.67 with the standard deviation of 10.704 while the mean of the control group is 62.72, with the standard deviation of 5.209. The observed t-value of 2.432 is greater than the t-critical of 1.96, while the p-value of 0.000 is less than the alpha probability of 0.05. By implication, the null hypothesis was rejected because there was significant difference in the performance of students taught economics using discussion and traditional method in secondary schools in Kano state. This result has demonstrated that discussion method is more effective than the traditional method.

**Hypothesis Two:** There is no significant difference in the performance of rural and urban students taught economics using discussion method in Kano State.

Independent sample t-test was employed in analysing the hypothesis. Table 4.8 presents the summary of this analysis.

**Table 4.8: Independent sample t-test on the performance of rural and urban students taught economics using discussion method in Kano State**

| Location | N | Mean | SD | Df | t-cal | t-crit | R-value | Level of significance | Decision |
|---|---|---|---|---|---|---|---|---|---|
| Rural | 80 | 15.90 | 3.025 | 178 | 7.110 | 1.96 | .003 | 0.05 | Rejected |
| Urban | 100 | 21.28 | 2.704 | | | | | | |

Table 4.8 shows the result of the independent sample t-test statistics on the hypothesis which states that there is no significant difference in the performance of rural and urban students taught economics using discussion method in Kano State. The table revealed the mean score of 15.90 for the students in rural located schools with the standard deviation of 3.025 while the mean of the students in urban located schools is 21.28, with the standard deviation of 2.704. The observed t-value of 7.110 is greater than the t-critical of 1.96, while the p-value of 0.003 is less than the alpha probability of 0.05. By implication, the null hypothesis was rejected because there was significant difference in the performance of rural and urban students taught economics using discussion method in Kano State. This result has demonstrated that students in urban located schools were more active during discussion which lead to their better performance.

**Hypothesis Three:** There is no significant difference in the performance of male and female students taught economics using discussion method in Kano State.

Independent sample t-test was employed in analysing the hypothesis. Table 4.9 presents the summary of this analysis.

**Table 4.9: Independent sample t-test on the performance of male and female students taught economics using discussion method in Kano State**

| Gender | N | Mean | SD | df | t-cal | t-crit | Sig. | P-value | Decision |
|---|---|---|---|---|---|---|---|---|---|
| Male | 108 | 50.30 | 5.015 | 178 | -8.122 | 1.96 | .783 | 0.05 | Retained |
| Female | 72 | 50.12 | 4.788 | | | | | | |

Table 4.9 shows the result of the independent sample t-test statistics on the hypothesis which states that there is no significant difference in the performance of male and female students taught economics using discussion method in Kano State. The table revealed the mean score of 50.30 for the male students with the standard deviation of 5.015 while the mean of the female students is 50.12, with the standard deviation of 4.788. The observed t-value of -8.122 is less than the t-critical of 1.96, while the p-value of .783 is higher than the alpha probability of 0.05. By implication, the null hypothesis was retained because there was no significant difference in the performance of male and female students taught economics using discussion method in Kano State. This result has demonstrated that both male and female students equally benefitted from the discussion method of teaching. In other words, the effect of discussion method on the performance of male and female students was virtually the same.

## 4.5 Summary of Findings

In view of the hypotheses tested, the research found that:

1. Students taught using discussion method performed significantly better than those taught using traditional method. And this can be attributed to the opportunity given to students to air their views on the curriculum content. P= 0.000
2. Urban students taught economics using discussion performed significantly better than their counter parts in rural areas. P=0.003
3. The effect of discussion method on the performance of male and female students was equally positive. P =0.783.

## 4.6 Discussion of Findings

1. The result of research question one and hypotheses one revealed the mean score of the experimental group to be 66.67 with the standard deviation of 10.704 while the mean of the control group is 62.72, with the standard deviation of 5.209. The observed t-value of 2.432 was greater than the t-critical of 1.96, while the p-value of 0.000 was less than the alpha probability of 0.05. By implication, there was significant difference in the effect of discussion method on the performance of students in economics in secondary schools in Kano State. This result has demonstrated that discussion method is more effective than the traditional method.

The study conducted by John (2010) on the suitability of discussion method in teaching history in senior secondary schools in Jigawa agrees with this finding. In addition, the research is similar to this research on the premise that the researcher adopted quasi-experimental research design and the instrument for data collection is equally in agreement with this research as test was used. It is however, disagrees with this research because the researcher (John) used analysis of variance (ANOVA) in analysing the data while this research used T-test in analysing the data collected.

2. The result of research question two and hypotheses two revealed that the mean score of 15.90 for the students in rural located schools with the standard deviation of 3.025 while the mean of the students in urban located schools is 21.28, with the standard deviation of 2.704. The observed t-value of 7.110 is greater than the t-critical of 1.96, while the p-value of 0.003 is less than the alpha probability of 0.05. By implication, there was significant difference in the performance of rural and urban students taught economics using discussion method in Kano State. This result has demonstrated that the positive effect of discussion was higher than it was among economic students in rural located schools. Research findings of Bashir (2010) on the effect of discussion method on the academic achievement of rural and urban students in History in secondary in Kano state showed that urban students performed comparatively better than their counterparts in rural areas due to awareness and availability of learning materials in the urban areas. This finding is agreement with the finding of this research which showed that urban students performed better than their counterparts even though both of them were taught using same discussion method. It however differs from this research in the choice of data collection technique because while this research used class test that research used survey in collecting the relevant data.

3. The result of research question three and hypotheses three revealed the mean score of 50.30 for the male students with the standard deviation of 5.015 while the mean of the female students is 50.12, with the standard deviation of 4.788. The observed t-value of -8.122 is less than the t-critical of 1.96, while the p-value of .783 is higher than the alpha probability of 0.05. By implication, the null hypothesis was retained because there was no significant difference in the performance of male and female students taught economics using discussion method in Kano State. This result has demonstrated that the effect of discussion method on both male and female students was virtually the same; it was note significantly different. In other words, both male and female students equally benefitted. This finding agrees with the finding of Sadiq (2012) which showed that both male and female students performed equally well in geography having been taught with discussion method in Kano State. These findings revealed that gender is not a barrier in attaining academic excellence in geography. The research conducted by Garba (2012) on the effectiveness of lecture method on the academic achievement of students in Islamic Students is however not in agreement with this research because while the former focused on lecture method the later focused on discussion method which is more in agreement with the mental abilities of secondary school students.

# CHAPTER FIVE
# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 5.1 Summary

This chapter focusses mainly on the summary, conclusion and important recommendations in the light of the analysis conducted in the previous chapter. The study was carried out with the objectives to: find out the performance of students taught economics using discussion and traditional method in secondary schools in Kano state; examine the effect of discussion method on the performance of students in economics in rural and urban schools in Kano State; and assess the performance of students taught economics using discussion method based on gender difference. The research design used for this study was quasi-experimental design which permitted the use of intact groups. The total population of SS II students who offered economics in Kano state at the time of study was fifteen thousand four hundred and thirty five (15,435) students. A total of one hundred and eighty (180) SS II students in Kano State were used as sample for the study.

A self-constructed instrument tagged "Economics Students' Performance Test (ESPT)" was used for data collection. The instrument was pilot tested and the (r) coefficient value obtained was 0.94. The demographic characteristics of the respondents were analysed using frequencies and percentages while mean and standard deviation was used to answer the research questions. Also, all the null hypotheses were analysed using t-test at 0.05 alpha level of significance. Findings from the study showed that students taught economics using discussion method performed significantly better than those taught using traditional method in schools in Kano State; urban students taught economics using discussion method in Kano State performed significantly better than

those in rural areas; and the effect of using discussion method on the performance of male and female economics students in kano state was equally positive.

## 5.2 Conclusion

The findings in the proceeding chapters guided the researcher to conclude as follows: In the first place, it has been found that discussion method which accords the students ample freedom to express themselves has proved to be most effective in teaching as buttressed in the tested hypothesis. The result shows that urban students perform better than the rural students because they were more active during the lesson when taught using discussion method of teaching against the students in rural located schools. It can also be concluded that the performance of male and female students in secondary schools, Kano state is the same as their performance mean scores do not differs.

## 5.3 Recommendations

The following recommendations are hereby in view of the findings obtained from the research;

1. Ministry of education in Kano State should embark on massive advocacy on the need for teachers of economics in secondary schools to further encourage the use of methods like discussion method. This can be done through workshop in collaboration with zonal education officers in the state.
2. The researcher recommend that schools in rural area should be provided with qualified teachers of economics in addition to providing appropriate instructional resources for teaching the subject as this will go a long way in bridging the gap between rural and urban schools.
3. The researcher recommend on the basis of competing performance of male and female students in economics that more awareness should be created through mass

media on the need for parents and guardians to support the education of their wards especially female as gender is not a barrier in attaining academic excellence.

## 5.4 Suggestions for Further Studies

In so far, teachers of economics in secondary schools in particular will want to employ discussion as a method of teaching, then there is need for a continuous research effort to review the effect of the method on students' performance with a view to monitoring its effect on the performance of students. The research study can be used as a reference to conduct further researches in these areas:

1. The role of teaching methods in the teaching/learning process in secondary schools.
2. The relevance of teaching materials in facilitating effective teaching in secondary schools.
3. Factors determining the academic performance of students in economics in senior secondary schools.
4. Major determinants of students' academic performance in economics in senior secondary schools.

## 5.5 Contribution to Knowledge

The researcher has conviction that the research work besides serving as a reference point, will as well provide useful information to teachers of economics in the area of teaching pedagogy.

The study will provide a platform for curriculum planners to include in their plan viable teaching method for teachers for effective service delivery. Similarly, policy makers may use the findings of the study to officially prescribe the use of discussion method of teaching in secondary schools for higher productivity. Supervisory agencies in the

education industry may use the findings of the study to closely supervise teachers in order to ensure compliance with the choice of learner-cantered method of teaching in secondary schools.

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## APPENDIX I

## RESEARCH INSTRUMENT

There are test items constructed by the researcher for the purpose of obtaining responses from the students of economics in SS II in order to determine the effect of discussion method of teaching as a method of teaching on the performance of students in economics in senior secondary schools in Kano state.

**Economics**

**Instructions: Answer any five (5) questions**
**Time allowed: 30 Minutes**

1. What is demand in economics?
2. List and explain any three (3) factors affecting the demand for rice.
3. Supply is said to be the portion of a commodity taken to the market for sale. Discuss.
4. Mention any four (4) factors affecting supply of a commodity.

   a._____ c._____

   b. _____ d._____
5. List and explain any three (3) factors of Production.

   i.

   ii.

   iii.
6. Mention and explain four (4) functions of commercial Banks in Nigeria.
   i.
   ii.
   iii.
   iv.
7. Production is set to complete if the goods and services reach a certain stage. Discuss.

## APPENDIX II

## LESSON PLAN I FOR DISCUSSION METHOD

**School: Staff Secondary School FCE (T) Bichi**

**Subject**: Economics

**Topic**: Production

**Class**: SS II B

**Period**: Forty Minutes (40 Minutes)

**Sex**: Mixed

**Average Age**; 17 yrs

**Date:** 15th October 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II. Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students are expected to explain the term production.

**Entry behaviour**: the students are assumed to have some knowledge of production from their environment.

**Method of Teaching:** Planned Discussion method of teaching in which the researcher specify the learning task for the students to discuss while he moderates

**Introduction**: the lesson was introduced by a brief overview of the topic production.

**Presentation**: the lesson was presented the following steps;

**Step I**: Definition of production which is; the creation of goods and services

**Step II:** Factors of production; e.g Land, Labour and Capital

**Step III:** Types of Production; i. Primary, ii. Secondary and iii. Tertiary

**Class Evaluation**: the students were asked to discuss the concept of Production while the teacher moderates.

**Conclusion:** the lesson was concluded by pointing out the major segments in the lesson

**Homework**: students were asked to explain in written the relationship between land, labour and capital as factors of production.

## LESSON PLAN II FOR DISCUSSION METHOD

**School: Staff Secondary School FCE (T) Bichi**

**Subject**: Economics

**Topic**: Theory of Cost

**Class**: SS II B

**Period**: Forty Minutes (40 Minutes)

**Sex**: Mixed

**Average age**; 17 yrs

**Date**: 22nd October, 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II. Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students are expected to differentiate between variable cost and fixed cost.

**Entry behaviour**: the students are assumed to have some knowledge on cost as their parent might have incurred cost in the production farm produce.

**Method of Teaching:** Planned Discussion method of teaching in which the researcher specify the learning task for the students to discuss while he moderates

**Introduction**: the lesson was introduced by a brief overview of the topic theory of cost

**Presentation**: the lesson was presented the following steps;

**Step I**: Meaning of cost; which is what is required both in human and material to transform a goods or services.

**Step II:** types of cost e.g Total cost, variable cost and average cost.

**Step III:** short run and long run costs.

**Class Evaluation**: Students are asked to discuss freely the difference between fixed cost and variable cost.

**Conclusion: T**he lesson was concluded by pointing out the major segments in the lesson

**Homework**: Students were asked to distinguished in written form the difference between average and marginal costs.

## LESSON PLAN III FOR DISCUSSION METHOD

**School: Staff Secondary School FCE (T) Bichi**

**Subject**: Economics

**Topic**: Theory of Demand

**Class**: SS II B

**Period**: Forty Minutes (40 Minutes)

**Sex**: mixed

**Average age**; 17 yrs

**Date:** 29th October, 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II.Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students are expected to define and list factors affecting the demand for a commodity.

**Entry behaviour**: the students are assumed to have some knowledge of demand as the they buy some items in shops.

**Method of Teaching:** Planned Discussion method of teaching in which the researcher specify the learning task for the students to discuss while he moderates

**Introduction**: the lesson was introduced by a brief overview of the topic demand

**Presentation**: the lesson was presented the following steps;

**Step I**: Definition of demand

**Step II:** Factors affecting the demand for a commodity.

**Step III:** Types of Demand e.g composite and joint

**Class Evaluation**: questions such as what tis demand were asked to determine the extent to the achievement of behavioural objectives.

**Conclusion:** the lesson was concluded by pointing out the major segments in the lesson

**Homework**: students were given home work to keep them busy at home they were asked to describe 3 factors that affect the demand for tomato.

## LESSON PLAN IV FOR DISCUSSION METHOD

**School: Staff Secondary School FCE (T) Bichi**

**Subject**: Economics

**Topic**: Theory of supply

**Class**: SS II B

**Period**: Forty Minutes (40 Minutes)

**Sex**: mixed

**Average age**; 17 yrs

**Date**; 15th November, 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II.Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students are expected to define the term supply which means the quantity of a commodity sellers are willing to take to the market for sele at a particular price.

**Entry behaviour**: The students are assumed to be aware of supply as they often see goods supplied in shops by sellers in their environments.

**Method of Teaching:** Planned Discussion method of teaching in which the researcher specify the learning task for the students to discuss while he moderates

**Introduction**: the lesson was introduced by a skeletal overview of the topic supply

**Presentation**: the lesson was presented the following steps;

**Step I**: Definition of supply

**Step II:** Factors affecting supply of a commodity e.g price of the commodity, buyer's income prices of other related goods.

**Step III: law of Supply:** the Law says the higher the price of the commodity the higher the quantity to be taken to the market for sale by the sellers.

**Class Evaluation**: questions such as what is supply were asked and discussed by the students.

**Conclusion:** the lesson was concluded by pointing out the major areas in the lesson

**Homework**: students were given home work to keep them busy at home they were asked to describe 3 factors that affect the supply of a commodity such as carrots.

## LESSON PLAN V FOR DISCUSSION METHOD

**School: Staff Secondary School FCE (T) Bichi**

**Subject**: Economics

**Topic**: Labour market

**Class**: SS II B

**Period**: Forty Minutes (40 Minutes)

**Sex**: Mixed

**Average age**; 17 yrs

**Date:** 12th November, 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II.Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students are expected to define labour market and identify three factors affecting the supply of labor.

**Entry behaviour**: the students are assumed to have some idea on labour because their parents have fallen within the category of labour force.

**Method of Teaching:** Planned Discussion method of teaching in which the researcher specify the learning task for the students to discuss while he moderates

**Introduction**: the lesson was introduced by a brief overview of the topic labour market.

**Presentation**: the lesson was presented the following steps;

**Step I**: Definition of labour market; which is a market where job seekers and the employers of labour meet to bargain.

**Step II:** Factors affecting the supply of labour. E.g size of the labour force, amount of training other sources of income.

**Step III: factors affecting the demand for labour;** e.g the demand for the final product cost of substitutes technology.

**Class Evaluation**: students were asked to discuss on their own thus factors that determine the demand for labour in Nigeria.

**Conclusion:** the lesson was concluded by pointing out the major segments in the lesson

## LESSON PLAN VI FOR DISCUSSION METHOD

**School: Staff Secondary School FCE (T) Bichi**

**Subject**: Economics

**Topic**: Financial Institutions

**Class**: SS II B

**Period**: Forty Minutes (40 Minutes)

**Sex**: mixed

**Average age**; 17 yrs

**Date:** 19th November, 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II.Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students are expected to explain the functions of commercial banks in Nigeria.

**Entry behaviour**: The students are assumed to have some knowledge of financial institutions because their parents may be customers of some commercial banks.

**Method of Teaching:** Planned Discussion method of teaching in which the researcher specify the learning task for the students to discuss while he moderates

**Introduction**: the lesson was introduced by a brief overview of the topic financial institutions.

**Presentation**: the lesson was presented the following steps;

**Step I**: meaning of commercial institutions; they are institutions that deal with monitory affairs such as collecting deposit and given out loans.

**Step II:** types of financial institutions; e.g commercial banks, central banks, industrial banks.

**Step III: functions of financial institutions;** e.g central bank serves as bankers bank while commercial banks accept deposits from individuals.

**Class Evaluation**: Questions such as what is financial institution where directed to students and were told to discuss them on their own.

**Conclusion:** the lesson was concluded by pointing out the major areas in the lesson

**Homework**: students were given home work to keep them busy at home they were asked to describe 3 functions of commercial banks.

## LESSON PLAN VII FOR DISCUSSION METHOD

**School: Staff Secondary School FCE (T) Bichi**

**Subject**: Economics

**Topic**: Revenue

**Class**: SS II B

**Period**: Forty Minutes (40 Minutes)

**Sex**: mixed

**Average age**; 17 yrs

**Date:** 26th November, 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II.Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students are expected to explain the concept revenue.

**Entry behaviour**: The students are assumed to have some knowledge on revenue on the premise that their parents do pay tax to the government.

**Method of Teaching:** Planned Discussion method of teaching in which the researcher specify the learning task for the students to discuss while he moderates

**Introduction**: the lesson was introduced by a brief overview of the topic revenue.

**Presentation**: the lesson was presented the following steps;

**Step I**: definition of revenue; refers to income and by a firm from the sale of its goods and services

**Step II:** types of revenue; e.g total revenue, average and marginal revenue.

**Step III: sources of Government revenue;** e.g tax, fees, profits from government enterprises.

**Class Evaluation**: students were told to discuss the distinguishing features of total and average revenue.

**Conclusion:** the lesson was concluded by pointing out the major segment in the lesson

## LESSON PLAN VIII FOR DISCUSSION METHOD

**School: Staff Secondary School FCE (T) Bichi**

**Subject**: Economics

**Topic**: Taxation

**Class**: SS II B

**Period**: Forty Minutes (40 Minutes)

**Sex**: mixed

**Average age**; 17 yrs

**Date:** 3rd December, 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II.Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students should be able to define Taxation which refers to enforced contribution by individuals on property to the government.

**Entry behaviour**: The students are assumed to be aware of taxation as their parents pay tax.

**Method of Teaching:** Planned Discussion method of teaching in which the researcher specify the learning task for the students to discuss while he moderates

**Introduction**: The lesson was introduced by a brief overview of the term taxation.

**Presentation**: The lesson was presented the following steps;

**Step I**: Definition of Tax

**Step II:** Types of tax; direct and indirect taxes

**Step III:** Effects of taxation e.g it discourages savings, investment and encourages inflation.

**Class Evaluation**: students were engaged in simulating collection and receiving of tax in the class room.

**Conclusion:** the lesson was concluded by pointing out the major segment in the lesson

## APPENDIX III
## LESSON PLAN I FOR TRADITIONAL METHOD METHOD

**School: G.S.S Bagwai (Rural)**

**Subject**: Economics

**Topic**: Production

**Class**: SS II C

**Period**: Forty Minutes (40 Minutes)

**Sex**: Boys

**Average Age**; 17 yrs

**Date:** 16th October 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II. Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students are expected to explain the term production.

**Entry behaviour**: the students are assumed to have some knowledge of production from their environment.

**Introduction**: the lesson was introduced by a brief overview of the topic production.

**Presentation**: the lesson was presented the following steps;

**Step I**: Definition of production which is; the creation of goods and services

**Step II:** Factors of production; e.g Land, Labour and Capital

**Step III:** Types of Production; i. Primary, ii. Secondary and iii. Tertiary

**Class Evaluation**: the students were as to discuss the concept of Production while the teacher moderates.

**Conclusion:** the lesson was concluded by pointing out the major segments in the lesson

**Homework**: students were asked to explain in written the relationship between land, labour and capital as part of production.

## LESSON PLAN II FOR TRADITIONAL METHOD METHOD

**School: G.S.S Bagwai (Rural)**

**Subject**: Economics

**Topic**: Theory of Cost

**Class**: SS II C

**Period**: Forty Minutes (40 Minutes)

**Sex**: Boys

**Average age**; 17 yrs

**Date**: 23rd October, 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II. Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students are expected to differentiate between variable cost and fixed cost.

**Entry behaviour**: the students are assumed to have some knowledge on cost as their parent might have incurred cost in the production farm produce.

**Introduction**: the lesson was introduced by a brief overview of the topic theory of cost

**Presentation**: the lesson was presented the following steps;

**Step I**: Meaning of cost; which is what is required both in human and material to transform a goods or services.

**Step II:** types of cost e.g Total cost, variable cost and average cost.

**Step III:** short run and long run costs.

**Class Evaluation**: Students are asked to discuss freely the difference between fixed cost and variable cost.

**Conclusion: T**he lesson was concluded by pointing out the major segments in the lesson

**Homework**: Students were asked to distinguished in written form the difference between average and marginal costs.

## LESSON PLAN III FOR TRADITIONAL METHOD METHOD

**School: G.S.S Bagwai (Rural)**

**Subject**: Economics

**Topic**: Theory of Demand

**Class**: SS II C

**Period**: Forty Minutes (40 Minutes)

**Sex**: Boys

**Average age**; 17 yrs

**Date:** 30th October, 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II.Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students are expected to define and list factors affecting the demand for a commodity.

**Entry behaviour**: the students are assumed to have some knowledge of demand as the they buy some items in shops.

**Introduction**: the lesson was introduced by a brief overview of the topic demand

**Presentation**: the lesson was presented the following steps;

**Step I**: Definition of demand

**Step II:** Factors affecting the demand for a commodity.

**Step III:** Types of demand e.g joint demand, composite demand

**Class Evaluation**: questions such as what tis demand were asked to determine the extent to the achievement of behavioural objectives.

**Conclusion:** the lesson was concluded by pointing out the major segments in the lesson

**Homework**: students were given home work to keep them busy at home they were asked to describe 3 factors that affect the demand for tomato.

## LESSON PLAN IV FOR TRADITIONAL METHOD METHOD

**School: G.S.S Bagwai (Rural)**

**Subject**: Economics

**Topic**: Theory of supply

**Class**: SS II C

**Period**: Forty Minutes (40 Minutes)

**Sex**: Boys

**Average age**; 17 yrs

**Date**; 6th November, 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II.Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students are expected to define the term supply which means the quantity of a commodity sellers are willing to take to the market for sele at a particular price.

**Entry behaviour**: The students are assumed to be aware of supply as they often see goods supplied in shops by sellers in their environments.

**Introduction**: the lesson was introduced by a skeletal overview of the topic supply

**Presentation**: the lesson was presented the following steps;

**Step I**: Definition of supply

**Step II:** Factors affecting supply of a commodity e.g price of the commodity, buyer's income prices of other related goods.

**Step III: law of Supply:** the Law says the higher the price of the commodity the higher the quantity to be taken to the market for sale by the sellers.

**Class Evaluation**: questions such as what is supply were asked and discussed by the students.

**Conclusion:** the lesson was concluded by pointing out the major areas in the lesson

**Homework**: students were given home work to keep them busy at home they were asked to describe 3 factors that affect the supply of a commodity such as carrots.

## LESSON PLAN V FOR TRADITIONAL METHOD METHOD

**School: G.S.S Bagwai (Rural)**

**Subject**: Economics

**Topic**: Labour market

**Class**: SS II C

**Period**: Forty Minutes (40 Minutes)

**Sex**: Boys

**Average age**; 17 yrs

**Date:** 13th November, 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II.Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students are expected to define labour market and identify three factors affecting the supply of labor.

**Entry behaviour**: the students are assumed to have some idea on labour because their parents have fallen within the category of labour force.

**Introduction**: the lesson was introduced by a brief overview of the topic labour market.

**Presentation**: the lesson was presented the following steps;

**Step I**: Definition of labour market; which is a market where job seekers and the employers of labour meet to bargain.

**Step II:** Factors affecting the supply of labour e.g size of the labour force, amount of training other sources of income.

**Step III: factors affecting the demand for labour;** e.g the demand for the final product cost of substitutes technology.

**Class Evaluation**: students were asked to discuss on their own thus factors that determine the demand for labour in Nigeria.

**Conclusion:** the lesson was concluded by pointing out the major segments in the lesson

## LESSON PLAN VI FOR TRADITIONAL METHOD METHOD

**School: G.S.S Bagwai (Rural)**

**Subject**: Economics

**Topic**: Financial Institutions

**Class**: SS II C

**Period**: Forty Minutes (40 Minutes)

**Sex**: Boys

**Average age**; 17 yrs

**Date:** 20th November, 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II.Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students are expected to explain the functions of commercial banks in Nigeria.

**Entry behaviour**: The students are assumed to have some knowledge of financial institutions because their parents may be customers of some commercial banks.

**Introduction**: the lesson was introduced by a brief overview of the topic financial institutions.

**Presentation**: the lesson was presented the following steps;

**Step I**: meaning of commercial institutions; they are institutions that deal with monitory affairs such as collecting deposit and given out loans.

**Step II:** types of financial institutions; e.g commercial banks, central banks, industrial banks.

**Step III: functions of financial institutions;** e.g central bank serves as bankers bank while commercial banks accept deposits from individuals.

**Class Evaluation**: Questions such as what is financial institution where directed to students and were told to discuss them on their own.

**Conclusion:** the lesson was concluded by pointing out the major areas in the lesson

**Homework**: students were given home work to keep them busy at home they were asked to describe 3 functions of commercial banks.

## LESSON PLAN VII FOR TRADITIONAL METHOD METHOD

**School: G.S.S Bagwai (Rural)**

**Subject**: Economics

**Topic**: Revenue

**Class**: SS II C

**Period**: Forty Minutes (40 Minutes)

**Sex**: Boys

**Average age**; 17 yrs

**Date:** 27th November, 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II.Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students are expected to explain the concept revenue.

**Entry behaviour**: The students are assumed to have some knowledge on revenue on the premise that their parents do pay tax to the government.

**Introduction**: the lesson was introduced by a brief overview of the topic revenue.

**Presentation**: the lesson was presented the following steps;

**Step I**: definition of revenue; refers to income and by a firm from the sale of its goods and services

**Step II:** types of revenue; e.g total revenue, average and marginal revenue.

**Step III: sources of Government revenue;** e.g tax, fees, profits from government enterprises.

**Class Evaluation**: students were told to discuss the distinguishing features of total and average revenue.

**Conclusion:** the lesson was concluded by pointing out the major segment in the lesson

## LESSON PLAN VIII FOR TRADITIONAL METHOD METHOD

**School: G.S.S Bagwai (Rural)**

**Subject**: Economics

**Topic**: Taxation

**Class**: SS II C

**Period**: Forty Minutes (40 Minutes)

**Sex**: Boys

**Average age**; 17 yrs

**Date:** 4th December, 2015

**Instructional Resources**: M. A Shitu,, O.S. Ajuwon & O. Kehinde Economics for senior secondary schools II.Bromely Technology ltd, Sango-Ota, Ogun State Nigeria.

**Behavioural Objective**: By the end of the lesson the students should be able to define Taxation which refers to enforced contribution by individuals on property to the government.

**Entry behaviour**: The students are assumed to be aware of taxation as their parents pay tax.

**Introduction**: the lesson was introduced by a brief overview of the term taxation.

**Presentation**: the lesson was presented the following steps;

**Step I**: definition of Tax

**Step II:** Types of tax; direct and indirect taxes

**Step III:** Effects of taxation e.g it discourages savings, investment and encourages inflation.

**Class Evaluation**: students were engaged in simulating collection and receiving of tax in the class room.

**Conclusion:** the lesson was concluded by pointing out the major segment in the lesson