ASSESSMENT OF TEACHING AND LEARNING OF ECONOMICS IN KADUNA SOUTH LOCAL GOVERNMENT AREA OF KADUNA STATE

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AHMADU BELLO UNIVERSITY,
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TITTLE PAGE

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DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

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APRIL, 2017

DECLARATION

I declare that the work in this thesis entitled "**Assessment of Teaching and Learning of Economics in Kaduna South Local Government Area of Kaduna State"** has been carried out by me in the Department of Educational Foundation and Curriculum.

The information derived from the literature has been dully acknowledged in the text and list of references provided.

No part of this thesis was previously presented for another degree on Diploma at this or any other institution.

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APPROVAL PAGE

This is to certify that the project has been examined and approved for the award of Postgraduate Diploma in Education of the Ahmadu Bello University, Zaria.

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CERTIFICATION

This thesis entitled "**Assessment of Teaching and Learning of Economics in Kaduna South Local Government Area of Kaduna State"** by Gabriel Makoshi Ango meet the regulations governing the award of a degree of postgraduate Diploma in Education of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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Dean of School of Postgraduate	Signature	Date

DEDICATION

This research work is dedicated to almighty God my caring parents.

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I am greatly indebted to Almighty God the creator of the Universe for his inspiration of knowledge and divine protection throughout my studies.

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TABLE OF CONTENT

	Page
Title Page	ii
Declaration	iii
Approval page	iv
Certification	v
Dedication	vi
Acknowledgement	vii
Table of Content	viii
CHAPTER ONE: Introduction	
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 The Objective of the Study	4
1.4 Research Question	5
1.5 Basic Assumption	6
1.6 Scope and Delimitation of the Study	6

1.7 The Significant of the Study 8

1.8 Operational Definition of Term 9

CHAPTER TWO: Review of Related Literature

2.1 Assessment and its Importance 11

2.2 Effective Assessment Method 12

2.3 Theories of Learning 13

2.4 Principles of Teaching 16

2.5 Effective Teaching and Learning 19

2.6 Mode of Assessment 22

2.7 Problem of Assessment of Teaching and Learning 24

2.8 Summary 25

CHAPTER THREE: Methodology

3.1 Introduction 26

3.2 Research Design 26

3.3 Area of Study 27

3.4 Population of the Study 28

3.5 Validation and Reliability of the Instrument 28

3.6 Sample and Sampling Techniques 29

3.7 Method of Data Collection 31

3.8 Method of Data Analysis 31

3.8.1 Rationale for Instrument Used 32

3.9 Administration of the Instrument 32

CHAPTER FOUR: Data Presentation Analysis

4.1 Data Presentation Analysis and Interpretation 34

4.2 Response of Different School 34

4.3 Testing of Hypothesis 35

4.4.0 Make Decision 39

4.4.2 Testing of Hypothesis Two 41

4.4.5 Decision Rule 44

4.5 Summary of Findings 45

CHAPTER FIVE: Summary, Conclusion and Recommendation

CHAPTER ONE

INTRODUCTION

Background of the Study

Teaching is a process that involves bringing about desirable changes in learners so as to achieve specific objectives (Ayeni 2011). The importance of teaching and learning to a nation cannot be overemphasized. Teaching and learning are dependent events that occur simultaneously and are inseparable.

Where teaching is going on learning is also taking place. The primary purpose of teaching is to bring fundamental change in the learner. (Tebabal & Kahssay, 2011). Learning is a relatively permanent change in human behavior arising from experience.

Surprisingly, the term teaching has been erroneously misunderstood to mean an act by anybody who is assumed to be knowledgeable to disseminate information to others. It is this wrong interpretation of the term that has led to the appointment of many unprofessionally qualified people performing the task of teaching. Teaching is a serious business. It is very tasking and highly demanding. It is an art of passing knowledge by way of deliberate arrangement of the task to be learnt, the methods to be used, the materials to be used, the learners, the evaluation as well as the entire teaching - learning

environment in a manner that will provide learning arising from the interactions. Therefore, any teaching activity which fails to produce the desired outcome (learning) is not to be taken as teaching. To facilitate the relatively permanent change in student's behavior, teachers should apply appropriate teaching methods that best suit specific objectives.

Furthermore, research on assessment of teaching and learning of economics had examine the extent to which quality teaching methods bring expected changed in student. It was noticed that poor academic performance of students in economics was the result of application of in effective teaching methods which did not achieve the desired objectives.- Substantial research on the assessment of teaching indicates that the quality of teaching is often reflected by the achievements of learners. Teaching and learning had been assessed by many researchers to bring out the best way of teaching and learning had been assessed by many researchers to bring out the best way of teaching and learning of economics that provide better learning. The effect of quality teaching of economics should be the interest of every economics teacher and student. This is what has actually prompted the need for this research. Morakiya (2003) believe that the falling level of academic achievement is attributed to teachers' nonuse of appropriate teaching methods.

Looking, however, at what is applicable in the selected secondary schools, the general practice by both teachers and learners towards the teaching is not encouraging. Emphasis is only made of teacher centre method the traditional approach in spite of other teaching methods - the nontraditional approach.

Another problem, access in teaching and learning of economics is some so called economics teachers are not professionally qualified to teach it. They do not teach it well, as they are not specialist in the field of education. They are graduates of economics but not in the field of teaching, they lack the rudiment of presentation.

Lastly some student nonchalant attitude about such a serious matter of learning impedes learning process.

1.2 The Statement of the Problem

The act of teaching is fundamentally concerned with passing ideas, skills and attitude from the teacher to the learner. Spoken words alone in communication of idea are grossly not enough in providing desire learning outcomes. The research work is aimed at assessing teaching and learning and identifying the causes of student's poor performance in economies. As a

result of this and other problems, this research will specifically investigate the following:-

1. The methods and techniques employed by teacher in the teaching of economic in secondary school and effectiveness of these methods and techniques. How students in the secondary schools are motivated to learn and understand economics. The types of teachers employed to teach economics in the schools.
2. The types of instructional material e.g. textbooks, posters, pictures, charts teaching aid etc. used by the teachers and how relevant those materials are to the teaching and learning of economics.
3. The areas of difficulty faced by teachers and students in the cause of teaching and learning of economics. Suggest how best to improve the teaching and learning of economics in secondary school.

1.3 The Objective of the Study:

The objectives of this study are to identify some of the major problems that are associated with teaching and learning of economics in some secondary schools in Kaduna south Local Government Area of Kaduna State. Having identified such problems the researchers hope to proffer possible solutions

which might help to reduce to the barest minimum the number of such problems.

1. To find out how economics is been taught in secondary schools.
2. To find out how economics is been taught in secondary school.
3. To draw attention of the school administrators, educational planner, economic policy makers and curriculum developers to be aware of what is happening in classroom. Assess and evaluate the quality of teachers teaching economics and the material used in teaching, whether the materials are adequate, relevant or not.
4. To address various challenges faced by teachers and learners of economics.
5. Finally, it is hoped that the study would assists in future other researchers who might be interested in conducting a study in this field.

1.4 Research Questions

The following research questions will be used to guide the study.

i. Will there be any significant difference between the academic performance of students in economics taught with traditional method and those with nontraditional method?

ii. Will there be any significance difference in the performance of students in economics due to the use of instructional material?

iii. Will there be any significance difference between the performances of students in economic taught by professionally qualified teachers in economics and those taught by nonqualified teachers?

iv. Will the use of instructional materials have significant influence on students learning economics?

v. Will there be any significant difference between the performance of students in economics motivated and those who are not motivated

1.5 Basic Assumption

The following are the assumption of the study

i. Teaching method instructional materials significantly affect students learning and performance.

ii. The variable to be used in the study is appropriate and suitable.

iii. The instruments to be used in gathering data are valid and reliable.

iv. The results of this study can be generalized.

1.6 Scope and Limitation of Study

The research study is limited to Kaduna South Local Government Area of Kaduna State only. There are many secondary schools in the area but few

schools were selected, preferably those with large population. The study focuses on the assessment of teaching and learning of economics.

The factors being examined are methods of teaching, qualification of teachers, instructional materials used and how student are motivated to learn.

The following limitations were envisaged to be encountered by the researcher.

Financial Constraints: Insufficient fund tends to impede the efficiency of the researcher in sourcing for relevant materials, high cost of transportation fares brought difficult in movement. The difficulty posed by the inadequate fund was responsible for not covering a wide scope and enough materials as it was supposed to be.

Time Constraints: The period of time given to the researcher to enable him get more details as regard the regard work was not enough to get enough detail and could not cover a wide area. As the researcher was allocated limited time of study. The researcher will simultaneously engage in this study with other academic work. This consequently will cut down on the time devoted for the research.

1.7 The Significance of the Study

It is the hope of the researcher that the work will acquaint the economics teachers with the problems of economics teaching. Apart from this, it will also be of immense use to other teachers in various subjects who are faced with similar problem. Furthermore, it will make the economics students know where emphasis should be laid to further enrich the study and learning of economics.

Finally this study will serve as a guide line to stakeholder in education as to what must be done to give students a progressive education.

Learning: This is the process of acquiring knowledge in economics among secondary school students.

Teaching: Transmission of the knowledge of economics to secondary school students.

Economics: This is a social science subject taught in secondary school.

Instructional Materials: These are aids used in teaching and learning of economics in secondary school.

Traditional teaching method: This is teacher oriented teaching style, with the teacher being the controller of the learning environment.

1.9 The Operational Definition/of Terms

The relevant terms below were operationally defined relative to their usage in this study.

Assessment: The action or an instance of making a judgment about teaching and learning.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

The basic problem of the society is "what to produce, how to produce and for whom to produce". Development economy is achieved by effective allocation of scarce resources to solve this problem. Countries need money to pay for the work they need done, and business. Government needs money to make investments and provide *goods and* services. The study of economics prepared people for filling these roles, and its study covers a broad range of skills needed to work effectively.

Economics education is important in any country that seeks to develop. Economics education has been shown to contribute directly towards economic growth and indeed where countries are unable to provide suitable education systems, there is a direct link with poor economic growth. Therefore, it is important for stakeholders in every *economic* to ensure that their economics education system serves the intended purpose.

Economics education has been an important part of economic development in Nigeria for a long time now. For the *economic* education to be effective, it must provide students who meet the country's need in terms of the skills base for economic development and the level of proficiency to be able to advance the country economically. Only a strong system of assessment of teaching and learning

of Economics can ensure that the education has been assimilated and embedded into the skill base of Nigeria.

2.1 Assessment and its Importance

Huba and Freed (2000) defined assessment as a 'process of gathering and discussing information to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their education experiences.

Asking students to demonstrate their understanding of the subject matter is critical to the learning process, it is essential to assess whether the educational goals and standards of the lesson are being met. Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs curriculum and in some cases funding.

Assessment inspire us to ask these hard questions - "Are students learning what they are supposed to be learning?", "Is there any way to teach economics better, thereby promoting better warning?".

Today's student need to know not only basic reading and writing skills, but also skills that will allow them face a world that is continually changing. They must be able to think critically, to analyze and to make references, this can be achieve

through assessment.

Grant Waggins, (2008) said "One of the challenges in teaching is designing and to be a good teacher you have to think about what you are trying to accomplish and craft a combination of the content and the instructional methods, otherwise your teaching can end up being hit and miss.

;Willaim; Badders, (1972) point out that assessment is use to both inform and guide instruction. Using assessment allows a teacher to determine which instructional strategies are effective and which improve classroom practice, plan curriculum and research, one's, oxygen teaching practice. Of course, assessment will always be used to provide information to students, parents and administers.

2.2 Effective Assessment Method

According to Dr. Maruf O. Ibrahim (2005) formative assessment is an effective way of assessing teaching and warning. He said "this is a process of discriminating the progress made by the learner while instruction is on". It provides feedback for reinforcement or discontinuation of the programmes to both learner and teacher. It is undertaken at every stage in an instructional with the objective of finding out how well the intended goal has been achieved or whether some useful modification is required. Formative assessment provides information that can be used to modify/improve subject content, adjust teaching methods and ultimately improve

student learning. Formative assessments are most effective when they are done frequently and the information is used to effect immediate adjustment in day to day teaching of economics. When formative assessments are used frequently, it provides day to day feedback that can be applied immediately. Provides useful information about what students have learned. It allows the teacher to address learner misconceptions or lack of understanding in a timely way. For the learners, it help to develop self - assessment and learning management skills, increase understanding and ability to think critically about the subject content and foster an attitude that values understanding and long term retention.

2.3 Theories of Learning

Learning theories are organized set of principles explaining how individuals acquire, retain and recall knowledge. By studying and knowing the different learning theories, we can better understand how learning occurs. The principles of the theories can be used as guidelines to help select instructional tools, techniques and strategies that promote learning. Learning theories arms the teacher's effective ways to meet the learning needs of learners.

The Behaviorism Theory: this theory assumes a learner is essentially passive and will be shaped through positive or negative reinforcement; learning is therefore defined as a change in behavior (B.F Skinner). Skinner believed that behavior is a

function of its consequences. Consequences that reinforce the desire behavior are arranged to follow the desire behavior (e.g. study for a test and get a good grade). The new behavioral pattern can be repeated so it becomes automatic. The change in behavior of the learner according -to B.F Skinner signifies that learning has occurred. Teachers use behaviorism when they reward or punish student's behavior. Teachers are lead to believe that if learning is not occurring then it was their responsibilities to restructure the environment to promote the desired student behavior provide a negative reinforcement to extinguish unwanted behaviors. Examples and application of behaviorism learning theories are drill/fete work, providing an incentive to do more, verbal reinforcement life saying excellent, very good. The cognitivist theory: this theory of learning focus on what happens in the mind such as thinking and problem solving. New knowledge is built upon prior knowledge and learners need active participation in order to learn. The cognitive approach to learning pays more attention to what goes on inside the learner's head and focuses on mental processes rather than, observable behavior. Changes in behavior are observed and used as indicators of what it is happening inside the learner's mind. Learning involves the reorganization of experiences, either by attaining new insights or changing old ones. This learning is a change in knowledge which is stored in memory, and not just a change in behavior.

Implication for teaching: cognitivist teaching methods aim to assist learners in

assimilating new information to existing knowledge and enabling them to make the appropriate modifications to their existing intelligence framework to accommodate that information. Thus, while cognitivists allow for the use of "skulls are drill" exercises on the memorization of facts, they place greater importance on strategies that help learners to actively assimilate and accommodate new material. For instance, asking students to explain a concept in their own words can assist them in assimilating it by forcing them to express the new idea in their existing vocabulary which promotes learning.

The pragmatism theory: John Dewey (1859 - 1952) believed that formal schooling was falling short of it potential. He emphasized, fascinating learning through promoting various activities rather than by using a traditional teacher focused method.

He believed that learners learnt more from guided experiences than* from authoritarian instruction. He subscribed to a pragmatist theory which placed the learner as the focus rather than the teaching. Dewey emphasized that using different delivery approaches, combined with practical activities preferences of the individuals you are teaching. The constructivism theory: this theory of learning states that learning is an active process of creating meaning from different experiences.

It says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences, when we encounter something new, we have to reconcile it with our previous ideas and experiences, may be changing what we believe or may be discarding the new information as irrelevant in any case, we are active creators of our own knowledge. Students will learn best by trying to make sense of something on their own way with the teacher as a guide to help them along the way. This has led many to believe that the best way to learn is by having students construct their own knowledge instead of having someone construct it for them.

Constructivism offers teachers instructional approaches that are in agreement with current research, on learning. By viewing learning as an active process, taking students period knowledge and - consideration, teachers can design instruction that goes beyond role learning to meaningful learning" that is more likely to lead to deeper, longer, lasting undertaking.

2.4 Principles of Teaching

In our discussion of principles of teaching, it is necessary to have some ideas about the meaning of principle of teaching is' this discussion .The word principle simply means the true way of teaching in order to achieve good results. How can we teach effectively?

Hanna O. Yusuf (2012) answered the question. She said "there are various methods for teaching", the use of variety of instructional methods is necessary for effective and efficient learning, sharpening mental activities, encouraging initiative and curiosity.

According to renowned America Psychiatrist, Dr. William Glasser "we learn 10% of what we see, 20% of what we see, 50% of what we see and hear, 70% of what we discuss and 80% of what we experience". Despite the various" methods of teachings, students are used to being involved, taking part in an activity and are not satisfied by being passive and merely observers. This makes it challenging to keep students attention through conventional (Traditional) teaching method in which a teacher stands in front of the classroom explaining a concept as students rapidly take notes and depend almost entirely on their teachers.

Experiment the teaching which rely mainly on student participation and engagement in the teaching and learning process. Whereby students taught a given concept through and experiment. This is applied when teaching a concept such as how the market reaches equilibrium; the class is divided into buyers and sellers carrying out real market operation. When they leave the market to the free forces of the market, it always goes .to equilibrium. This experiment in students interactive and increase their understanding of the subject explained EL - Komi (2008).

Problem solving based learning - According Jane No market (1982) is an effective strategy to help students construct their concepts. E.g. one of the concepts macro - economics theory is that scarcity and choice leading to opportunity cost. In order to teach this topic, a problem is posed on planning a school leaving party. Information is given regarding the money they can spend on things like food, drink, biscuits etc. each group of students need to decide on which option it will choose, giving the rationale behind the choice. Through this exercise, students themselves come up with the economic problem of wants being unlimited and resources being scarce due to which choice needs to be made. Also they are able to comprehend that there is an opportunity cost attached to every choice or decision that is made. The problem solving method forms a wonderful way of helping students construct their given problem. Clearly the teacher's role in this method of teaching is that of facilitator and guide.

Case studies - students absolutely took whatever the teacher said as the only way to analyze an issue and believed that there was no other option. So we can use case study to allow them analyze on how issue, for example, for teaching unemployment, the Class is divided into small groups. Data on unemployment over the year is given to each group so that they could discuss the given data; identify" the problem, the potential causes of unemployment and its possible solution. Each group makes a presentation on the given problem. This allowed students to

perceive the problem in their way, analyze it and proffer solutions: It gives them different views on unemployment and they realized that as long as they could logically' justify their solutions, there was no right or wrong answer - hence, the teacher's views are not the only view on a topic. Under the case study method, information is provided. However, there is no analysis regarding outcomes or solutions students need to provide situation possible options to the given situation which are backed by conceptual justifications. The teacher uses the case study method to extend students' understanding of real life issue and in turn enhances his or her existing conceptual knowledge.

Peer teaching and learning- students teaching each other in variety of ways are another strategy to enhance learning. This strategy is very useful for topics that require a large number of points to be covered - such as factors affecting elasticity of demand. The class is -divided into groups and each group read only one factor and ensures that each group member understand it. The teacher asks any one group member to articulate the understanding of the group.

2.5 Effective Teaching and Learning

Glickman, (1991) said "effective teaching is not a set of generic practices, but instead is a set of generic practices, but instead it is a set of context -driven decision about teaching. Effective teachers do not use the same set of practices for every lesson, instead, what effective teachers do is constantly reflect about their

work, observe whether students are learning or not and then adjust their practices accordingly". -

Effective teaching is the designed goal of every teacher. In effective teaching and learning, the teacher uses certain approaches and tools to help the students learn. To be an effective teacher, a teacher needs to do the following:

- Get to know your student - effective teaching begins most importantly with knowledge of your students. Where are they academically at this point? What is the appropriate material for their grade level? Are there any students with ADHD (Attention deficit Hyperactivity Disorder) in the class who need unique assistance? Have any gone through a recent trauma or tragedy? By knowing where they are among from you can know better how to guide and assist them from there.
- Explain material clearly, break down bigger concepts - students learn best when the teacher explains the material well. It's important to have a group yourself on the subject, to teach patiently, to watch for confused students and to go step by step on the harder material.
- Promote students independence - one purpose of teaching is to build up the students' abilities to remember the material learned and figure things out for themselves. Effective teaching then include giving students the chance to work

independently in the way that builds the chance to work independently in a way that builds up their own critical thinking as well as their confidence in the material. When going over homework, « assignment, make sure students know they have to work independently rather than getting help from parents or peers.

- Get student interested and engaged with the- material - the best teaching makes students curious and motivated to learn more. Are there interesting stories or examples you can provide? It's important for teachers to be creative and apply the material to the students' lives as well as give them opportunities to do various projects that will get students interacting with the lessons.
- Provide immediate feedback to students - effecting teaching with students that bring them guidance. Students need to know where they need help and what they are doing well. It is important for teachers to be quick to offer the direction and encouragement that students need.

Monitor students' progress and get feedback from students - it is vital for teacher to pay close attention to the development and progress of their students. It is also helpful to get feedback from students on things like, what is helping thepi learn better and what they feel is not helping. The best teachers are the ones who are willing to learn from mistakes they have made and who are constantly for ways to teach more effectively.

2.6 Mode of Assessment

The practice of assessment or gathering of evidence can be in various mode and discourses depending upon the learning outcomes of the subject and what needs to be achieved. Assessment can be diagnostic, formative and summative.

- **Placement assessment** - according to (Maruf O. Ibrahim, 2015) is the problem self-determining the acquirement or pre - requisite skill or some degree of marketing of entry behavior. And to what extent do the students interest, attitude and personality characteristics result that one technique of instruction might be better than another. Diagnostic assessment often undertaken at the beginning of a unit of study to access the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class. It involves formal measurements (e.g. lQ/aptitude tests, fitness tests) that are used to establish a starting point or informal measurements (e.g. observation, discussions, questioning).
- **Formative assessment** - this is a process of determining the progress made by the learner while instruction is on (Maruf O. Ibrahim. 2005). It provides feedback for reinforcement or discontinuation of the Programme to both students and teacher. It is undertaken at every stage in an instructional Programme with the objective of finding out how well the intended goals has been achieved or whether some useful modification is required. It as

well guide teacher on effectiveness of an instructional techniques. Continues assessment is an example of formative assessment; is defined as a method of finding out what the students have gained from learning activities in terms of knowledge, reasoning and thinking (federal ministry of education, 2004). In the continuous assessment, teachers are required to assess learners on the amount of knowledge (cognitive) acquired, the attitude (effective) and the skills (psychomotor) of their students (Bloom, 2004). The national policy of education (1999) stipulated that educational assessment will be liberalized based on the whole or part of continuous assessment. The progress of the individual learners.

- **Diagnostic assessment** - according to Maruf O. Ibrahim (2015) is concerned with the student's persistent learning difficulties that are left unresolved after trial of formative assessment. Formative assessment serves as first and treatment for simple learning problem while diagnostic assessment searches of the most causes of the problem that formative could not solve and formulate a plan for remedial action.
- **Summative assessment** -this is generally at the end of a course, such as a final exam. This kind of assessment is use to make judgments and formally measure students' achievement against learning outcomes. It can also be used to judge Programme and teaching effectiveness.

According to Allason (1992) observation is an instrument for assessment of teaching and learning. He showed that this instrument is an important instrument that can provide useful picture of non - cognitive behavior assessment of a learner, it is systematic in nature. It is the most structured and objective method of collecting non - cognitive information. This instrument is specifically designed to be used in the observation of students as well as recording pre - determined events or traits with the aid of an observational schedules prepared for this purpose of assessment.

2.7 Problems of Assessment of Teaching and Learning

Robert stake (1999) likens assessment to a cook tasting a soup before serving it to a guest. But despite its advantages, assessment post some problems like;

- Time consuming - assessment can be difficult to achieve at scale. It may be logistically impossible to provide detailed descriptive feedback for each student in a large class, even with a small number jot students to deal with; assessment is time consuming as it requires, significant ongoing dedication and effort from the teacher to sustain.

- Unqualified teachers - to assess teaching and learning, there is the need for qualification to carry out the task effectively. Many teachers do not possess the skills to develop valid assessment instrument for assessment behavioral

outcome in the domains. Every student is required to be assessed in three domains; cognitive, effective and psychomotor assessments.

- Lack of capital - (educational journal 2004). Assessment of teaching and learning involve use of large quantities of paper. These papers are very cost and will require a lot of money. This present economy recession and inflation will make assessment difficult.

- Poor record keeping - there is no proper record keeping on assessment by teacher and schools. The ones that are provided are usually incomplete. The fact that assessment is the basis for the certification in secondary school according to (national policy of education 2004) and those teachers fail to keep this vital record properly and poorly.

2.8 Summary

The researcher has in this study, reviewed some related literature, on assessment of teaching and learning of economics in Kaduna. South local government area of Kaduna State. Having re - examined the definitions of assessment, teaching and learning, rational for assessment of the teaching and learning of economics and mode of assessment. The review showed that teachers encounter problems in the conduct of assessment of teaching and learning, these problems must be over - come in order to allow the good side of assessment takes effect.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

According to Bruce (2009) the methodology is the general research strategy that outlines the way in which research is to be undertaken and among other things, identifies the methods to be used in it.

This chapter focuses on the methodology of the research work on attempt to explain the process by which data is to be collected and collected. This includes the research design, area of study, population, sample and sampling techniques, instruments for data collection. It-specifies the type of data as well as the procedure to collect the data. This will ensure that data gathered is consistent with the study objectives and gives answer to the research question as objectively, validly, accurately and economically as possible.

3.2 Research Design

This is a detailed outline of how the investigation was carried out. The methods used in this research work are the descriptive survey method. This method helps the researcher to see the problems at hand first which is the assessment of teaching and learning of economics in the educational industry. The methods uses questionnaire for collection of data from a population based on appropriate

sampling techniques, and then questionnaires were given to specific based on this purpose.

The collection of facts and figures relating to the population in the census provides primary data. The descriptive survey method which sees questionnaire survey method which sees questionnaire as the planning out of various grouping questions pertaining to instructional method which students' best understand there lessons and teacher best teach their lessons.

After the questionnaire has been responded, then the use of analytical method would be used to analyze statistically the already made answered in the questionnaire, this both makes up survey method.

3.3 Area of Study

This work is done in Kaduna South Local Government area of Kaduna State. Kaduna State is a prominent State in Northern Nigeria, a one - time capital of North central state and currently in the North - West - Geo - Political Zone. Kaduna South Local Government is among the twenty three local governments in the state.

3.4 Population of the Study

Brown, (1983) said "population is customarily deferred to, as universe is simply the totality of individual observation about which inferences are to be made. In the language of sets, a population can be considered as the universal set. Population can be used to describe the totality of anything that is clearly defined. A population can be said to be definite if the if it consists of collection of all objects, element, items or performance of an experiment which could be made throughout eternity. Any interesting population of physical items as opposed to conceptual possibilities is .finite in size. The researcher population of study is a finite population consisting of five secondary schools which have been selected. It is however possible to use the whole of this population which obviously is not only two large but also undefined.

3.5 Validation and Reliability of the Instrument

The validity of the instruments was determined by expert opinions comprising of the researcher's supervisor, colleagues and experts in test and measurement. Their criticisms and comments improved analysis of data.

To enhance the validity of the study, the researcher also quantitative approaches within qualitative and quantitative approaches within qualitative section the researcher conducted interviews and observations and in quantitative section, he

collected the data from a diverse range of individuals who were involved in the study, such as the teachers and students from selected schools. The reason the researcher included all selected schools was because he wanted to draw his findings based on rich source of data. Maxwell (2005) and Rossman & Rallis (2003) support the idea that by triangulation a researcher can reduce covering only one aspect of the phenomenon which result in using a specific method. Triangulation allows a better assessment of generalizing of explanations that one develops (Rossman, 2003).

3.6 Sample and Sample Techniques

By definition, a sample is the fraction of the population (Brown 1983). In the language of sets, it is defined as the subset of the population. The process of selecting a sample is called sampling.

This means that sampling involves taking any portion of a population or universe whether the population is infinite or finite. As a matter of fact, in Kaduna South Local Government Area, there are enormous numbers of public and private secondary schools. It is however possible to use the whole of this population which obviously not too large but because it will demand enormous time and resources. This is why only a sample of five public schools was to be taken and twenty people from each school are used as sample size. However, even the respondents where

the research was made in Kaduna-South Local Government Area, it is immediate envious only and yet not every questionnaire is interviewed. Thus, the sample is simple; the number of respondents that would be interviewed in this case as the 100 number questionnaires issued to those who would attempt that the selection was randomly done to avoid error.

The dispensing of the questionnaire will be done purely as a random sampling basis. The schools, considered included the following:

1. Government Secondary School, Television
2. Government Secondary School, Kakuri
3. Government Girls Secondary School, Barnawa
4. Queen Amina College, Kakuri
5. Government Secondary School, Tudun Wada

From the above random sample of five (5) schools taken from for a chosen observation, this has fulfilled the object of sampling which is the systematic procedure of choosing a group that is small enough for comment data collection and large enough to be representative to the parent population.

3.7 Method of Data Collection

In this research work both the primary and secondary data will be used. In obtaining primary data questionnaire, personal interview will be employed; the data collected by these methods will be called primary data because they are going to be collected specifically for the understudy solving. The secondary data is equally necessary because primary data can hardly satisfy the demand of the study. The following under listed source are going to be referred to while undergoing the research process.

1. Textbooks
2. Educational journal
3. School records

As well as ministries of education review, the reason for using both method of collecting data is that no one source is complete in itself to acquaint the researchers with ideas needed for the study.

3.8 Method of Data Analysis

In presenting the finding of this study, data collected was analyzed descriptively with compliment of tables. Descriptive statistic use in analyzing the data was form of frequency distribution. Frequency is a good measure of comparison of data

which give accurate description of case in the study. This is in argument with Daka (1990) such illustration enables the research to fully appreciate early enough the "possible relationship that might exist among the key variables of the study.

Data from section B and C of the questionnaire will be cross tabulated from the frequency distribution table for the purpose of analysis.

3.8.1 Rationale for the Instruments Used

In the research, each question asked was administered, the instruments that would be useful and also instruments where issued according to the various schools and levels of teachers and students.

The reason for the use of questionnaires and other tools is to get a nearly accurate figure to start with for the use of this research work.

3.9 Administrations of the Instruments

Tests for independence involve two variables and what is tested is the assumption that the two variables are statistically independent. Independence implies that knowledge of the category in which an observation is classified in respect to variable which bias .no effects on the probability of being in one of the several categories of other variables. Since two variables are involve the observed frequency are entered in two way classified table or contingency table. The

dimensions of such tables are defined by the expression R & K in which "R" indicate the number of rows and "K" the number of columns. It's the hypothesis of independence is a relationship between them (Kazimier, 1981).

The questionnaires were distributed as follows:

Questionnaire distributed per school

S/N o	RESPONSES OF SCHOOL	TEACHING STAFF	LEARNERS
1	Govt. Sec. School, Television	5	15
2	Govt. Sec. School, Kakuri	5	15
3	Queen Amina College, Kakuri	5	15
4	Govt. Girls Sec. School, Barnawa	5	15
5	Govt. Sec- School. T/Wada,	5	15
	TOTAL NUMBER	**100**	

CHAPTER FOUR

DATA REPRESENTATION AND ANALYSIS

This chapter focuses on presenting and analyzing the data collected. The analysis includes analysis by proportion or percentages and testing of the hypothesis formulated in chapter one, through the development of contingency table and the eventual use of chi-square test of independence.

4.1 Data Presentation Analysis and Interpretation

The general information originated from the responses given in part of the questionnaire and include respondents school naipe and location, teacher, student, sex etc. the tools used in analyzing this information are strictly percentage. The classified analysis is as follows:

4.2 Responses of Different Schools

For the purpose of this project work, one hundred (100) numbers of questionnaires was issued out to selected people in selected schools on random basis. During this activity, it has been noticed that not all responded to the questionnaire. Analysis of the collection is as follows:

S/N	School Name	No. Issued	No. Collected	% Collected on no. Issued
1.	Govt. Sec. Sch. Television	20	19	95
2.	Govt. Sec. Sch. Kakuri	20	20	.100
3.	Queen Amina College Kakuri	20	16	80
4.	Govt. Girls Sec. Sch. Barnawa	2 0 .	18	90
5.	Govt. Sec. Sch. T/Wada	20	17	85
	TOTAL	**100**	**SO**	**90**

4.2.1 Classification of Response by Gender

S/N	Gender	Number	Percentage
1	Male	52	57.3
2	Female	38	42.2
	Total	**90**	**100**

The table above clearly shows that 52 (57.8%) of the respondents are male while 38 (42.8%) are female.

4.2.2 Classification of Response by Occupation

S/N	Gender	Number	Percentage
1	Teachers	25	27.8
2	Students	65	72.2
	Total	**90**	**100**

The above table shows that 25 (27.8%) of the respondents are teachers of Economics and 65 (72.2%) are Economics Students.

4.3 Testing of Hypothesis One

The components of the hypothesis are two, the null and the other alternative. The researcher has expectations concerning the relationship between the variable in the research. Testing the hypothesis is done through data gathering and analyzing

using chi-square that will confirm or reject the hypothesis. If the null hypothesis of independence is rejected for classified data; this will indicate that the two variables are independent and that there is a relationship between them.

The first hypothesis involves investigation into the methods used in teaching ECONOMICS in secondary schools.

H_0= There will be no any significant difference in academic performance in ECONOMICS between students taught with traditional method and. those with non-traditional method.

H_1: There is significant difference in academic performance in ECONOMICS between students taught with traditional method and those taught with non-traditional method.

The formula for the goodness of fit test

$$X^2 = \sum \frac{(0 - E)2}{E}$$

With degree of freedom equal to the number of schools minus one and where

O = Observed frequency and

E = Expected Frequency

The critical value, since X = 0.05 and the degree of freedom is 5 - 1 = 4, the critical value is 9.488 from the chi-square table.

4.3.1 Observed Frequency Contingency

S/N	Schools	Methods of Teaching		Total
		Traditional	Non-Traditional	
1.	G.S.S. Television	8	11	19
2.	G.S.S. Kakuri	13	6	19
3.	Q.A.C Kakuri	14	3	17
4.	G.G.S.S. Barnawa	3	15	18
5.	G.S.S. T/Wada	14	3	17
	TOTAL		**38**	**90**

4.3.2 Expected Frequency Table

From table 4:1 the number of respondents that learn best by traditional method from GSS Television is 8 while that of non-traditional method is eleven (11); this gives us the total number of respondents from that school as 19.

The total number of respondents from all schools for traditional method is 38 while that of non-traditional method is 52. This gives us the total number of 90. The expected values are calculated for each school as follows:

GSS Television

$\frac{52 \times 19}{90}$ = 10.98

$\frac{38 \times 19}{90}$ = 8.02

GSS T/d

$\frac{52 \times 17}{90}$ = 9.82

$\frac{38 \times 17}{90}$ = 7.18

GSS Kakuri

$\frac{52 \times 19}{90}$ = 10.98

$\frac{38 \times 19}{90}$ = 8.02

QAC

$\frac{52 \times 19}{90}$ = 10.98

$\frac{38 \times 17}{90}$ = 7.18

G.G.S.S. Barnawa

$\frac{52 \times 19}{90}$ = 10.98

$\frac{38 \times 18}{90}$ = 7.6

4.4 Computed Values for Testing Hypothesis

SCHOOL	OBSERVED	EXPECTED	O - E	$(O-E)^2$	$(O-E)^2/E$
GSS Television	8	10.98	-2.9	8.41	0.77
	11	8.02	3.00	9.00	1.13
GSS kakuri	13	10.98	2.10	4.41	0.40
	6	8.02	-2.00	4.00	0.50
Q.A.C. Kakuri	14	9.82	4.2	17.64	1.80
	3	7.18	-4.1	16.81	2.37
G.G.S.S	3	10.4	-7.40	54.76	5.27'
	15	7.6	7.40	54.76	7.21
GSS T/WADA	14	9.82	4.2	17.64	1.80
	3	- 7.18	-4.1	16.8.1	2.37
					21.82

4.4.0 Make Decision

Degree of freedom = 5-1=4 Df = 4

Df = 4

Computed value of x2c21.82

$\propto$ = 0.05, the critical value from the chi-square table 9.488

Since the calculated x2 value of 21.82 is higher than the tabulated value of 9.488, this mean we reject the HO and accept the HI, that there is significant difference in academic performance between the students taught with by traditional and nontraditional method.

The table reveals that students of ECONOMICS in the nontraditional method learning were significantly different (learn better) than the students of traditional teaching method.

The computed value of chi-square invalidates the hypothesis that there is no any significant difference in the students' performance. Students in the nontraditional method were significantly different. Students in the traditional method did not significantly differ m their performance in ECONOMICS.

The superior performance of non-traditional method students over others lend credence to the fact that students who actively participate in the learning process learn more. This support the view that student active participation in the learning process enhances their academic performance (Bradford and Peck, 1997)

4.4.1 Test of Hypothesis two

The second hypothesis for this research is concern with how instructional materials affect teaching and learning of ECONOMICS.

Null Hypothesis: Teaching with instructional materials does not have any significant influence one learning of ECONOMICS.

The Alternative Hypothesis: Teaching with instructional materials has significant influence on learning of ECONOMICS.

4.4.2 Observed Frequency Contingency Table

To test these hypothesis the researcher have tabulated the observe frequency and the frequencies into the contingency table below.

Note in that A = True, B = Fairly True, C = Not True

Table Observed and Expected Frequency Contingency Table

S/N	INQUIRY QUESTION	RESPONSE OPTION						TOTAL
		A		B		C		
		O	E	O	E	O	E	
1.	Instructional Material Simulate Learners Interest	60	39.1	20	27.1	10	23.7	90
2.	Making teaching-learning more productive	52	39.1	20	27.1	18	23.7	90
3.	Improve teachers' competence	26	39.1	30	27.1	34	23.7	90
4.	Provide sources of information for teachers	19	39.1	41	27.1	30	23.7	90
5.	Stimulation of problem solving students	57	39.1	20	27.1	13	23.7	90
6.	Helping to overcome physical limitation in teaching-learning	45	39.1	25	27.1	20	23.7	90
7.	Instructional materials are affordable by all students	15	39.1	34	27.1	41	23.7	90
Total		**274**		**190**		**166**		**630**

4.4.3 Expected Frequency Table

The expected frequency values is calculated and the frequency constructed as earlier mentioned, by the use of the formula

Expected frequencies $= \frac{Row\ total \times column\ total}{grand\ total}$

$\frac{27 \times 90}{630}$ = 39.10

$\frac{190 \times 90}{630}$ = 27.14

$\frac{166 \times 90}{630}$ = 23.71

Similarly other expected values are calculated.

4.4.4 Calculating the Chi-Square (X^2) Value

Values calculated from the formula are shown below

OBSERVED	EXPECTED	O - E	$(O - E)^2$	$(O - E)^2/E$
60	39.1	20.9	436.81	11.17
20	27.14	-7.14	50.98	1.88
10	23.7	-13.90	187.69	5.74
52	39.1	12.9	166.41	4.26
20	27.14	-7.14	50.98	1.88
18	23.7	-5.7	32.49	1.37
26	39.1	-13.1	171.61	4.39
30	27.14	2.9	8.41	0.31
34	23.7	10.3	106.09	4.48
19	39.1	-20.1	404.01	10.33
41	27.14	13.9	193.21	7.13
30	23.7	6.3	39.69	1.67
57	39.1	17.9	320.14	8.19
20	27.14	-7.10	50.41	1.86
13	23.7	10.70	144.49	4.83
45	39.1	5.90	34.81	0.89
25	27.14	-2.10	4.41	0.16
20	23.7	-3.70	13.69	0.58
15	39.1	-2.41	580.81	14.85
34	27.14	6.90	47.61	1.76

21	23.7	-2.70	7.29	0.31
			X^2	88.84

4.4.5 Decision Rule

In testing the hypothesis, the researcher makes certain comparisons of certain values - the critical value read from the chi-square table with the calculated value of x^2 in order to guide the decision making.

To calculate the degree of freedom, the contingency table has 7 rows and 3 columns, the degree of freedom is calculated as follows:

(r - l) (c - l)

Where r (row) = 7 and

C (column) = 3

(7-1) (3-1)

6x2 = 12

The level of significance is also considered. This is the maximum probability with which the researcher would be dwelling to risk a type 1 error.

The level of significance of 0.05 (5%) is used.

From the chi-square (x) table the 5% (0.05) point at Point at 12 degrees of freedom is 21.02.5. Since the observed values of x2 lies in the critical region, the result is significant at the 5% level. ' .

In order words, the evidence suggests that there is a real difference between

teaching, and learning of economics with instruction materials instruction materials.

However, from what we have seen above the computed value is greater than the table value the researcher then accepts the alternative hypothesis and rejects the null hypothesis. This means that teaching and learning economics using instructional materials improve teachers' competence and students' performance.

4.5 Summary of Findings

The result of the study show that the nontraditional (students centre) method is better for promoting academic performance in ECONOMICS than the traditional (teacher centre) method. Teaching and learning with instructional materials enhance, improve the teacher's competence and make learning more meaningful. There is no iota of doubt that the instructional materials and the nontraditional method of teaching provide an avenue for both the good and weak students to interact by discussing the lesson taught to them and also discuss and work on assignment together. This might be a possible explanation for superior performance of the nontraditional method.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introductions

This chapter presents the discussion of results to the research questions postulated and the hypothesis tested. It highlights the implications of the findings. This highlights the implications of the findings. The chapter'gives general recommendation as to how the finding of the research, can help students achieve good academic performance in ECONOMICS and make suggestions for further research.

5.2 Summary of the Research Work

The project work is concerned with assessment of teaching and learning of economics with particular reference in Kaduna South Local Government Area in Kaduna State. The assessment of teaching and .learning aims among others at strengthening the educational sector to more meaningful of student's academic performances leading to effective management of the country's resources. In the envisioned, educational assessment will be viewed as a facilitator of high levels of student achievement. They will help students learn and succeed in school by making as clear as possible to them, their teachers and other education stakeholders

the nature of their accomplishments and progress of their learning.

Teachers will have a clear picture of learning goal in economics domains, as well as typical learning pathway for reaching those goals.

It is also envisaged that through assessment of teaching and learning students will provide evidence of their understanding and thinking in variety of ways by responding to teachers' questions, writing or explain concepts to other students. Teachers in turn will use this -information to modify instruction for the class and for individual on the basis of their understanding and thinking patterns.

5.3 Conclusion

We have seen that assessment is an integral of instruction, as it determines whether or not the goals of education are being met. Asking students to demonstrate their understanding of the subject matter is critical to the learning process, it is essential to evaluate whether the educational goals and standards of the lessons are being met. The result of this study suggests that the non - traditional method of teaching and learning promote greater learning in economics than the classroom teaching and learning method. This implies that non-traditional classroom teaching and learning is a viable teaching strategy that economics teachers as well as others can adopt to enhance the learning economics in secondary school level.

Also, instructional materials are indispensable in the teaching - learning process.

They enhance learning, improve the teacher's competence and also make learning more meaningful.

5.4 Recommendation

The findings of the study shows that teachers centered pedagogy is the dominant of instruction while student centered (non-traditional) pedagogies are used sparingly. Teachers seem to be more concerned with completing the Economics syllabus in time for examination at the expense of imparting knowledge. The findings of this study suggest that the practices of Economics studies teachers do not confirm to model of teaching and learning Economics in that traditional method and not non - traditional method pedagogy appears on to be the dominant mode of instruction in schools.

- The study suggests that curriculum bodies responsible for designing and developing curricula, such as the NERDC and professional bodies such as the NABE need to' specify non - traditional method as a teaching method, that teachers of Economics should use in the teaching of their classes.

- The school inspectorate, the national Economics studies committee and school administrator should monitor and ensure that the delivery of Economics education is done according to stipulated curriculum and set standard as well as enforce the fulfillment of pedagogical practices set in the

syllabus.

- There is need for teachers' development to assist teachers with the implementation of the economics education by sending them to seminars and workshops in order to update their knowledge and assist them with soft loan.

- The finding after testing hypothesis II indicates that there will be a significant positive difference in the performance of secondary school students in economics when they are taught the subject with instructional materials. The use of instructional material in teaching and learning of economics obviously improves the performances of students.

- Schools should provide enough instructional materials to enable teachers clarify their lesson and students learn effectively. Government should subsidize textbooks, as well as others materials affordable for all.

- Adequate instructional materials and non - traditional pedagogies are sine qua non for effective teaching and learning economics.

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Appendix A

Department of Educational Foundation and Curriculum,
Faculty of Education,
Ahmadu Bello University,
Zaria.
Kaduna State.

Dear Respondent,

REQUEST FOR FILLING OF QUESTIONNAIRE

I am writing to you to request your participation in a brief survey in filling the attachment questionnaire. I am a student at Ahmadu Bello University, Zaria. I am conducting a research in Partial Fulfillment of the requirement for the award of Post-Graduate Diploma in Education on "Assessment of Teaching and Learning of Economic". (A case study in Kaduna South Local Government Authority).

Please set aside several minutes in order to participate in my research and fill in the questionnaire it will mean a lot for my research which I believe would be incomplete with the questionnaire.

Please feel free to add any addition remarks to my survey.

The answer collected will be tested with absolute confidentiality and for academic purpose and give a special acknowledgment to you.

Thanks you very much for your cooperation.

Yours Faithfully,

_____

Gabriel A. Makoshi

Appendix B

DEAR RESPONDENT,

Below is a set of questions to aid the researcher's work on Assessment of teaching and learning economics in Kaduna South Local Government Area. This is a partial requirement for the award of Postgraduate Diploma in Education (PGDE) of Ahmadu Bello University, Zaria.

I'm seeking for your cooperation to answering these questions to the best of your knowledge and sincerity. All information supplied will be used for the research work only. Thank you for your cooperation.

Yours Faithfully,

_____

Makshi A. Gabriel

PART A: FOR TEACHERS ONLY

1. What is your gender?

   Female ( ) Male ( )

2. What is your marital status?

   Single( ) Married ( )

3. What is your employment status as a teacher?

   Full-Time ( ) Part-Time ( ) Student Teacher ( )

4. What is your highest educational qualification?

   NCE ( ) B.SC ( ) Master and Above ( )

5. How long have you been teaching Economics?

   Below Five Years () Five to Ten Years () Above Ten Years ( ) ,

6. Do you have any professional teaching qualificatibn(s)?

   NCE() B.Sc.Ed.( ) PGDE ( ) if any other, please specify

7. What instructional method do you use best in teaching economics? Teacher's centre method ( ) Student's centre method ( )

8. Which method does students' best understand for teaching?

Teacher's centre method ( ) Student's centre method ( )

9. How do you assess your teaching and your students' learning? By observation

( ) By written test ( ) term examination ( )

PART B, FOR LEARNERS ONLY

1. What is your gender?

   Female ( ) Male ( )

2. What is the level of your class?

   SSI ( ) SS2 ( ) SS3 («)

3. What infrastructural method does your teacher use to teach economics?

   Student's centre method ( ) Teacher's centre method ( )

4. Which method do you best understand your lesson?

   The teacher's centre method ( ) the student's centre method ( )

5. Does your economics teacher uses teaching aid and illustrations? No ( )

   Yes ( )