ASSESSMENT OF EFFECTS OF INQUIRY AND TASK-BASED METHODS ON STUDENTS' PERFORMANCE IN ECONOMICS AMONG SECONDARY SCHOOLS IN IMO STATE, NIGERIA

BY

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DECLARATION

I hereby declare that the work in the thesis entitled "Assessment of Effects of Inquiry and Task-based Methods on students' Performance in Economics Among Secondary Schools in Imo state, Nigeria." has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

_____ _____

Modestus Chinonyerem Anyanwu Date

CERTIFICATION

This thesis entitled, "ASSESSMENT OF EFFECTS OF INQUIRY AND TASK-BASED METHODS ON STUDENTS' PERFORMANCE IN ECONOMICS AMONG SECONDARY SCHOOLS IN IMO STATE, NIGERIA" by MODESTUS CHINONYEREM ANYANWU meets the regulations governing the award of degree of Doctor of Philosophy in Education (Curriculum and Instruction) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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ABSTRACT

This study investigated the "Assessment of Effects of Inquiry and Task-based Methods on Students' Performance in Economics Among Secondary Schools in Imo State, Nigeria". The objectives of the study were to: determine the performance of students taught Economics using inquiry and those taught using task-based methods in secondary schools in Imo state; find out the performance of experimental group in pre-test and post-test using inquiry method in teaching Economics in secondary schools in Imo state; determine the performance of experimental group in pre-test and post-test using task-based method in teaching Economics in secondary schools in Imo state; ascertain the effect of inquiry method in the performance of rural and urban students taught Economics in secondary schools in Imo state; find out the effect of task-based method on the performance of rural and urban students taught Economics in secondary schools in Imo state; determine the effect of performance of male and female students taught Economics using inquiry method in secondary schools in Imo state; ascertain the effect of performance of male and female students taught Economics using task-based method in secondary schools in Imo state; Seven research questions and seven hypotheses were drawn based on the objectives of the study. The study reviewed both theoretical and conceptual frameworks; under the theoretical framework, the following theories were considered; Brunner's theory of instruction, Gagne's theory of instruction, and Cultural-Historical Activity theory but Brunner's theory of instruction was considered best due to its emphasis on the process of pedagogy as it affects students overall academic performance in school. Research design employed was the two by two pre-test, post-test quasi experimental/control design. The targeted population was ten thousand, two hundred and forty four public secondary school two (SSII) students that offered

Economics in the six educational zones of Imo state. A purposive sampling technique was adopted to draw two educational zones, six schools and three hundred and six SSII Economics students from both urban and rural areas of the state. Sixty lesson plans were developed by the researcher to guide the field work. Economics Inquiry Task-based Performance Test (EITBPT) made of twenty five items of objectives and theory questions from SSII scheme of work were developed and validated as instrument for data collection. The research instrument (EITBPT) was pilot tested and subjected to PPMCC analysis and there reliability index were .733, 0.77, and 0.69 respectively. which were considered by experts to be reliable. Research questions were answered by descriptive statistics of means and standard deviation while hypotheses were tested using independent t-test, paired sample t-test and ANCOVAR at 0.05 level of significance. The results amongst others revealed that both inquiry and task-based group methods performances are the same and therefore the inquiry and task-based methods are effective for the teaching of Economics in secondary schools in Imo state. The result also showed that there was no significant difference in the effect of task-based method on students' performances in rural and urban located schools in Imo state. Based on the findings, it was concluded that inquiry and task-based methods were very effective for higher academic performance among SSII students in the study area. It was therefore recommended that, Economics teachers should ensure that daily class work and assignment given to students should include relevant inquiry and task-based activities as much as possible.

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LIST ABBREVIATIONS

CESAC	-	Comparative Education Study and Adaptation Centre
CI	-	Confirmation Inquiry
EPT	-	Economics Performance Test
FRN	-	Federal Republic of Nigeria
GCSE	-	General Certificate of Secondary Education
GI	-	Guided Inquiry
HSC	-	Higher School Certificate
IBM 23	-	International Business Method Version 23
IM	-	Inquiry Method
ISAT	-	Integrated Science Achievement Test
JAMB	-	Joint Admission and Matriculation Board
LM	-	Lecture Method
MAN	-	Mathematics Association of Nigeria
MAS	-	Mathematics Attitude Scale
NABTEB	-	National Business and Technical Education Board
NAS	-	National Academy of Science
NECO	-	National Examination Council
NPE	-	National Policy on Education
NTI	-	National Teachers Institute
OP	-	Open Inquiry
SAS	-	Science Attitude Scale
SSS II	-	Senior Secondary School Two
SST	-	Sensory Stimulation Theory
ST	-	Structured Inquiry
STAN	-	Science Teachers Association of Nigeria
WAEC	-	West African Examination Council

OPERATIONAL DEFINITION OF TERMS

Academic Performance: Refers to as the assumed effect of the use of inquiry and task-based methods of teaching on students' overall academic achievement in school.

Inquiry Skill: This is referred to as the students'ability to be pro-active during instruction by thinking deep and ask questions.

Inquiry Teaching: Involves creating, conducting and evaluating learning experiences that require students to go through the same processes and knowledge they would use if engaged in independent rational thinking.

Instruction: Is referred in this study as a process of taking the learner from the known to the unknown.

Education: Is referred in this study as a public service and a right to every citizenry.

Effect: Refers to either positive or native changes brought about by one variable factor or another.

Knowledge: Refers to the ability of a learner, to analyse educational concepts and principles thereafter be able to convert them into practical life situation.

Structured Inquiry: This is a teaching strategy which significantly influences knowledge inquiry by helping students ask questions and providing guidance.

Teaching Method: This is referred to as course of action which varies according to circumstances.

Teaching: Is referred in this study as a form of setting the stage so that someone can learn.

Task-based Method: This is a method that allowed teachers to assign someform of activityto students during instruction.

Task: Is referred in this study as the hundred and one thing people do in every life, at work, at play, and in between.

Learning: Is referred to as an active process in which learners construct new ideas based upon their current and past knowledge.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Education has been described as the master key to rapid social, economic andpoliticaldevelopment of any nation. It is therefore seen as a sure process of developing the citizenry cognitively, affectively and psychomotively. Education is further regarded as the process of teaching, training and learning which could be formal or informal with the aim of improving knowledge and to develop skill in the recipients.

It is a type of life-long learning process which starts from the cradle and ends in the grave. This is no doubt why the Federal Republic of Nigeria (FRN, 2009) in the National Policy on Education stressed that education is an instrument "par excellence" for effecting national development in all ramifications. Therefore, any positive social change that occurred to humanity at one time or the other is likely to be attributed to the quality of education provided, be it formally and or informally. It is no surprise why the public regarded education as a public service and therefore a right to everyone which the state should provide for all her citizenry.One of the cardinal objectives of education in Nigeria is to equip every citizen with such knowledge, skills, attitudes and values that will enable him/her derive maximum benefits from his/her membership ofsociety. Indeed, quality education will enable the Nigerian child to have a fulfilling life and hence contribute towards nationaldevelopment.

The concept of teaching is synonymous to education. Teaching in thisstudy shall be considered in two distinct forms. Firstly, teaching can bereferred to a particular occupation or profession in which people may be engaged in. Secondly, teaching denotes the variousactivities undertaken by a more experienced and more knowledgeable person

in order to enable otherslearn. It is “teaching” in the later sense that concerned the researcher in this study.Like learning, teaching is a polymorphous activity. It takes many different forms; so much so that there seems no limit to its activities. This means that teaching can be characterized by looking at the purpose of the various teaching activities. It is by classifying the aim and the intention of what is going on, that teaching can be said to have occurred.Teaching is the process of making it possible for someone to learn. According to Guga and Bawa (2012), teaching is the act of systematically presenting stimuli, and or cues. Unless learning has taken place as a result of some effort, such effort cannotbereferred to as teaching.Traditionally, teaching was “conceived as a process of making impression on passive learners that is, ‘hammering on the facts’. Sometimes ago in the United Kingdom, some candidates seeking admission for teacher training were asked why they chose teaching as a career. Some replied that they felt that they were “under some obligation to pass on to the students the knowledge they themselves had acquired”. Many teachers in different parts of Africa today still boast of their ability to pour into, or stuff the headsof their students with book knowledge.

However, teaching is more than the delivery of carefully prepared lesson. It is an activity designed by a person more experienced, more knowledgeable and more matured with respect to learning experience to further the education of another.A more global conception of teaching is that it is an attempt to help someone to acquire or change an attitude, knowledge, idea, or skill. Essentially, teaching consists of setting the stage so that someone can learn (FRN, 2008).

Teaching methods are an important aspect ofteaching and learning process. They are referred to as a process, a courseof action or a method of operation which varies

according to circumstances. Some methods of teaching Economics include: lecture, discovery, discussion, project, problem-solving, co-operative, field-trip, inquiry, demonstration, role play and so on (Ogunsanya, 2012).

To unveil the intellectual acumen inherent in the subject Economics, the need to teach it using the most effective method cannot be over-emphasized. It is now being recognized that there are better ways to learn than through the lecture method of teaching. Both tertiary, secondary and primary institutions are beginning to show an increased awareness of the importance of the ways students learn.Many ofthe standard methods of conveying knowledge have been shown to be relatively ineffective on the students' ability to master and retain important concepts, hence the need to explore other method such as inquiry and task-based. Inquiry methods which are student-centred and teacher-guidedinstructional approaches that engages studentsin investigating real world questions that they chose within a broad thematic framework.

They complement lecture method by providing a vehicle extending and applying the learning of students in a way that connects with their interests within a broad thematic framework. Njoku (2009), Leaver (2010) opined that both learning methods are primarily a pedagogical method developed during the discovery learning movement of the 1960s as response to traditional forms of instruction. The students use both inquiryand task-based process to develop curiosity from their observation by integrating what they already know with what they have learned. It is expected of the learners to go beyond the simple memorization of facts and regurgitation of information into the realm of creating new and deeper understanding through identification and subsequent applicationof solutions to a specific issue (Rankin, 2013).

Much like a woodworker continually acquires new tools to perform different tasks in his shop, educators such as Economics teachers should search for tools (methods) to add to their repertoire of educational practices (Frary, 2007). One tool is not sufficient to do every task a woodworker must complete, so one teaching method should not be considered adequate for teaching all topics and meeting the learning requirements of all students. Inquiry and task-based teaching methods provides Economics teachers with other teaching techniquesfor developing life-long learners (Carin, 2009).Inquiry and task-based teaching strategies are useful in delivering concepts that rely heavily on creativity and critical thinking. The efficacyof both teaching methods discussed above in enhancingstudents' academic performance in Economics in secondary schools in Imo state is the focus of this study.

On the other hand, task-based teaching method is a form of pedagogical approach which helps teachers select and device useful classroom activities that could lead to task-based learning and help students to further exercise their cognitive potentials by becoming self-sufficient and problem-solvers during the course of instruction. It is a form of learning approach in which instruction revolves around the completion of meaningful tasks. In the TBL approach, the main focus is the authentic use of activities (tasks) in helping learners' develop critical thinking skill during and after a teaching period. This form of teaching procedure increase students instinct to engage in an active dialogue with their teachers in the course of teaching process. With thismethod of instruction, learners are organized in pairs or small groups to find out facts through various sources, while teachers' role is to guide the students arrive at factual conclusion. Most researchers would

agree that effective learning process takes place only when earners are allowed to employ their cognitive, effective and psychomotive domains during instruction.

Ololobou (2012) reported seriousness of deplorable performance of students in Economics and identifiedpersistent use of the lecture modeof instruction as one of the major short-comings affecting the learning and higher achievement in Economics. Economics educator seeks for solution to societaleconomic and social problems and hence the need to be taught with solution finding pedagogies like inquiry or task-based methods but the present teachers at the secondary schools tend to adopt the lecture or conventional method (note taking) in teaching and learning of the subject Economics. Harlen (2010) opined that lecture method of instruction is no longer effective for the teaching of Economics. She therefore advised Economics teachers to move away from lecture teaching stylesto creative (experimental) teaching styles which will make students move from lecture learning goals of subject assimilation to becoming critical and creative individuals. As Economics teacher must accept his responsibility by involving learners in classroom activities if they are to achievelearning and behavioural skills that will make them become living economists.Furthermore, the teacher must willingly accept that the applicationof some of the teaching strategies required the collaboration and cooperative efforts of some of his fellow teachers and other experts in order to bring about desirable learning outcomes in the learners (Adeshina, 2015).

1.2 Statement of the Problem

The fundamental goal ofEconomicseducationis to equipped learners with positive knowledge, attitudes, values and skills for the purpose of producing competent, humane and effective citizenry who can contribute positively to thegood of society by beingefficient

managers of the nation's scare resource (Federal Republic of Nigeria, 2008). However, academic performance of Nigerian students in school subjects including Economics at the secondaryschool level has remained poor over the year (Obika, 2010).

In Imo state, performance of Economics students is observed tobe deplorable and below expectation following the WAEC of 2013 and 2014. Statisticsshowed that out of a percentage of 100 students that sat for the examination within the year under review, an approximate percentage of 34.89% passed with credit, while a total of 65.11% had ordinary pass and failure.

WAEC Chief Examiners' report of 2010-2014 (see appendix two) revealed that students in the study area had inadequate knowledge of the subject Economics. The report showed that students lacked knowledge of plotting graph, answer questions that involvecalculations, use of wrong terminology, failure to expantiate points, etc. These identified problems could have arisen due to insufficient knowledge and teaching methods employed on the side of the teachers. However, considering the inherent benefits associated with inquiry and task-based methods of teaching a subject such as; Economics might be of eminent benefit in solving these identified problems. As noted by the Chief examiners' report, most teachers are unable to cover all aspects of the Economics syllabus before presenting their wards for public exams. This couldbe associated with drawbacks attached with lecture method ofteaching popularly used in most of the secondary schools today.

Inquiry and task-based methodshas the potential to activate the students' curiosity to learn, develop their instinct in becoming creative and deep thinkers which is part of the quality of a good economists (Ciwar, 2007). This form of teaching if properly employed

has the capacityto take care of students' individual differences irrespectiveof their gender and location. The above stated problems therefore, have informed the need to assess the Effectsof Inquiry and task-based methodson Students' Performance in Economics in Secondary Schools in Imo State, Nigeria.

1.3 Objectives of the Study

Objectives of this study were to:

1. determine the performance of students taught Economics using inquiry and those taught using task-based methods in secondary schools in Imo state;
2. find out the performance of experimental group in pre-test and post-test using inquiry method in teaching Economics in secondary schools in Imo state;
3. determine the performance of experimental group in pre-test and post-test using task-based method in teaching Economics in secondary schools in Imo state;
4. ascertain the effect of inquiry method on the performance rural and urban students taught Economics in secondary schools in Imo state.
5. find out the effect of task-based method on the performance of rural and urban students taught Economics in secondary schools in Imo state;
6. determine the performance of male and female students taught Economics using inquiry method in secondary schools in Imo state; and
7. ascertain the performance of male and female students taught Economics using task-based method in secondary schools in Imo state.

1.4 Research Questions

The following research questions were raised and guided the conduct of the study

1. What is the performance of students taught Economics using inquiry and those taught using task-based methods in secondary schools in Imo state?
2. What is the pre-test and post-test performance of students in the experimental group taught Economics using inquiry method in secondary schools in Imo state?
3. Whatis the pre-test and post-test performance of students in the experimental group taught Economics using task-based method in secondary schools in Imo state?
4. What differences exist in the performance of rural and urban secondary school students taught Economics using inquiry method in Imo state?
5. What differences exist in the performance of rural and urban secondary school students taught Economics using task-based method in Imo state?
6. What is the performance of male and female SSII students taught Economics using inquiry method in secondary schools in Imo State? and
7. What is the performance of male and female SSII students taught Economics using task-based methods in secondary schools in Imo State?

1.5 Research Hypotheses

The following hypotheses were tested in the study.

H_{01}: There is no significant difference in the performance of students taughtEconomics using inquiry and those taught using task-based methods in secondary schools in Imo state.

H_{02}: There is no significant difference in the pre-test and post-test performance of students in the experimental group taught Economics using inquiry method in secondary schools in Imo state.

H_{03}: There is no significant difference in the pre-test and post-test performance of students in the experimental group taught Economics using task-based method in secondary schools in Imo state.

H_{04}: There is no significant difference in the effect of inquiry method on students' performance in rural and urban located in secondary schools in Imo state.

H_{05}: There is no significant difference in the effect of task-based on students' performance in rural and urban located secondary schools in Imo state.

H_{06}: There is no significant difference in the performance of male and female students taught Economics using inquiry method in secondary schools in Imo state.

H_{07}: There is no significant difference in the performance of male and female students taught Economics using task-based methods in secondary schools in Imo state.

1.6 Basic Assumptions

The present study was based on the assumptions that:

1. The schools used for the study were representative of SSII Economics Students in Imo state where the study was carried out.
2. The inquiry and task-based methods of teaching were effective for teaching the selected topics: Role of Labour in Production, Entrepreneur, Historical Development of Money, Reasons for Demand for Money, Public Finance among others.

3. The topics selected were appropriate for the SSII Economics students as indicated in the senior secondary two scheme of work.
4. The length of time for treatment was adequate to determine the effect of both methods of teaching.

1.7 Significance of the Study

The search for innovations in teaching method is a continuous process in an educational system. The need to choose suitable instructional methods in the leaching and learning of Economics has been of great importance. This study is considered to be significant in a number of ways to Teachers of Economics, Curriculum developers, Ministry of Education Officials, Examination Bodies, Textbook writers, Parents,Students and future researchers.

Through the findings of this study, teachers will learn the characteristics of the conventional method, both its pros and cons, and provide some practical alternatives teaching methods for teachers who do not think the method fit their teaching philosophy. Similarly, the outcome of this study would help the teacher to check and improve on themethod and quality of teaching which would in turn improve the performance of students in both internal and external examination. It would also help them in evaluating their performance in the teaching of the various aspects of Economics curriculum contents. The result of the study would reveal the aspects of the economics curriculum that are not properly implemented by teachers. This may lead to improvement in such aspects of thecurriculum for greater performance among the students.

Economics teachers who teach students will utilize the outcomes of this study to promote effective ways to motivate and increase students learning of Economics by

guiding the students in theirapproach to problem solving and creating conduciveenvironment for competency in inquiry and task-based methods among students. The finding will also help in suggesting the way forward in the inculcation of inquiry and task-based methods in learning economics concepts as well as aid towards solutions to arising problems. It is hoped that the result of this-study will-encourage economics teacher to plan sequence, and organize properly, the contents of economics in order to enhance and encourage students to avail themselves to the learning opportunities that areavailable in inquiry and task-based methods.

Findings from this study will hopefully benefit the curriculum developers as they would utilize the factors that are found to promote effectives-ways of using inquiry and task-based methods of teaching and developingmaterials that could effectively enhance the teaching and learning of Economics. This research will equally be of great use to the curriculum developers as it will help them to suggest relevant teaching methodsforteaching different topics in the, curriculum. Hence, students' academic performance willimprove through the use of appropriate teaching-methods.

This study will be of great significance to Federal Ministry of Education and StatesMinistries of Education. The findings will stimulate them to re-orient their Economicsteachers through workshops and seminars/conferences on the use inquiry and task-based methodsin their teaching process, to enhance the quality of teaching and learning at the secondary school level. In the same way, the outcome ofthis studywould help the Ministry of Education to check teachers' improvement on the method and quality ofteaching which would in turn improve the performance of students in both the internal and &external examination.

Bodies like Nigerian Educational Research and Development Council (NERDC) that carryout research, discuss and disseminate research findings can use the result of this search to facilitate effective teaching and learning, of economics curriculum and seek to inculcate team spirit in students through inquiry and task-based methods. This therefore lead to improvement in the way the curriculum is being implemented by the teachers for greater performance among the students.

Parents would as a result of the findings be able to advise their wards on strategiesthat students can adopt for effective problem solving in economics. Teaching ofEconomics using task-based method will enable students to search and find community actual problems, propose sound solutions to those identified problems and change them throughout their life. The practical experience will develop analytical, creative, participatory decision making, leadership and active citizenship skills and abilities among students, willingness and skills for realizing personal responsibility as a citizen. The students would be able to analyse various situations independently, express and defend personal opinions and attitudes and develop action plans.

Likewise, students can use the result of thisresearch to adopt effective study habits and achieve better performances, in test. As inquiry and task-based methods turns the student from passive information recipient to active, free self-learner and problem solver and slides the emphasis of educational programmes from teaching to learning. This research will enable student to learn new knowledge by facing him/her the problems to besolved, instead of burdened contents. By means of inquiry and task-based methods, some attitudes of students in relation to such areas as problem-solving, thinking, group works/ communication, information acquisition and information sharing with others will

be affected positively. The outcomes of this research will afford students the skill to both merge their old knowledge with new knowledge and to develop their judgmental skills in a specific discipline or environment. Students will also acquire the skills of timemanagement, focusing, data collection, report preparation and evaluation. Findings from thisstudy hopefully will help develop self-control in, students and teach them how to plan respectively, facing realities and expressing emotions.

1.8 Scope of the Study

The study was delimited to the investigation of the "Assessment of Effects of Inquiry and Task-Based Methods on Students'Performance in Economics among Secondary Schools in Imo State, Nigeria". The study covered all Economics students in public senior secondary schools in Imo state. However, the study was further delimited to only senior secondary schools (SSII), offering Economics in Imo state. It only examined the assessment of effect of inquiry and task-basedmethods on the performance of Economics students in secondary schools in Imo state.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

The aim of this chapter was to review literatures and ideas of others considered relevant to the prevent study. It became imperative to identify, discuss and rejuvenate these literature materials so as to give adequate meaning to the present study. Areas included: Theoretical Frameworkwhich includes;Brunner's Theory of Instruction, Gagne's Theory of Instruction and Cultural Historical Activity Theory. Conceptual Framework; Concept of Inquiry, Dimensions of Inquiry, Importance of Inquiry Method, Levels of Inquiry Method, Advantages of Inquiry Method, Disadvantages of Inquiry Method, Concept of Task, Features of Task, Characteristics of a Task, Task-Based Method, Why Task-Based Learning, Phases of Task-Based Learning, Principles for Designing Task-Based Lesson, Challenges of using Task-Based Method, Task-Based Lesson Design, Concepts of Economics, Economics curriculum in Nigeria,Economics curriculum in secondary schools, need for Economics education, skill acquisition in Economics, methods of teaching Economics, Inquiry method, task-based method, lecture method, Co-Operative Method, Project Method, Discovery Method, Simulation Method, Labouratory Method, Demonstration Method, Question And Answer Method, Field-Trips Method, Discussion Method, Problem-Solving Method, Home Assignment, Concept of Students' Performance, Students' Academic Performance in Economics, Sex Difference and Students' Performance in Economic, School Location and Students' Performance in Economic, Teacher Quality and Students' Performance in Economic, Students' Factor and Performance in Economics, Challenge of Teachers and Students in Teaching and Learning of Economics in Secondary School and Empirical Studies and Summary.

2.2 Theoretical Framework

This study used the following theories; Brunner Theory of Instruction, Gagne's Theory of Instruction and Cultural-Historical Activity Theory. The first theory is Brunner's Theory of Instruction. Jerome Bruner (2006) is one of the 20th century's most influential educational psychologists. He is concerned about the process of pedagogy. He describes the key instructional components of curriculum and its sequence of activities in which learners become self-sufficient and problem-solvers. To him, instruction consist of leading the learner through a sequence of statements and restatements of problem or body of knowledge that increase the learner's ability to grasp, transform and transfer what the students is learning. In short, the sequence in which a learner encounters materials within a domain of knowledge affects the difficulty he/she will have in achieving mastery.

Brunner believes that intellectual development flows from enacting through iconic to symbolic representation of the world, it is likely that an optimum sequence will progress in the same direction. To him, optimal sequences cannot be specified independently of the criterion in terms of which final learning is to be judged. A classification of such criteria will include at least the following: speed of learning; resistance to forgetting; transferability of what has been learned to new instances; form of representation in terms of which and what has been learned in terms of cognitive strain imposed; effective power of what has been learned in terms of its generativeness of new hypotheses and combinations.

Brunner asserted that instruction is a provisional state that has its objectives to make the learner a problem-solver and self-sufficient. The teacher in this instance, must

correct the learner in a fashion that eventually makes it possible for the learner to take over the corrective function himself. Otherwise, the result of instruction is to create a form of mastery that is contingent upon the perpetual presence of the teacher.

A major theme in the theoretical framework of Brunner is that learning is an active process in which learners construct new ideas or concepts based upon their current and past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Cognitive structure (that is, schema, mental models) provides meaning and organization to experiences and allows the individual to "go beyond the information given".

Brunner further stressed that as far as instruction is concerned the teacher should try and encourage students to discover principles by themselves. The teacher and student should engage in an active dialog (that is, Socratic learning). The task of a teacher is to translate information to be learned into a format appropriate to the learner's current state of understanding. Curriculum should be organized in a spiral manner so that the student continually builds upon what they have already learned.

Brunner (2006) believes that every theory of instruction should be built on four cardinal points such as: predisposition to learning, knowledge structure, effective sequencing of materials, and pacing of rewards or punishments. According to Clark (2010), every good pedagogical strategy should be geared towards restructuring existing knowledge which in the long-run will result in simplifying, generating new propositions and increasing further manipulation of acquired information. Therefore, Brunner's theory of instruction provides better picture of what is expected both by the teachers and students in the classroom in relation to teaching and learning process.

Brunner's view on predisposition of learning is that experiences should be designed in such a way that it will assist the students to be willing and able to learn. His perception is that the desire to learn through undertaking problem solving could be activated by projecting problem based activities through inquiry instruction by the teachers especially those handling Economics. Also, he asserted that true inquiry bring about exploration of alternatives which in turn sprout curiosity to resolve uncertainties. According to Brunner, the teacher is in the good position to arouse the students' interest for this purpose.

On the aspect of knowledge structure, Brunner opined that curriculum specialists and teachers should be able to specify the ways in which a body of knowledge can be structured so that learners can easily comprehend. It means that presentation of any instructional materials should be based on students' cognitive needs and this is what inquiry method of instruction is all about (Gorman, 2009).

Effective sequencing of instruction is another good aspect of pedagogy. To Brunner, instruction should be arranged in such a manner that a learner should be taken from the known to the unknown. The teacher should be able to inspire learners on how to go about discovering new facts on their own thereby appreciating their effort. This is what inquiry is all about. Indeed, proper sequencing in class work or even in an examination is the key to good performance to all concerned (Gronlund, 2014).

Motivation is a key to every optimal output (Jephcote, 2008). This last aspect of Brunner's theory proves the importance of the nature and pacing of rewards and punishment which according to him should be specified. Brunner suggests that movement from extrinsic rewards such as teacher's praise toward intrinsic reward associated with

discovery is desirable. A renowned philosopher of education, once asserted that learning depends upon knowledge of results when it can serve as a tool for correction. To him, feedback to the learner is critical to the development of knowledge. Also, the teacher is in the position to provide a positive link and techniques which will help the learner in obtaining feedback on his or her own. Ozturk and Serap (2009) supported Brunner's theory by affirming that instruction should be designed to facilitate exploration of new facts by stimulating cognitive skills into real life application. Brunner's postulations relates to the present study based on its emphasis on the process of pedagogy in enhancing students' overall academic performance during instruction. His expression logically explained the effectiveness of inquiry over lecture method in enhancing performance at senior secondary school level. This is the centre point of this study "Assessment of Effects of Inquiry and Task-based Methods on students' Performance in Economics in among Secondary Schools in Imo state."

Gagne's Theory of Instruction was propounded by Robert Gagne in 1965 which is popularly known asGagne's theoretically framework. Gagne's theory of instruction approaches learning from the view of point of the teacher. He outlined nine events of instruction designed to guide the teacher in developing and delivering a unit of instruction, the include (1) gaining students' attention: teachers are expected during instruction to sue those straits that will make them gain students' attention, so that learning can take place, (2) informing students of the learning objectives: the teacher has to make the students to be aware of the objectives: here, students are told what they are expected to know or do at the end of the lesson, (3) stimulating recall of prior learning. The previous lessons are reviewed and liked with the day's lesson so that students could

make meaning out of it, (4) presenting the stimulus: materials to be taught are presented to the students step by step after the revision, (5) providing learning guidance: teachers are expected to allow questions from the students and guidetheirresponses. The teacher might suggest an effective way for students to organize the new lesson or show them examples of how to do what he taught them, (6) eliciting performance: students should give a chance to demonstrate that they have learnt, the information. Teachers should give students the opportunity to respond, (7) providing feedback is necessary in order to know how for the learningobjectives are being achieved, (8) assessing performance: This is the process of evaluating instruction in order to discover what the students have achieved in the learningobjectives. Teacher should provide scores and correct mistakes madeby students, (9) enhance retention and transfer: teacher should reinforce learning and help studentsto apply the acquired skills to other situations. This theory is relevant to this study because it outline in details the necessary steps a teacher must follow when imparting knowledge, skills and attitude to the students. The teacher can be guided by these steps when identifying and organizing the competencies for classroom instruction. The competencies identified in this theory will be used in building the capacity of teacher of Economics for effective instruction.

Gagne's Theory of Instruction———was developed by——Robert M. Gagne

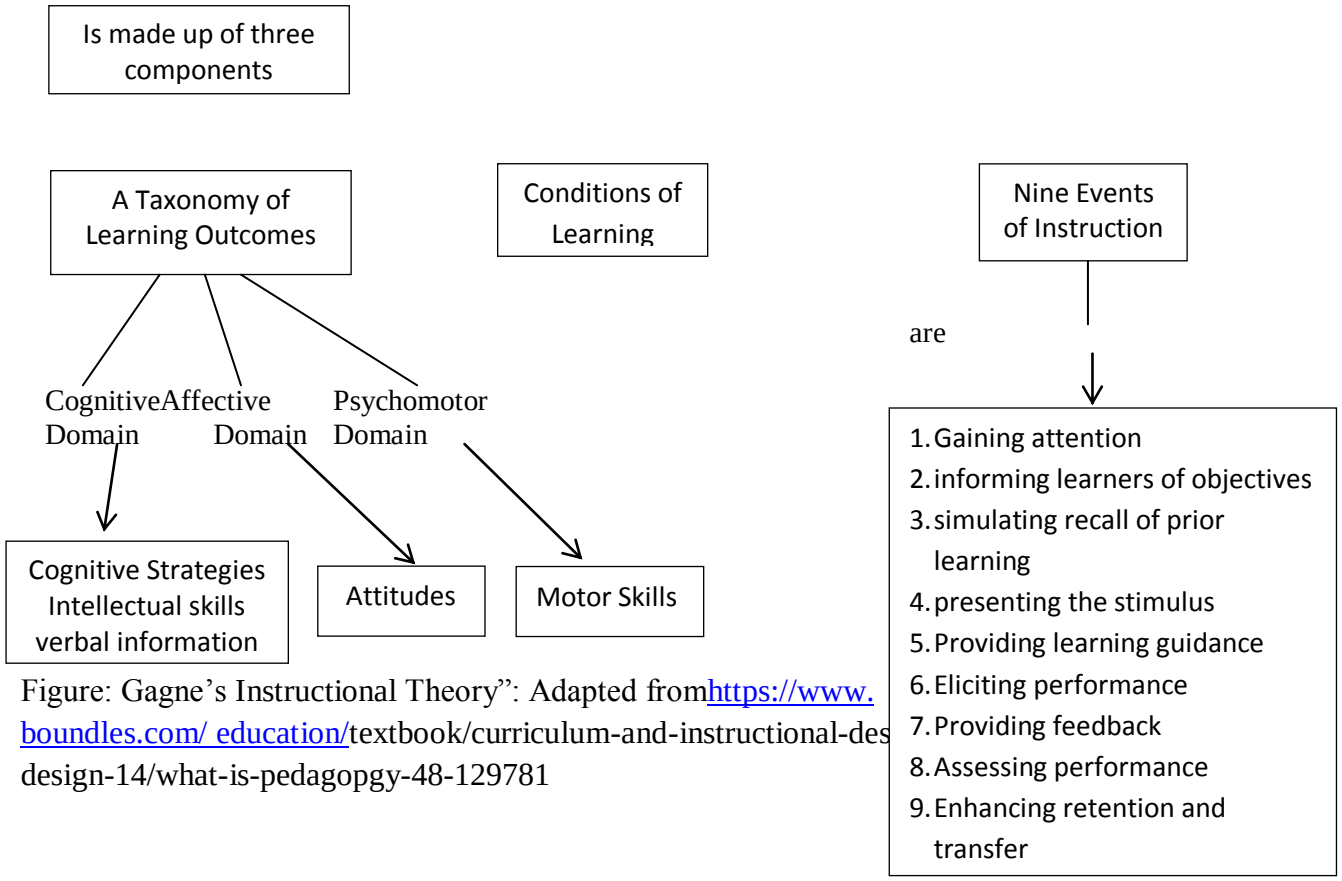


Figure: Gagne's Instructional Theory": Adapted fromhttps://www. boundles.com/ education/textbook/curriculum-and-instructional-des design-14/what-is-pedagopgy-48-129781

Cultural historical activity theory as developed by Eric Meyers (2007) articulates human activities as they relate to artifacts, shared practices and institutions, thus it goes beyond individual knowledge and decision making to take a developmental view of minds in context. As people work, think and solveproblems together they demonstrate an accumulated set of habits and values. Learning is not isolated act; rather it is situated in time and space and influenced by the surrounding factors, resources and behavioural constraints. One should also recognize that agents in the learning process through their activities, influence the contexts in which such learning takes place. Cultural-historical activity theory, then, as a dynamic model, is particularly appropriate for the study of educational practice. This theory has relationship with present research work because

solving of various economic problem using inquiry and task-based methods brings about social interaction which plays a fundamental role in the development of human knowledge holistically.

These theories can be used to asset the researcher when planning, organizing or absolute or relative standard of inquiry and task-based methods of teaching arte the positive change in the academic performance of the students. The inquiry and task-based methods of teaching are concerned to be very vital. Brunner, Gagne and Cultural-Historical Activity theories are important in this study due to their pedagogical nature in enhancingstudents overall academic performance school.

2.3 Conceptual Framework

However, this study shall also consider concepts that have direct link to major variables on the topic. They are as follows:

2.3.1 Concept of Inquiry

Inquiry has been defined by many scholars in different ways. It generally refer to the art and science of asking questions that are accessible, and can be answered in part or in whole, and ones that lead to meaningful tests and explorations (Herbrank, 2010). The inquiry technique usually involves careful observations and assessment, hypothesizing and interpreting, and theorizing. It requires experimentation, reflection and recognition of the strengths and weaknesses of its own techniques (Budnitz, 2007).

In education, while much thought and research have been devoted on the role of inquiry in science education, this effort can be replicated to other disciplines such as social sciences, arts, humanities to mention but a few (Gallagher, 2011). Inquiry learning is referred to as a way of acquiring knowledge through the process of investigation. In

this approach, the learners generate their own question or are posed with a question by the teacher, or by an electronic device (computer). However, no matter the source of the question, this approach requires a more pro-active role of the learner in given solution to the question or problem through investigation, discovery, experimentation or problem-solving means.

Furthermore, it is a pedagogical approach that invites students to explore academic content by posing investigating questions. Also known as problem-based teaching or simply as inquiry, this approach puts students' question at the center of the curriculum, and places just as much value on the component skills of research as it does on knowledge and understanding of content (Abimbola, 2010).

There are strong arguments for choosing an inquiry-based approach over lecture method of direct instruction. An inquiry-based curriculum develops and validates habits of mind that characterize a life-long learner. It teaches students to pose difficult questions and fosters the desire and skills to acquire knowledge about the world (Cross and Frary, 2007). Students are given opportunities to take ownership of their own learning, a skill necessary for one to succeed in school and in most professional settings. Additionally, an inquiry-based approach allows students to draw connections between academic content and their own lives, which can be particularly important for culturally and linguistically diverse learners (Coutler, Feldman and Konold, 2011).

There are various levels of inquiry learning approach, such as confirmation inquiry, structured inquiry, guided inquiry, as well as open inquiry (NAS, 2010). In a confirmation enquiry (level 1), learners have been taken through a lesson by the teacher, then questions and procedure that guides the students through an activity that defines the

result, the teacher thereafter confirms students understanding through assessment of any sort. In a structured inquiry approach (level 2) allows the learners to show their creativity in discovery true solutions of questions possessed by the teacher in the course of teaching. In the guided inquiry (level 3), the role of the teacher changes, he becomes an active partner and guides and advices students on the procedure of defining research questions and possible solutions. In an open inquiry (level 4), the learner becomes the investigator, he formulate research question(s), design, develop procedure, generate data, analyse, discuss findings and communicate results. Although, this stage of inquiry is done within the framework of quasi/experimental research designs (Hall, 2008).

Dimensions of Inquiry Method

Students engage in five activities when they engage in inquiry learning and use the scientific method, as note din the National Science Education Standards published by the National Academy of Sciences. Although these tasks occur in a logical progression, inquiry is a fluid process, and one task may lead back to a previous task. This process is illustrated in figure 1.

S/No	Steps
1	A question
2	Investigate
3	Use of evidence to describe, explain and predict
4	Connect evidence to knowledge
5	Share findings

Step 1: Question

Students in an Economics class were presented with various denominations of paper money. On close observation, the students then ask, Before the existence of paper money, was there any form of exchange?

Step 2: Investigate

Students know various commodities such as cowries, goats, palm oil, groundnuts, salt, cow etc. They decide to find out what happens to a man who has a cow but needed on bottle of palm oil or to the other who has 2 cowries but wants a bag of salt.

Step 3: Use Evidence to Describe, Explain and Predict

At the end of students' investigation through intensive interview, the students realized how difficult for each party to get what he/she wants with what he/she have.

Step 4: As a result of the investigative inquiry by the students, they noted that the only possible option is for each to give up what he/she has in order to get what he/she wants.

Step 5: Sharing Findings

The teacher/researcher commended the students for a well done job. However, asks them to share their experience, discusses the outcome, suggestions and conclusions.

Importance of Inquiry Method

Memorizing facts and information is not the most important skill in today's world. Facts change and information is readily available. What is needed is an understanding of how to get and make sense of the mass of data. Teachers must

understand that schools need to go beyond data and information accumulation and more toward the generation of applicable knowledge that is a process supported by inquiry learning. In the past, Nigeria's success depended on her supply of natural resources. Today, her need is basically upon a workforce that "worksmarter" (Utomi, 2007).

Through the inquiry process, students will be able to construct their understanding of the natural and human-designed world (Solaraara, 2009). Inquiry implies a "need or want to know" premise. Inquiry is not so much seeking for right answer because often there is none, but rather seeking appropriate resolutions to questions and issues. For teachers, inquiry implies emphasis on the development of inquiry skills and the nurturing of inquiry attitudes or habits of mind that will enable individual students to continue the quest for knowledge throughout life.

However, content of disciplines is very important, but as a means to an end, not as an end in itself. The knowledge base for disciplines is constantly expanding and changing. No one can ever learn everything, but everyone can better develop their skills and nurture the inquiry attitudes necessary to continue the generation and examination of knowledge throughout their lives. For modern education, the skills and the ability to continue learning should be the most important outcomes (Edosa, 2008).

Levels of Inquiry Method

There are many explanations for inquiry teaching and learning and the various levels of inquiry that can exist within these contexts. The article titled: "The many levels of Inquiry by Banchi and Bell (2008) clearly outlines four levels of inquiry. The progression seen from level one through four provides an excellent guide for how to scaffold inquiry learning skills for the students.

Level 1: Confirmation Inquiry

At this level the teacher has taught a particular topic, example “demand and supply”. The teacher then develops questions and a procedure that guides students through an activity where the results are already known. This method is great to reinforce concepts taught and tointroduce students into learning to follow procedures, collect and record data correctly and deepen their understanding. This statement was supported by Richard and Sam (2008), that this level of inquiry is more appropriate for students at the basic level of education.

Level 2: Structured Inquiry

The teacher significantly influences the inquiry at this level and helpsstudents by asking questions and providing guidance. Students look for solutions (answers) through their inquiry and provide an explanation based on the evidence they have collected. A detailed procedure of clarification or experiments depending on the content of the subject matter is defined by the teacher, but the results are not known in advance. Students show their creativity in discovering laws or rules. However, they are conducted byteacher's instructions in the investigation. This level of inquiry is very important for developing students’ abilities to perform high-level task. As affirmed by Llewellyn (2011), that students’ academic performance is enhanced when the teacher is able to allow individual initiative in the course of learning process.

Level 3: Guided Inquiry

As the name implies, the third level of guided inquiry (GI) changes the role of theteacher dramatically. The teacher becomes a students’ guide in theclassroom. He/she cooperates with students in defining research questions(problems) and gives advice on

procedures and implementation. Students themselves suggest procedures to verify the inquiry questions and their subsequent solutions. Students are encouraged by the teacher much less than in the previous two levels, which radically increases their level of independence. Students should have previous experience of lower levels of inquiry to be able to work independently (Turkahraman, 2012).

Level 4: Open Inquiry

At this level, students formulate their own research question(s) design and follow through with a developed procedure and communicate their findings and results. This type of inquiry is often seen in science fair contexts where students drive their own investigative questions (Spronke-Smith, 2013).

Ejike and Osuagwu (2012) explain that teachers should begin their inquiry instruction at the lower level and work their way to open inquiry in order to effectively develop students' inquiry skills. Open inquiry activities are only successful if students are motivated by intrinsic interests and if they are equipped with skills to conduct their own research study.

Indeed, these four levels of inquiry learning correspond to different age levels of students and their cognitive maturity. However, it is possible to apply different levels of inquiry to the same age group during instruction depending on students' abilities. Similarly, teachers can choose the appropriate level of inquiry according to the demands of the topic in question.

An important aspect of inquiry learning is the use of open learning, as evidence suggests that only utilizing lower level inquiry is not enough to develop critical and scientific thinking to the full potential. Open learning has no prescribed target or result

that people have to achieve. There is an emphasis on the individual manipulating information and creating meaning from a set of given materials or circumstances. In many conventional and structured learning environments, people are told what the outcome is expected to be, and then they are simply expected to "confirm" or show evidence that this is the case (Ortlieb and Lu, 2011).

Open learning has many benefits. It means students do not simply perform experiments in a routine like fashion, but actually think about the results they collect what they mean. With lecture non-open teaching, there is a tendency for students to say that the experiment 'went wrong' when they collect results contrary to what they are told to expect.In open learning there are no wrong results, and students have to evaluate the strengths and weaknesses of the results they collect themselves and decide their value (Oseterhof, 2007).Open learning has been developed by a number of science educators including the Spronken-Smith and the German Wagensehein's ideas particularly complement both open learning and inquiry learning in teaching work. They emphasized that those students should not be taught bald facts, but should understand and explain what they are learning. For example, Wagensehein's most famous example of this expression was when he asked some physics students to tell him what the speed of a falling object was. Nearly all students would produce an equation, but no student could explain what this equation meant. Wagensehein's used this example to show the importance of understanding over knowledge.

Advantages of Inquiry Method

Murdoch (2008), believed that knowledge discovered by someone is what makes him different from another. Therefore he stated that the need for inquiry as a teaching

strategy is to help students discover more insights, facts, truths, and thereby adding value to themselves. Some of the advantages of inquiry instruction are itemized below as follows:

- It develops the sense of curiosity in students.
- It enables the learners to develop the sense of making use of theirinitiative.
- It encourages team spirit and foster co-operation among learners.
- It equips the learners with necessary tools to explore the world around them.
- It increases the knowledge of learners on the inter-relationships between subject content, and real life situation.

For example, subject content describes the knowledge, skills, concepts, principles, attitudes and values to be learned by students. However, before any learning content or experience can be regarded relevant, it must have among others a criteria "Relevance to life". A learner derives maximum satisfaction from an educational experience if he/she perceives it as a functional experience having a relation to real life situations in and out of school (Robertson, 2010).

According to Onyejemezi cited in Uga (2006), the best way to help students learn is to bring them face to face with the world which education intends to introduce to them. This is done by using real things in real life situations. But, notwithstanding, the honest intentions of teachers, this is not always possible. Undoubtedly, most of the events and objects referred to in the classroom are beyond the reach of both teacher and students. Even where fieldtrips may be the answer, the constraints of time, transportation and finance prevent such trips. Moreover, where real life situations are available in the classroom, they may not lend themselves to detailed study in class situation. For instance, the study of "human anatomy" both teachers and students are objects being studied. But

how many of them shall be willing to be used for clear identification of what is being taught? The answer is to make use of alternative resource materials and devices as the case may be (Oyekan, 2006).

Disadvantages of Inquiry Method

- It involves financial stress due to the need for cogent facts.
- The process is brain tasking because learners are forced to discover most of the facts by themselves.
- Inquiry based instruction is always time consuming due to its process.
- Most of the passive learners tend to drop along the way due to high expectation from the teacher.

This is because, the entire processes involved in inquiry as a pedagogical strategy of instruction compels both teachers and students to dig deep in search of new facts, truths, values or informations. However, the quest for all these identified needs makes both serious teachers and students to strive for qualities like: self-control, self-discipline, self-assured, self-sacrifice, prudent in spending, hard-working, intellectual curiosity, to mention but a few, in order to excel and be identified with those who have written their name in gold (Wamakote and Harrison, 2010).

2.3.2 Concept of Task

The concept of "task" is not as simple as it might seem. Many definitions and perspectives exist in this regard. Bygate, Shehan, and Swain believe that "definitions of task will need to differ according to the purposes for which the tasks are used (p. 11). They say that "a task is an activity which requires learners to use Economics, with emphasis on meaning, to attain an objective" (p. 11).

According to Prabhu (2011) a task is "an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process" (p. 24). Bygate (2008:176) distinguishes between tasks and exercises to clarify the concept of task-based instruction. He defines exercise as "activities which practice parts of a skill, a new sub-skill or a new piece of knowledge" and task is activities which practice the whole integrated skill in some way". Schon (in Bygate et al, 2010) defines "exercises" as "serving as sequenceable preliminaries to, or supporters of task", whereas "tasks" are more inclusive activities, engaging students in variety of interlocking process and encouraging them to "practice the integrated use of Economics, acquire Economics development strategies, and use Economics concepts meaningful and creativity" (Pica, 2013:75). Yuan (2007) and Ellis (2007), consider Economics task as an activity to attain a range of possible outcomes for those who undertake it.

Drawing on Vygotsky's Activity Theory, Numan and Job (2008) distinguished between the Economics task and activity. They consider "task" as the behaviour blueprint provided to students in other to elicit data" for research or assessment and "activity" as the behaviour that is actually produced when an individual (or group) performs a task" (p. 175).

Careless (2010:89) defined a task as "a piece of work undertaken for oneself or for others, freely or for some reward. By task, it is meant the hundred and one thing people do in everyday life, at work, at play, and in between". Frost (2007:20) views classroom and every research tasks as "activities which have meaning as their primary focus. Success in the task is evaluated in terms of achievement of an outcome, and tasks

generally bear some resemblance to real-life activities". In this work "the empirical evaluation of Economics teaching materials". Willis (2007) describes a task in terms of its objective: the input it provides for the students to work on: the conditions under which the task is to be performed, the procedures the learners need to vary out to complete the task; and outcomes.

Ellis (2009) includes the concept of task as a "work plan for learner activity", which "requires learners to employ cognitive processes" and "can involve any of the four language skills". He identifies some critical features for a task. These features are; (1) a task is a work plan, (2) a task involves primary focus on meaning, (3) a task involves real-world processes on Economics use, (4) a task can involve any of the four Economics skills, (5) a task engages a cognitive process, and (6) a task has a clearly defined communicative outcome (Fotos, 2011).

Littlewood (2007) claim that a task focuses on an outcome that the SSII learner is expected to produce or attain. In this perspective, a task is an outcome-oriented segment of work in a curriculum or lesson plan. Ellis and Crookes (2010) definition of a task and task type focuses on something that is done not something that is said. Foster (2008) also defines a task as "a piece of work or activity, usually with a specified objective, undertaken as part of an educational course at work, or used to elicit data for research" (p.1). Lavsen-Freeman (2012) considers a task as "a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new topic and its use in practical terms" (p. 23).

Richards and Rodgers (2015) define a task as "an activity or action which is carried out as the result of processing or understanding a subject matter, i.e as a response. Crabbe (2007) rationalizes that task is an important tool from providing Economics opportunities. He mention that underlying each task is a set of learning opportunities which provide the basis for the full learning potential of a task and for learning outside the classroom. Skehan (2013) states that tasks are of main interest domain of three groups: researchers, subjects' testers and teachers. Researchers consider the task as convenient or necessary means to explore theoretically motivated questions. They consider tasks important for their empirical study and its validity. Subject testers are also interested in self-contained individual tasks and are motivated to obtain data arising from actual outcomes as they are standardized and can be assessed. In contrast, the teacher's domain for tasks is pedagogic and classroom based.

Theoretical Background of TBM

The task-based learning and teaching is based on several theoretical backgrounds:

(1) From psycholinguistic perspective: (1) A task is a device that guides learners to engage in certain types of information processing that are believed to important for effective language use for language acquisition, (2) using mental processing that is beneficial to acquisition.

(2) From interaction hypothesis meaning negotiation can contribute to acquisition

(3) From cognitive approach: (1) TBM constructs both exemplar – based system and rule-based system, (2) Lexical items and ready-made formulaic chunks of language contribute to fluency, accuracy and complexity.

(4) From constructivism: (1) Learners learn in ways that are meaningful to them: (2) Learners learn better if they feel in control of what they are learning, (3) Learning is closely linked to how people feel about themselves, and (4) learning takes place in a social context through interaction with other people.

Features of a Task are as follows:

(1) A task is a work plan (a plan for learner activity)

(2) a task involves a primary focus on meaning

(3) a task involves real-world process of language use

(4) a task can involve any of the four language skills

(5) a task engages cognitive processes such as selecting, classifying, ordering, and evaluating information in order to carry out a task.

(6) a task has a clear defined communicative outcome

Characteristics of Task

(1) Meaning is primary

(2) Learners are not given other people's meaning to regurgitate

(3) There is some sort of relationship to comparable real-world activities

(4) Task completion has some priority

(5) The assessment of the task is interms of outcome

Why Task-based Learning

Most researchers would agree that effective Economics learning takes place under four conditions. To learn a subject with reasonable efficiency, three essential conditions must be met and one additional condition is desirable. Task-based instruction can help teachers' select and device useful classroom activities that could lead to task-based

learning and help students to further learn a particular subject content successfully (Richards and Rodyners, 2015).

Phases of a TBM

The framework of a TBM lesson is usually composed of the following phases:

- Pre-task
- Task (which can be sub-divided in different stages)
- Post-task

Pre-task: The pre-task phase of a TBM lesson is the moment when the teacher sets the task, contextualizes the topic of the lesson, raises students' interest and prepares learners to perform the task. When preparing students to perform a task, teachers might need to help students with both content and skill. This can be done by activating students' general knowledge on a certain topic and by helping students anticipate the type of skill they will need to perform the task proposed. It is extremely important that students understand the objectives of the task during this phase.

Task: In this phase of TBM lesson, learners perform the task proposed. They are supposed to perform the task in small groups or pairs, and use their existing knowledge and choice of skill to express themselves in a spontaneous way. As the focus is knowledge application, the teachers' role at this stage is to monitor and provide support. When students finish preforming the task, they need to plan how they are going to report it to the rest of the class or to other groups. They may rehearse and research the subject matter necessary in order to share the outcome of what they had done. Finally, students report the outcome of the task to other students (Pica, 2013).

Post-task: The post-task stage is students evaluate their performance. This might be done by comparing the outcome of their task to that of resource fellow. It can also involve feedback provided by the teacher and subsequent practice of observable skills that emerged from the task. That means that the teachers will not teach a particular lesson and expect that learners use that specific structure while performing the task, neither should the teacher work on a pre-selected content in this phase of the lesson. This makes the role of the teacher as a monitor extremely important in TBM. However, a balance should be kept between fluency, which is what the task provides and accuracy, which is provided by the task feedback (Lam and Wong, 2014).

Principles for Designing TBL Lessons

The overall purpose of task-based methodology is to create opportunities for Economics learning and skill-development through collaborative knowledge building. The following principles can be used to guide the selection of options for designing lessons (Ellis, 2010).

Principle 1: Ensure the appropriate level of task difficulty

Principle 2: Establish clear goals for each task-based lesson

Principle 3: Develop an appropriate orientation for the students related to performing the task

Principle 4: Ensure that students adopt an active role in task-based lessons

Principle 5: Encourage students to take the risks

Principle 6: Ensure that students are primarily focused on meaning when they perform a task

Principle 7: Provide opportunities for design option

Principle 8: Require students to evaluate their performance and progress.

Note: These principles are intended as a general guide to the teaching of task-based lessons, not as a set of commandments; that is, it is up to teachers to make their own methodological decisions based on their understanding of what will work best with their own students.

Challenges of using Task-based Method

Even though TBM can contribute to meaningful learning, there could be still some limitations or problems in certain school settings such as following listed:

(1) Large Class Size: The task-based learning and teaching could be more time consuming when the task is complicated. Along with large class size issues, teachers implicit not have enough time to take care of every student and monitor their learning process or progress. In response, teachers could choose and train some high-level students as little teachers. They can help teach or model target skills for other students and also learn communicative skills for themselves.

(2) Cramped Classrooms: If the classroom is too cramped to have task-based learning, changing the classroom or reducing dynamic activities among the resolutions.

(3) Lack of Appropriate Resources: Resources here might refer to time, place, technology tools, supplementary materials for TBL, and so forth. For example, some schools located in rural areas might not have the internet in the classroom. Therefore, teachers should take these limitations into account while designing task-based learning.

(4) Teachers not trained in Task-based Methodologies: It could be a problem if teachers are not trained in task-based methodologies and still want to adopt this approach. In this case, teachers could adopt textbook materials destined for TBL. Such an approach could be an easy way for teachers to scaffold students' learning effectively. In addition, teacher educators need to offer adequate practical in service training for teachers to practice TBL in real teaching. Finally, teachers could attend more professional development workshops aiming in TBL to gain the confident in implementing TBL in class.

(5) Traditional Examination-Based Syllabi: Another common worry voiced by teachers and students is "what about the exam?". Many teachers worry that TBL will undermine students' chances of success in traditional exams, especially if these put more emphasis on grammar and accuracy than an ability to develop appropriate cognitive skills. Exams-school, university entrance exams, or external public exams are often the students' main motivators for studying Economics. Anything not directly connected with them is often deemed a waste for time. If their exams do not test oral communication, students often wonder about the relevance of taking part in oral task (Willis, 2010). While the educational bureaucracies are conservative to change, teachers are responsible for striking a balance between standardized tests and task-based instruction.

Conclusively, task-based learning offers a change from the grammar practice routines through which many learners have previously failed to learn to communicate. It encourages learners to experiment with whatever Economics they can recall, to try things out without fear of failure and public correction, and to take active control of their own

learning, both in and outside class. For the teacher, it may be true that the task-based Economics teaching is an adventure. But, it is also an effective Economics instruction that is worth trying.

Task-based learning can also be used in content areas such as, Economics learning. In such instruction, the learning "task" is viewed as a basic tool that teachers use to guide students developing strategies for real-world problems solving. Such an approach is broadly and effectively in Science, Social Studies, Economics and other discipline, including Business, Medical Education, Accounting, etc. By completing the task, learners are provided with a real purpose for knowledge or strategy use and natural context for content study.

Task-Based Lesson Design

Phase	Examples of Options
A. Pre-task	▪ framing the activity (e.g establishing the outcome of the task ▪ planning time ▪ doing a similar task
B. During-task	▪ Time pressure
C. Post-task	▪ Number of participants ▪ Learner report ▪ Consciousness-arising ▪ Repeat task

Source: A Framework for designing task-based lessons

2.3.3 Concept of Economics

Economics like other social science subjects has no specific definition. As there are many Economists, so there are many definitions of the subject – Economics. The reason is based on the fact that Economics studies human beings and their behaviours

which can never be the same. For example, Smith (1776) in Ekpo (2009), sees Economics as "an inquiry into the nature and causes of the wealth of nations". The high point of this definition is on material wealth. Price (1878) in Ekpo (2009), "believed that Economics is all about wealth. His view is similar to that of Smith which is based on an availability of resources and its use.

However, Robbins in Abedi (2008) defined Economics as "a science which studies human behavior as a relationship between ends and scarce means which have alternative uses". Considering the underline key words in Robbins definition, it is obvious to say that his definition is more embracing because it embodied the basic concepts of the subject matter and also the main fundamental problem of mankind which are; wants, scarcity, choice, exchange and opportunity cost. So, Economics is indeed a wholesome tool that if used properly has the capacity to develop mankind to its full potential thereby becoming useful to oneself and society at large (Adeshina, 2015).

2.4 Economics Curriculum in Nigeria

Economics was first taken in the year 1967 as a school subject at the West African School Certificate Examination (Obemeata,2009). It was included as part of secondary school curriculum in 1966, much later than other school subjects. However, the subject was formerly taken by private candidates in the General Certificate in Education (popularly called GCE) at ordinary and Advance level respectively.

Available records shows that the subject Economics was first offered at the Higher School Certificate (HSE) although scrapped out before it became a secondary school subject. Since its introduction, it has witnessed increased in the number of school that teach the subject and students who enroll for it. Obemeata in Robertson (2010)

stated that, in 1967 only ten (10) candidates offered Economics at WAEC representing 0.07% of the total enrolment.Economics occupied elective and vintage position in the revised national policy on education at the Senior Secondary School (SSS) level. Its curriculum according to Okorodudu in Yusuf (2008) has been designed by the Comparative Education Study and Adaptation Centre (CESAC) to meet the global requirement of the present (6-3-3-4) system of education in Nigeria.

The guiding principle of Economics curriculum is the need to equip graduate of the senior secondary school with the basic knowledge and skills that will enable them to better appreciate the nature of economic problem of the global society. It is in this regard that Economics was set out to achieve the following objectives.

- To equip her graduates with the basic Economics knowledge and skills necessary for living and for higher education.
- To raise graduates who will have respect for dignity of labour and appreciate the economic, culture and social values of their society.
- To prepare and encourage her graduates to be prudent and careful managers of their scarce resources.
- To enable her graduates acquire practical knowledge and skills that will help them solve basic and complex economic problems of life.

Adu (2008) opined that Economics serves a useful purpose in the modern day life. To Amafa and Olatunji (2007), Economics is a discipline that adds various values to learners. Some of these values are discussed below:

Cultural value: Economics has some intrinsic value that makes it appealing as a school subject. Example, it connects learner to the essentials of everyday life and also the connectivity that surround mankind and his economy.

Vocational Value: The vocational nature of the subject Economics makes it readily acceptable to students. It's knowledge helps her graduates to be accepted by various industrial and commercial employers.

Intellectual Value: Economics is enquiry by nature. This is attested by its pattern of taking critical look at issues in a way which foremost new to others.The Economics curriculum covers the following areas: Meaning and Basic Concepts, Basic Tools of Economic Analysis, Basic Economic Problem of Society, Production, Business Organizations, Population, Labour Market, Distributive Trade, Money, Agriculture, Inflation,Industrialization, Alternative Economic System, Theory of Costs, Theory of Consumer Behaviour, Demand and Supply, Price Determination, Public Finance, Financial Institutions, Market Structure, National IncomeDetermination, Theory of Income Distribution, International Trade, Balance of Payments, Economic Development, Petroleum and the Nigerian Economy (WAEC Syllabus, 2014).

The above topics has been structured into thirty-four (34) teaching units distributed over the three year period of 'SSS' course as follows: Year one (SS1) - Ten (10) teaching units Year two (SSII) - Thirteen (13) teaching units Year three (SS3) - Eleven (11) teaching units These topics were spread over the three years on the basis of nature and complexity of the topics including available time within the academic year. Simple topics provide adequate foundation for subsequent work. On the area of evaluation, continuous assessment is recommended by the National Policy on Education

(FRN, 2009), while external examination is to be organized by Ministry of Education in collaboration with recognized examination bodies such as WAEC, NECO, among others.

On teachers' issue, the Federal and State Ministries of Education have intensified the effort on capacity building of teachers signifying a rapid departure of what looks like a teacher, (NTI, 2010). It is on this basis that teachers with Grade II Certificate teaching Economics were mandated to go for further training hence making Nigeria Certificate in Education (NCE) the minimum entry qualification for teaching profession (FRN, 2006).Going by the observations so far made, the deplorable performance of students in Economics is not totally hinged on lack of syllabus coverage among other things, but the inability of most teachers having the prerequisite skills such as (inquiry, discovery, problem-solving) to teach some aspect of Economics like graphs and computation of data-(statistics) (Ayo, 2011).

It is obvious to note that the basic tool universally accepted for analysis of economic problem is statistical tools. Therefore data generated over time in the course of any academic investigation are analyzed with suchempirical tools. This invariably means that statistics is central to any Economics or economic analysis. Statistics is an aspect of Economics or mathematics that deals with quantitative study of generated data. It's of two category: "descriptive" and "inferential". The former is concerned with the methods and techniques of describing data in a particular area of interest in a concise format to present useful and readily comprehensive information. While the later, focuses on the deduction of variables from a comprehensive data gathered out of which generalization

about such studied population sample is made (Olayiwola, 2010).Although, Economics analysis can be theoretical or empirical depending on the investigator.

There is this assumption that the major problem of Economics students in the study area is the absence of inquiry skill in them which has resulted in inability of making use of basic Economics tools versus its application in answering questions when it comes to public examinations. These empirical tools include: measure of central tendency, such as; mean, median and mode. Histogram, chart, graphs, measure of dispersion/variability and frequency distribution and so forth.

Most of the questions that must be investigated in the course of this work are:

(1) Are there teachers who have the skill and adequate knowledge to teach these aspects of Economics in the present day secondary schools?

(2) Are the teachers committed to their duty?

(3) Are they provided with necessary teaching aids for teaching these aspects of Economics?

(4) Are the students ready and willing to learn?

(5) Do the students have aids to learning e.g. Textbooks, math sets, drawing boards, graph sheets, and so forth. It shall be worthy of note if both teachers and students of Economics will endeavour to give adequate attention to these aspect of Economics discussed so far among others, they will go a long way to realize the cardinal objectives of Nigeria National Policy on Education (FRN, 2009).

2.4.1 Economics Curriculum in Senior SecondarySchools

It is believed that coverage of the school curriculum by teachers may have contributed the poor performance of students in various public examinations especially

in a subject like Economics, (Palmer and Steward, 2009). Richard and Sam (2008) noted that teachers are the major offenders while students have fair share of their own blame due to lack of reading habit. On each part, several reasons have been advanced as likely responsible. Example, teaching methodology, lack of instructional aids, teachers commitment, knowledge of the subject matter among others.

Teaching methodology practically is referred to as a process, a course of action or a method of operation which varies according to circumstances (Mainoma, 2010). As a way of teaching, methodology refers to methods which are the types of activities pursued by teachers and students together in discussions, group work, surveys, demonstrations and so on.The phrase, and so on, indicates that 'the way of teaching' or 'how to teach', have no end. Trips and excursions are also ways of bringing the students into contact with actuality, thus concretizing experience. The teacher must be a practical person. A real teacher, interested in his profession, should always be concerned with how to make his work effective. The teacher should devise different ways of facilitating the process of learning. He not only understands the theoretical principles, but actually applies them. In his daily application of the principles, he modifiesand adapts them according to circumstances. At the same time, the teacher tries to discover how best to help his students learn.

Textbooks are also important instructional aids that can facilitate the division of labour between the teacher and students alike (Richard &Sam, 2008). It assists the teacher to give out assignment and class exercise after the normal teaching in school. It affords the students to develop inquiry skill through private studying session. Textbooks are sine-qua-non to any classroom techniques. While textbooks have their place, teachers

need to use them wisely to ensure high academic performance (Dawin, 2010). According to him, textbooks are characterized as "a nile wide and an inch deep". Reason is that textbook is tasked with surveying broad subject content, which means that the balance of its coverage often falls to covering range of topics rather than going deeply into any single topic. For students to develop critical thinking skills, teachers as knowledge brain-box must reach out beyond the textbook thereby providing students with opportunities toask questions and discover certain truths by themselves.

On the aspect of teaching techniques, it is obvious to say that classroom teaching becomes effective and result-oriented if the teacher can prioritize his teaching strategies. This can only be possible when the class level, maturity of the learner, and subject - type is critically considered by the teacher. Obviously, lack of this factor on the side of the teacher makes his work meaningless (Orimogunje, 2008). Discussion, play way, demonstration, lecture, inquiry, discovery, fieldtrips, problem- solving, laboratory to mention but a few are some of the teaching strategies so far in use (Yusuf, 2012).

2.4.2 Need for Economics Education

As stated by Nwaru (2008), Economics education in the sub Saharan Africa is hinged on two central concepts.

- The interaction of economically determined demands with politically responsive supplies.
- The distinction between social and private benefits, including the cost of different levels of education and the implication of these differentials for educational investment strategies.

The concept Economics of education refers to all effort design to improve human knowledge of Economics facts, principles, concepts and problems. For example, an instructor who teaches "elasticity of demand and supply" and a Journalist who explain to a crowd on national budget, and a publisher who produces booklets and film-strips on inflation are all engaged in Economics education. In another version, "Economics education refers to an organized movement of economic literacy."

According to Popham (2010), Economics education has the potential to improve both the individual and the society in the following ways:

- It promotes an independent skill which has to do with discovery or inquiry. The basic reason is that it disciplines the mind.
- The study enables both the teachers and students to take impartial view of issues around them thereby being objective on issues of judgement.
- Economics education restructure both the individual and the society in becoming functional and rational both in thought and action.
- The knowledge of Economics education promotes both national and international economic relations among member states.
- As an enhancer, it helps both the individual in achieving greater output with little input.

Skill Acquisition in Economics

The FRN (2014) identified evaluation as key instruments of Economics curricular whose main objectives according to (Nwabulu, 2012) is to afford the learner the opportunity of:

- Acquiring manipulative skills, which is able to enhance his productivity.
- Developing curiosity and creative instinct in the learner.
- Demonstrating the applicability of Economics skills in real life situation.

The few outlined objectives are aimed at achieving two things:

i. Personal aspiration: The knowledge of Economics is expected to aid learners in solving economically oriented problem of life,
ii. Vocational aspiration: Economics lays the foundations on which so many specialized skills are built.

It's therefore expected that in designing a curriculum, the developers should consider the end objectives. In the case of Economics study, its emphasis is upon the development of principles, skills and practical application in the individual learner (Robbins, 2009).In the revised edition of National Policy on Education (2010), the curriculum emphasis is basically on skill acquisition and its real life application which can only be made possible through inquiry or discovery method of teaching and learning (Benda, 2007).Presently, the SSS Economics curriculum is specifically designed to help every Nigerian child to develop the mind of becoming living economists. For this purpose, it is therefore necessary to discuss few concepts like: skill, knowledge and learning in this study.

i. Skill of Economics Acquisition

Green (2007),opined that the development process of skill acquisition in children is the target of education. Akaeta (2012) contended that, the process skill is science oriented which is presently required in the entire globe. According to Osuji (2008) the goal of education is to teach learners how to inquire, acquire, and process information.

He went further to say that any skill which goes beyond ordinary acquisition of knowledge adds value to the learner. This is because, such a learner will make a difference in knowledge exhibition whether in school or out of school. What this therefore mean is that acquisition of process skill is important for Economics students of this age and that is the only way they can become practical and living economists.

ii. Knowledge

Akinpelu (2007) asserted that if creativity is not an unconscious act but one which issues from conscious design then some knowledge is an essential ingredient. Such knowledge ensures a familiarity with existing state of things.In Economics, a test of knowledge consists of learners' ability to analyze various Economics concepts and principles and be able to convert them into practical life situation (Taylor, 2009).Famoyin (2009) and Nwosu, (2008) in a separate studies confirms that students do obtain higher scores in knowledge testing when compared to other learning outcome such as practical application. These works, further shows that students respond favourably to questions related to knowledge testing.

From the following studies so far discussed, it is believed that greater number of learners do not go beyond basic knowledge of the subject matter. Nwosu (2008) appealed to Economics teachers to tailor their students to know the real usefulness of Economics to mankind and his environment. The irony of this skill is making Economics application oriented rather than abstract oriented. Thus, if students are taught to apply learnt knowledge to all aspect of the subject “Economics”, performance in this area will be better off.

iii. Learning

This concept is tailored to the view of the constructivist theory. To them, learners construct their own understanding of the content under investigation. To achieve this end, learners will need learning environments supporting investigation, insight, reflection and discovery (Olsen and Sexton, 2010). The constructivist perspective is based on the premise that human beings construct their own views of the world around them; through integrating individual experiences and scheme with new knowledge. Therefore, constructivist focuses on preparing the learner to solve problems in ambiguous situations. From the constructivist point of view, knowledge is not independent of the owner, knowledge consists of physical and abstract objects in human experience. For instance, there is no one true definition of inquiry waiting to be discovered, but an understanding of inquiry is constructed by individual himself (Von Glasersfield, 2011). Loveless (2010) in his submission, agree that knowledge is adaptive, the worth of knowledge is not determined by its degree of truth, but by its viability. He therefore, advice teachers to always create enabling environment that can enhance learning more specially in the classroom.

2.4.3 Methods of Teaching Economics

There are many ways of teaching the subject Economics, some listed here are as follows:Simulation Method, Laboratory Method, Inquiry Method, Project Method, Demonstrations, Question and Answer Method, Field-Trips, Discussion Method, Lecture Method, Problem - Solving Method and Home Assignment to mention but a few (Uga, 2006). These shall in turn be discussed below:

Inquiry Method

Due to the student-centred premise behind instruction, Hazaria (2009:189), differentiate inquiry teaching from traditional teaching by focusing on the unique role of the student "learners construct personal interpretation of knowledge based on their previous experience and application of knowledge in a relevant context". It was stated by Oliver-Hoyo (2011:53) that, constructivist learning, inquiry based activities involve the use of "manipulatives or hands-on materials", "incorporating, inquiry, discovery and problem-solving approaches and applying Economics and science concepts to real-world context".

Moreover, inquiry method of learning associates with the activities in the classrooms to distinct careers and involves the original data analysis. It also inspires both collaboration and communications by the students (Marshall, 2010). Marshall found support for the idea that, there is effectiveness for inquiry presentations for improving the performance of students as well as satisfaction of the teachers when progress has been made on the side of the students.

In a wide variety of perspectives and in a broad number of methods in the recent years Mayer (2013) hinged education as a progressive movement, there is still a strong predisposition toward using teacher-directed methods of instruction. With respect to the teaching of Economics which was considered previously, although many believe memorization of basic operational and computational facts and concepts must be accomplished using traditional method (Codding, 2009), proponents of inquiry methods suggest that there needs to be some sort of declaration of real world Economics concepts before any elementary skill sets are committed to memory (Hazaria, 2009).

Mayer moved on to state that the presentation of teachers giving students a theatrical set of information comes from an era that predicated the past and future would not be dissimilar. Also, when the movement of progressive education began in the recent years, change was thought to be unavoidable. This review covers the suggestions, theories, and ideals ofboth Mayer (2013) and Edinyang (2012) and their writings will be sufficiently examined. These writings are imminently critical to a comprehension of the teaching framework called inquiry strategy which forms the pivot of the present study "Effect of Inquiry Teaching on Performance of SSII Economics Students in Imo State." Furthermore, Mayer (2013) predicted the teacher's part in inquiry-based instructional environment as an exquisite designer. This person is charged with renewing the associations between the period experiences of "the students with the given subject area and offer new connections to learners who are then able to create more skills, connections and factual evidence". During the process of comparing teachers in the two instructional methods (inquiry vs. lecture method). Mayer (2013) acclaimed that there is much more lead time for planning for inquiry method because they must assuredly give exposure and continually build on the previous experiences of the students.

Olukayode (2012:28) started with the supporting proposition, "our habits of mind, innate curiosity, and ways of thinking and acting are shaped and developed through immersion in experience and repeated practice". Here, the investigators supposed that the method in which students were presented with learning materials are equivalent paramount to the absorption of the content that is learned. In turn, more compelling teachers should have a purpose to create unique instructional sessions as was

suggested by Olukayode (2012), and attempt to create an environment that is conducive to an ever developing global cultural setting as was defined by Cornigh (2007).

Indeed, the concept of teachers as designers and the teachers who bring out and direct curiosity remain to be important part of education that is inquiry rooted. It was found by Kazempour (2009), that inquiry educator developed opportunities that would be a significant contributor as a factor during the process of implementing inquiry education in the classroom of today. His study looked at the changing of the perceptions of a secondary school teacher's necessity and abilities toward the implementation of inquiry education that came from the professional development presented through a series of long vacation workshops. Along with these development opportunities, the teacher was found to have greater certainty in his capability to design for education that is inquiry-rooted and also direct the students along their learning path.

Conclusively, inquiry teaching is a teaching method that combines the curiosity of students and the scientific method to enhance the development of critical skills while learning (National Research Council, 2009). As learners encounter problems they do not understand, they formulate questions, explore problems, observe and apply new information in seeking a better understanding of the world. The natural process the learners follow when seeking answers and deeper understanding closely follows the generally accepted scientific method. Often, the answers proposed by learners lead to even more questions, much like the outcome of research. This is attested by National Science Foundation (2007), published by National Academy of Sciences (2010).

Lecture Method

This method is the most commonly used method by the teachers. This expects the students to quietly sit and listen to the talk about the subject matter. In this situation, students are expected to take notes and sometimes the teacher may write notes on the chalkboard. Often the lesson may end up with a summary and few recapitulated questions. A teacher would have no option than to use the lecture method when the topic is abstract. Topics like Faith, Reason, Man and His Beliefs, Supernaturalism, Justice and so on, can be explained through the lecture method.

According to Ameh and Dantani (2011), this method can be used where there is shortage of accommodation and personnel. Though it can cater for a larger population, it has the disadvantage of making learning teacher-centred rather than student-centred. A class becomes dull without combining this method with other methods and the use of teaching aids.

Co-operative Method of Teaching

All educational effort is to enable learners to acquire socially desirable knowledge, attitudes and skill. Therefore, the success or failure of any school system is judged by the difference it makes in the life of its immediate neighbourhood (Johnson, 2007). The school must endeavour to forge a strong and worthwhile link with the home of its students and its clientele. To this end, teachers must deliberately foster co-operation by providing the students with opportunities for co-operative action both in and outside of the school. It is expedient that each student must continually bear the interests of all the group members in mind (Idea, 2008).

The expert team spirit comes from the way teachers present their lessons. This method can be helpful where the teacher allow students to help one another and where students are engaged in frequent class discussions. For combined class activities, it is advisable to arrange the class in groups. As each of such groups endeavour to accomplish its task and to improve upon its own position, each member makes his/her unique contribution. Members of each group learn to work under a leader. Class debates, dramatic works, music, Economics, games, to mention but a few offer suitable opportunities. A proper arranged class forms an ideal family circle for group discussion.

Project Method

Project is a purposeful activity or a meaningful whole or unit of experience which proceeds in a social environment (Memory, 2011). Hence it is another application of the unit idea. There are four forms of projects. They are identified according to the purpose of each. In type one, the purpose is to embody some idea or plan in external form. Examples are: presenting a play or building a chair. In type two, the purpose is to enjoy some experience, such as hearing a choir, or appreciating a picture. For type three, the purpose is to strengthen out some intellectual difficulty like ascertaining the economic growth of a nation or what happen to prize if demand is high. The purpose of type four is to obtain some item of knowledge as learning the irregular verbs in some foreign language or playing some kind of musical instrument, etc. Indeed, the four kinds discussed above can be referred to as the objective, the problem, the aesthetic and the skill projects. But the four can all be pursued concurrently in a project (Knoll, 2014).

The project method is a process which enables students to acquire whole-hearted purposes and to pursue them to a satisfactory end. By this method, students learn to work

together on selected plans. They clearly see the purpose of whatever task they undertake. Both teachers and students have common purpose. The only worry is based on the commonality of purpose and on the co-operative effort of both the teacher and the students (Manta, 2008). Although in most cases, it is the students that determine what they wish to investigate.

The project method is a more promising attempt at unifying various subjects. So, it offers opportunities for learners to relate instruction in different subjects. In other words, they can see the relationship of different aspects of life. Thus, in one project, it is possible to incorporate instruction in building, carpentry, Economics, science work, to mention but a few.

Advantages of Project Method of Teaching

The following advantages of project method were hereby put forward:

- It offers each student the opportunity to create to the extent of his/her ability.
- It emphasizes creativeness among students at all levels.
- It seeks to produce, as its main objective, rich vibrant, positivepersonalities.
- It enables learners to acquire and refine system of values anddevelop the ability to be self-directing (Knoll, 2014).

Disadvantages of Project Method of Teaching

The following disadvantages of project method were listed below:

- It is more time consuming than the orthodox method of teaching.
- It leaves wide gaps in the content, which means that it does not fit all types of desirable school activities.
- Although it unifies subjects, but it leads into a number of by-paths.
- It taxes the genius of the conscientious teacher, and it seems to be beyond the ability of the typical teacher (Knoll, 2014).

Discovery Method

One of the criticisms of traditional instruction is that it spoon- feeds learners. It does not challenge them. The risk is for the learner to forget much of what is told them by the teacher. So, the irony is that the teacher wastes his/her time pouring as it were meaningless information into the students' minds.

Although difficult, it is advisable, where possible, to provide students with opportunities to discover new truths, new rules, new methods of solving problems, as well as new values for themselves. For sure, it is time consuming. But the time so spent is more than compensated by the joy of discovery. Besides, it is natural. Human beings especially young ones are adventurous. Mental adventure is very rewarding. If we substitute 'finding out' for 'discovery', it would be realized that there is no part of the teaching work in which this method cannot be usefully employed in some way or other,almost every subject grantees opportunities for learners to discover new facts and values for themselves. Therefore, discovery method according to Alfieri (2011) has the following advantages: Provides learners opportunities to discover new facts, rules and methods of solving problems; Learners became joyful when they discover new things in the course of learning; and mental adventure is always rewarding.The method also have the following disadvantages: It is time consuming; and Passive learners finds it difficult to cope with others.

Simulation Method

This is a simplified model of a real-world situation. Simulation is usually used for teaching concepts and principles that are not easily observable such as

theoreticalconcepts. They are dynamic and lively ways of presenting ideas, problems, issues andrealities in the past and present societies (Obanya, 2007).

Simulation "comes from the Latin word "Similis" which means, to act like, to resemble. It is therefore expected that through this method, a situation will be created in which activities are presented as if they are, real-life. There are three major kinds of simulation methods. These consist of historical simulation, simulation activities and simulation games.

Historical simulations are dramatizations in which real characters portrayed. Examples include the hoisting of independence day, the crowing of an Oba or the turbaning of an Emir. Simulation activities include practical exercises which really happened in an occasion or organisation e.g. a mock state house of assembly, ECOWAS meeting, O.A.U. meeting, Bank and so forth.

Simulation games or instructional games are used as activities that involve rules, competitions and players. The outcome of the game are determined less by chance and more by decision made by the players. Thus, simulation games are commercially sold-board-games of which "Monopoly" is very common. There are other games which model social, economic, and political events, but "Monopoly" is a simulation of buying, developing and renting of properties. There are other games that can simulate economic operations, election procedures, historic battle, miniature stock market operations, career choice etc. There seems to be evidence that these games are effective in dealing with the learners' attitudes (Duplass, 2009).

Simulations are highly motivating to students and they bring interest when they are used. They have been used in teaching skills e.g They provide the group(s) involved

in the game with a common and shared experience that can be used to make learning more meaningful and effective. Topics that look too difficult or abstract e.g. morality, democracy, patriotism, followership, leadership, conflict prejudice etc. can be understood if demonstrated through simulation activities (Amalebo, 2011).

Teachers using the simulation method must be aware that it takes a great deal of time and students tend to be very noisy, disorderly and sometimes prove very difficult to control. Students should therefore, be prepared and enlightened on how to conduct themselves during simulation activities. This demands adequate preparation from the teacher and the establishment of the value and relevance of the activities to the syllabus.

Laboratory Method

The Laboratory Method in Economics class involves the employment of source materials, supplementary references, mechanical devices, audiovisual aids and many other life-like activities to supplement textbook instructions and to increase the effectiveness of presentation and mastery (Stiggins, 2008). Laboratory mode of teaching does not refer to a special place or a special class period, but to an activity. The activity can occur in a regular classroom, outside the classroom or in a specially designed room (Goje, 2014).

According to Onipe (2007), the important point to note in this method is that students manipulate concrete objects, equipment, etc. under the direction of the teacher. Since the teaching of economics studies in both secondary and tertiary schools is done in units, the laboratory method provides opportunities for the application of knowledge and skills. The advantages of this method may not fully be realized because of lack of the facilities and equipment necessary for effective use of this method. This method can be

used for almost all the topics in economics. Interview and discussions on issues can be recorded on videotaped and be played back to the class.

Demonstration Method

Demonstrations are the repetition of series of planned actions designed to illustrate certain phenomena. Demonstration can be presented by the students or teachers.The use of demonstration is to make some information clear. Demonstration can also be used to introduce a certain topic for study by presenting some vivid illustrations. It can be used either at the starting point for a unit of instruction in economics or to provide a convincing conclusion (Turnwald, 2011).There are many advantages of demonstration, especially when there is shortage of Economics equipment. Topics like cultural patterns such as mode of planting some crops, making of regies, harvesting of yam, cassava, cocoyam etc. can be effectively taught by demonstration. A good Economics teacher can by means of carefully planned demonstrations, teach a larger number of students than he could by any other method. It is economical in terms of teaching-hours and materials. Though demonstration is a useful teaching device, it should not be indiscriminately used or to the exclusion of other teaching techniques.

Question and Answer Method

This is a common teaching method used by teachers. The teacher in this method asks a question and then recognizes one student who answers the question. The teacher then reacts verbally to the student's response. The sequence can continue with the teacher asking questions and a student at a time responding to the question. A situation may arise where another student can be asked to react to the previously given answer. Question and answer is therefore a process whereby the teacher asks a question, a student responds, the teacher then reacts and asks another question which is answered

by another student and so on (Powers, 2011).The question and answer method can be used throughout a lesson or part of the lesson. This method helps to test the extent and depth of the students' knowledge. The method keeps both the students and teachers active throughout the lesson. A teacher of Economics employing this method should note that, needs adequate planning and handling. A careful directed questioning technique can elicit answer about the students' immediate environment. Hence, topics like Man and His Environment, Man and His Economic Activities etc could effectively be taught through the questions and answer method. The questions used should be clear, precise and unambiguous (Musa, 2007).

Field-Trips

Field-trips involve journey with the students to observe and investigate situations outside the classroom. Many of such expeditions might go no further than the school corridor, the school building or playgrounds. Within the school itself the teacher may find illustrative examples for his students. In the immediate vicinity of the school there may be available for examination and observation such things as different soils, vegetation, a river etc. The teacher may sometimes invite the co-operation of local industry or publicservices and visit places like the Bank, Hospital, Bookshops etc.

According to Silverbank (2011), experiences gained from field-trips are vivid, lasting and often meaningful to the students because they are real-life situations. There are three stages to field-trip; preparation, field-trip itself and recapitulation stages. Obviously, the method depends a great deal on the age of the students.

The preparation stage must be extremely through with the teacher knowing exactly what he hopes to achieve during the field-trip. He should at this, stage, collect

all the information possible about the area to be visited. Adequate preparation should be made to make necessary contact with the people concerned in the area to be visited for due permission. Necessary arrangements should be made for transport, accommodations (If necessary) and the period of the visit.

The third stage known as the recapitulation involves reporting back the expedition. Here a great deal of consolidation is done on the information gained during the field-trip. This may be in form of discussion, exhibition of specimen collected or sketches and diagrams drawn during the trip. Field-trip would be appropriate for topics like Man and His Environment, Man and His Economic Activities, Problems of Urbanization and so on (Anyaele, 2007).

Though field-trip makes lasting impression upon the students, it involves a lot of efforts, energy and time on the part of the teacher and the learners.

Discussion Method

This method refers to student - to - student talk with occasional intervention by the teacher. The method involves the use of small group of students where each group will have a leader who initiates the discussion of the issue or subject matter. It should be noted that the students are more active than the teacher when this method is used. But care should be taken to avoid the discussion being dominated by some students. Every member of a small group should be given equal opportunity or chances of making contributions to any discussion (Spiegel, 2009).

Discussion method can be used for the following topics in Economics: scale of performance, opportunity costs, market structure, theory of costs, demand and supply,

theory of multiplier effect etc. The method can be effective if it is deliberately planned and systematically used with the teacher guiding student's discussion (Prince, 2008).

Problem - Solving Method

This method enables the students to think about a problem, try to understand the problem and finally evaluate information in order to find solution(s) to the problem that has been identified.The method demands the use of scientific approach in the teaching and learning processes. The method recognizes that there is an orderly procedure in the thinking process. The method focuses, the learner's attention on activities which may involve arrangement, classification, sorting out and interacting with facts with the ultimate goal of finding a logical answer to a specific problem (Niyi, 2007).

In most cases, teachers are faced with the problem of determining the type of problem to be solved. They should be guided by the fact that problem-solving method should be students-centred. The teacher should make the problem relevant and appealing to the students' experience. Teacher should also encourage the students to think for themselves and be able to arrive 'at a deeper understanding of the information available in the process of solving a problem (Ministry of Education, 2012).

The stage in problem-solving require the student in this situation to be able to state the problem that confronts them and be able to propose possible ways of solving the problem. Discussion on the possible solutions follows with the aim of accepting the reasonable solutions. The answer or solution is determined through the most application of the acceptable suggestion. The original problem and solution are then re-stated. Interesting issues and problems worthy of consideration in the use of the problem-solving method include food, family, financial, clothing, transportation, cultural and-

learning problems. It is pertinent to stress that a natural point of interest for the learner is the method that generates questions and problems to be solve.

Home Assignment

This is not a method but a device which can be used to engage the students outside the lesson period. In the light of students' attitude to home assignment, the teacher should give assignments that can be completed within a short time. Such home assignment must be interesting and relevant to the subject matter (Omoniwa, 2009). It serves as punishment, otherwise, students would develop negative attitude to anything assignment outside the classroom. Home assignment can be given in any topic in Economics. It could be reading assignment, finding answers to some questions or seekinginformation about a particular topic etc.

Task-based Method

This is a method in which learning revolves around the completion of meaningful tasks. It is therefore important to define what constitute a task, the possible phases of a TBM and its likely example.

In order to fully understand TBM, there is need to define what a task is. According to (Willis, 2007), tasks can be real-life situations or have pedagogical purpose. In both cases, a task should:

- provide opportunities or students to exchange information with a focus on meaning, not a specific form or pattern/structure.
- have a clear purpose; learners should know the outcome they are expected to produce when they finish performing the task. The outcome may vary. It might be

making red for planting yam, finding a solution for a problem or visiting a manufacturing company;

- result in an outcome that can be shared with more people;
- relate to real world activities.

2.4.4 Concepts of Students' Performance

Academic performance or (academic achievement) is the outcome of education Magnuson (2007), its' the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important – procedural knowledge such as skills or declarative knowledge such as facts. In California, the performance of schools is measured by the Academic Performance Index. While in Nigeria Academic Performance is measured by looking at performance of schools or students for some period of years, example 5 years.

According to Bossaert, Doumen, Bayse; Verschueren (2011), individual differences has been identified by scholars as one major factor that influence academic performance. Such differences exist in the area of intelligence and personality. Students with higher mental ability as demonstrated by intelligent quotient (IQ) tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic performance in addition to intelligence and conscientiousness.

Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. However, Vonstumm,

Sophie, Hell, Benedikt and Tomas (2011) believed that early academic performance enhances later academic performance. Parent's academic socialization is a term describing the way parents influence students' academic performance by shaping students' skills, behaviours and attitudes towards school. Parent influence students through the environment and discourse parents have with their children.

To Annie, Howard, Mildred Marray-Ward (2011), academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments. Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic experiences. Another very important enhancer of academic performance is the presence of physical activity. Studies have shown that physical activity can increase neural activity in the brain. Exercise specifically increases executive brain functions such as attention span and working memory.

Students' Academic Performance in Economics

Academic performance has been described as the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades obtained in a course or groups of courses (Adeyemi, 2011). Oderinde (2009) commented on this scholastic standing and argued that performance is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills and attitudes of individuals as a result of their experiences within the school's system. Onipede (2010) supported this argument and reported that performance is the level of attainment of a person in an examination, that is, how an individual is able to demonstrate his or her abilities in an examination. Noting this point, Ijaiya (2013)

regarded a student's performance in an examination as being depended on his cumulative grade point average. His argument supported by WAEC (2014) assertion that a student's success is generally judged by examination performance while, the best criterion of performance is the sum of the student's academic performance in all the subjects taken.

Researchers had deliberated much on performance as a measure of school output (Ukeje, 2009; Adeyegbe, 2012). For instance, argued that the only measure of performance of school leavers is the attainment in GCE, SSC and NECO examinations weighted by different indices quality or number of passed and reported that performance in the above mentioned examinations as relevant criterion of educational quality and that academic index measures output in terms of the above mentioned results.

The pattern of grading the senior secondary certificate (SSC) examination in Nigeria is such that the distribution grade is being represented by A1 to B3. The credit grade is represented by C4 to C6. The ordinary pass grade is represented by D7 and E8 while the failure is represented by F9 (Imo State Ministry of Education, 2015; WAEC, 2014). It needs to be mentioned however, that the distinction and credit grades are the pre-requisite grades for admissions into Nigerian universities and candidates must have at least credits in five subjects including English language in order to qualify for admission (JAMB, 2012).

Considering the results in GCE, SSC, NECO and similar examinations, a fall in performance in such public examinations has been reported in many countries (World Bank, 2010; Onipede, 2010). The World Bank (2012), for instance, found that the quality of education especially in sub-sahara Africa has eroded markedly while state support has declined in real dollars. In Nigeria, Thompson (2012) found that there was a decline in

students' performance in major subject such as English, Mathematics, Economics, Physics, to mention but a few. He reported that in topics where teachers found it difficult to teach, students performed below expectation.

WAEC (2010-2014), result in the study area further proved that academic performance of students in Economics have been below average. For instance, out of 100 students that sat for the examination within the year under review, an approximate percentage of 34.89 percent passed with credit while a total of 65.11 percent had ordinary pass and failure. This is a clear indication that in the recent time, performance of students in Economics had not been encouraging.

Sex Differences and Students' Performance in Economics

Generally in Africa and with focus on Nigeria, male children subscribe to certain duties likewise the female children but the reality is that over eighty percent (80%) of individuals expects male children to do better than their female counterparts, (Akwarandu, 2009). Girl children are looked upon as the weaker sex in the African context. It is obvious that male and female in all ramifications are different in biological and cultural frame. Thus, one expects difference both in their academic or economical performance (Kirt, 2008). Various research findings have shown that the differences where they exist vary with age of the students, skill acquisition or locality. Offurum (2007) advocated that high performance in both variables identified above is in favour of the male while on the contrary, Halperu(2010) asserted that female children perform better in verbal ability as compared to their male counterparts.

The study of Bayo (2011) and Daramola (2013) show no difference between male and female of the SS in their overall academic performance. On the other hand, Edinyang

and Ubi (2012) assessed sex difference in Economics performance among students of age 17-20 years. The result shows that the difference between them never exceeded two points, but at times, in favour of female students.

A comparative performance analysis by gender in various Economics concepts among SSS students in Ezinihitte Mbaise of Imo State by Uzondu (2008), revealed that the overall difference in performance was insignificant. What this mean is that both male and female students perform fairly equal in various content areas. Equally, the work of (Ifeanyi, 2008) in relation to academic performance of SSS in Basic Economics analysis show a similar result to that of Uzondu (2008).

Palmer (2010) commend that there has been a good number of literature in favour or against the performance of both male and female students in Economics in relation to methodology employ by the teachers during instruction. He went further to say that in both sex, those taught through inquiry method perform far better than those taught through teacher-centred method (lecture).In the case of Osunka (2009), the outcome of his study proved that at secondary school level, female students obtain higher grades than their male counterparts, while at the tertiary level, male students do better than female vis-a-vis.

School Location and Students' Performance in Economics

Inyama (2009), sought to find out the influence of both school location and sex difference on the knowledge of Economics and performance by assessing twelve (12) students in Ebonyi State South. The students who included both sexes were drawn from urban and non-urban schools. The result obtained did not show any significant difference between the male and female students respectively.

In a similar study, Ike (2008) investigated that there were obvious significant difference between male and female Economics students in graphic knowledge and statistical knowledge of both urban and non-urban.Different studies such as Ojo (2007) and Oladibo (2009) identified that there were no significant difference between students of urban and rural area taught with inquiry or lecture method of instruction. While, (Awosoyin, 2009) indicated that male students attending urban schools perform significantly better than their counterparts in the rural schools due to their exposure in inquiry method of teaching.

Considering the findings of the various studies so far cited, the issue of school location over the academic performance of Economics students is not very clear, but on the basis of methodology employed, it is significantly clear that the students taught with inquiry method in either urban or rural have performance advantage over their counterparts taught with traditional or teacher-centred method of instruction.

Teacher Quality and Students' Performance in Economics

Guga and Bawa (2012) agreed with so many educational authors that the success of curriculum implementation in any educational system solely largely on the availability of the right type of personnel and their willingness to positively engage the learners. This is a total u-turn from the traditional view that anyone can be a teacher. A teacher is one who has passed through an academic programme especially teacher preparatory course and has been certified and employed to help learning in a classroom environment in order to achieve set of educational goals. Yusuf (2012) postulated that, in this era, the growth of educational system is on geometric progression, thus, the need to sort and increase the right type of teaching personnel who are globally updated on the current methodologies

that can enhance learning process which is paramount. It is important to note that the level of performance or achievement by students can also serve as a reflection of the quality of the teachers who taught them (Davis, 2008).

Adeniyi (2007) attributed the success of any educational system to the quality of its teachers. He emphasized the importance of teachers' quality in effective teaching and learning environment. The quality of Economics teachers should be a concern to all educational stakeholder because, Economics in one way or the other affects the totality of mankind. The issue of training and re-training of Economics teachers at all levels should be professionally monitored; modalities for incentives should also be put in place in order to motivate those teachers who have taken time to acquire necessary skills which qualifies them to be seasoned Economics teachers. As a pre-requisite to teachers' recruitment, the NUC, NCCE, NTI and other equivalent educational institutions have in the recent time come up with a policy that states: "No graduate irrespective of discipline who do not have certificate of teaching proficiency in education shall be employed as a teacher in any of the government established institutions." This is to improve the quality of teaching staff employed to teach in our schools. The Teacher Registration Council, without fear or favour is expected to only register those with prescribed academic qualifications in line with the recent promulgated policy on teacher recruitment by all recognized government institutions.

Iseandu (2009) embarked on a research of teacher quality and quality instruction. He used three hundred and thirty one (331) teachers as sample. He used questionnaire as major instrument while his analysis was based on PPMCC statistical tool. His findings were as follows:

a. Government + between teacher quality and students' academic performance.

Therefore, Iseandu (2009) recommended that teachers be subjected to practical teaching and examination before being employed and thereafter registered. Also, that the government at all levels should set up a monitoring and supervisory board to oversee the activities of teachersin order to enhance quality academic service at all levels.

Students' Factor and Performance in Economics

The inclusion of statistics in the senior secondary school Economics curriculum in the recent time is meant to inject into the Nigerian Youth a thorough understanding of the basics and improve statistical Economics concepts and procedures as well as to emphasize their application to the real practical life situations (FME, 2009). The orientation is a necessary condition if Economics is to make the desired effect on the overall socio- economic, technological and scientific development of the entire nation asexpressed by the present day government vision 2020.

Nevertheless, the practical situation on ground today in the country and mostly in the study area does not seem to be easy. A number of factors account for this; (1) the present democratic dispensation is still in the process of creating enabling environment for a better economic stability, (2) The federal government is still on the process of overhauling the educational sector for a better tomorrow, (3) The media on their own part have been doing a lot in creating awareness of the importance of quality education to every Nigerian in this area of global quest for economic advancement, (4) The Federal Ministry of education's current effort in making teaching a motivated profession, just to mention but a few.

On the side of the students, most people still see the relevance of this all important discipline (Economics) which has been identified by many scholars as the hub of every viable economy (Nwosu, 2008). To step up the zeal of students offering Economics in the present day secondary schools, administrators are advised to employ only tested and qualified Economics teachers. This is the only way the interests of students can increase for better academic performance.

2.5 Challenges of Teachers and Students in Teaching and Learningof Economics in Secondary Schools

Obviously, there have been various factors militating against the sound teaching of Economics in the present day secondary schools. Some of these factors are highlighted below:

a. **Preference**: Most teachers are fond of being selective on the issue of topics to teach based on personal interest or the one he/she can cope with. The irony of such choice making could be that such teachers did not actually prepare before entering the classroom, or such teachers are not intellectually sound.

b. **Value judgments:** Some students cannot distinguish between facts and opinion. The fact remain that Economics is mainly concerned with "means and ends", which means that people are interested with how best they can compete with unlimited wants in the face of the limited resources (Obioma, 2011). Sometimes it is hard to make judgment about moral implication behind individual choice and sacrifices such as, Law of Diminishing Marginal Utility that is, utility increasing up to a point when decrease in satisfaction set in due to continuous consumption of same commodity. Hence, it is argued that Economics can be taught without being subjective.

c. **Teachers' inadequate commitment:** It is a cogent statement that no education system can rise above the quality of her teachers. Hence, the need for teachers to be dedicated and committed to the teaching profession for productive service delivery (Mbakwem, 2015). One among the problems encountered in most educational setup in the present time is the attitude of unpreparedness to teaching and learning activities on the side of teachers; hardly out of ten teachers, you see four that are sincere to do their duty of which they are paid. The irony of this act results in poor performance on the side of students.

d. **Inadequate Teaching and Learning Aids for Teaching of Economics:** Teaching of Economics is hampered by lack of teaching aids, most Economics teachers in the present day secondary schools have little or no teaching aids to facilitate the teaching of this all important subject (Ibe, 2012). For example, audio-visual aids are scarcely seen in any of the secondary schools. It is hard to see a rich Economics textbook with perspectives on Nigerian economy that is written by a Nigerian scholar that is an irony of it all.

e. **Lack of Association of Secondary School Teachers of Economics in Nigeria:** The truth is that all the secondary school subjects that are regarded to be important have national identity (FRN, 2014). For example, Mathematics Teachers Association (MAN), Science Teachers Association (STAN), Home Economics Teachers' Association of Nigeria(HETAN) to mention but a few. The implication of this factor could have resulted to low recognition of Economics as a viable subject.

2.6 Empirical Studies

Okobiah (2007) carried out a study titled Evaluation of Inquiry Teaching Competencies of Economics Teachers in Senior Secondary Schools in Isialangwa North, Abia State. The purpose of the study was to find out whether inquiry teaching competence mean score of Economics teachers in the study area will not be significantly less than the acceptable level. The research design employed in the study was survey, involving a population of one thousand and eighty (1,080) teachers. A sample size of One Hundred and Twenty (120) teachers was randomly selected secondary schools in the area.

The study employed a fifteen (15) five-point rating scale covering important skills and activities related to inquiry teaching. Data analysis was done using t-test and standard error. The result findings showed that overall inquiry-teaching competence of the teachers were significantly below desired level. This may have been due to the following factors: inexperience, inability to attend workshops, seminars or conferences. It was then recommended among others that government or school administrators should recruit only Economics teachers with adequate knowledge of statistics to teach in the study area. Also, teachers should be allowed to attain in-service training such as workshops, seminars or conferences in order to enhance their teaching profession.

The study carried out by Okobiah (2007) differed from the present study in the following ways; the former study was interested in teacher competence in the use of inquiry technique in Isialangwa North, Abia State whereas the present study was on effect of inquiry method on students' performance in SSII students in Imo state, the population and sample of the former study was smaller compared to that of the present

study, the former study employed survey design and made use of five-point rating scale as instrument, while the present student employed pre-test/post-test quasi-experimental design. Both the former and the present study were delimited to senior secondary schools, although in different states, lastly, the former study used one (1) instrument while the present study made use of one (1) instrument and fourty (40) instructional plans.

Anyaso and Ugo (2012) investigated the relative effectiveness of inquiry and task-based method of teaching English language on the academic achievement of senior secondary school students in Imo State Nigeria. The objective of the study was to compare the task-basedand inquiry methods of teaching English language with a view to determine which of the two, if well used, by teachers can have a higher effect on students' academic performance in English language. The study adopted a pre-test, post-test control group quasi-experimental design. The study population consisted of all SSIII English language students in ten(10) boarding schools. Ten (10) students were randomly selected from each school under study. The instrument used was teacher made test, and the results of the data collected were subjected to PPMCC analysis. The findings of the study showed that the students in bothinquiryand task-basedgroup performed significantly so well than their counterparts in the traditional group of the study because of their physical involvement in the lesson and the teachers' teaching technique. The work of Anyaso (2012) is related to the present study in terms of subject, research design, instrument for data collection and geographical scope. However, the study differed from this study with regards to the respondents (students).

The work of Anyso and Ugo (2012) is different from the present study in some ways, nevertheless there are few areas both have similarities. The former study and the present study dwelt on similar topics. The former is on relative effectiveness of inquiry and task-based methods of teaching English language on the academic achievement of senior secondary schools in Imo state, while, the present study is on assessment of effect of inquiry and task-based methods on students' performance in Economics in senior secondary schools in Imo state. The research design of both studies are the same. The former study made use of only one (1) instrument, just as the present study used also one (1) instrument with sixty (60) lesson plans. The former study population comprised SSIII English students from ten (10) boarding schools in the study area, while the present study population involves SSII Economics students from public schools in same study area. Furthermore, the former study made use of Pearson Product Moment Correlation (PPMCC) as tool of data analysis while the present study made use t-test and ANCOVAR statistical tools to test.

Odundo and Gunga (2013) carried out a study on the "Effects of Application of Task-based Instructional Approach on Learner Achievement in Business Studies in Secondary Schools in Kenya. The study was carried out with the view to determine the effect of application of instructional approach adopted by secondary school teachers on the level of learning achievement by students. The study applied the ex-post facto design. A total of two hundred and eight (280) respondents from four (4) business studies students across the county, Kenya was used for the study. Similarly, a mixture of probability and sampling procedures were used to select students and teachers for inclusion in the study. Questionnaire was employed for data collection and bivariate

analysis obtained across tabulations with chi-square (X) and One-way Analysis of Variance (ANOVA) for significance tests were used. Findings of the study proved that take home assignments accounted for the largest proportion of variance in improved student performance (9.1%), brainstorming (8.8%), group discussions (8.3%), dictation (7.9%), lectures (6.3%) and chalkboard notes (5.9%) thus giving prominence to constructivist approach. The similarity of the former and present studies is that, both are based on instructional (analytic) approach and have secondary school students as target audience. The difference between the two studies is that, the former was carried out in Kenya while the present was conducted in Imo state, Nigeria. The past study employed ex-post facto research design while the present study made use of quasi-experimental research design. Data collected in the former study was analysed using chi-square (X) and One-way Analysis of Variance (ANOVA) while standard deviation and t-test statistics were used for the present study.

Ajiboye and Adeyinka (n.d) conducted a research work on "Class Attendance and Academic Performance of Undergraduate Students in a Social Studies Course in Ghana". The objective of the study was to ascertain whether students attendance at lecture have any influence on their academic performance in social studies course. The research design adopted for the study was an ex-post facto design. The population of the study was three hundred and twenty (320) year two Social Studies Department, University of Ghana who registered for the course. The study sample stood at one hundred and two (102). The record of students' attendance in the course taken from the beginning of the semester was computed and compared with their overall score in the course. Analysis of variance and t-test were used to analyse the data. It was found that class attendance has a

significant effect on the academic performance of the students. This empirical study is related to the present on the ground of assessment of students' academic performance. However, the study defer on the area of educational level, methodology, conceptual and geographical scope.

Salaraara (2009) investigated the effect of discovery teaching strategy and its effect on senior secondary school students' performance in Home Economics. The objective of the study was to find out whether the use of discovery teaching strategy in any way improves the performance of the target students in their senior certificate examinations. The study employed survey design, a random sample of two hundred and ten (210) SSII students in Ezuido Secondary Technical School Ezinihitte Mbaise, Imo State was used. Observation method was employed for data collection including a 25-item five-point rating scale covering vital skills and activities related to discovery teaching. T-test and PPMCC was used to analyzed data collected. The result of the study showed that eighty percent (80%) of the sampled population did excellently well in their terminal examination. This empirical piece is related to the present study in terms of educational level of the respondents and geographical location but different in terms of subject, teaching, methodology, and objective.

The work of Salaraara (2009) related to the present study in the following ways both study were done within the same geo-graphical area. That is, Imo state. Also, assessment of both study centred on students' performance. However, the former study defers from the present study in various ways such that; the former study employed survey design, while the present study employed quasi-experimental design. The former study population comprised SSII Home Economics, while the present study comprised

SSII Economics students. The former study made use of Observation Schedule for data collection while the present study employed the use of Economics and Task-based Performance Test (EITBPT) and instructional plan. T-test and PPMCC was used by the former researcher for data analysis while the present study employed standard deviation, t-test and ANCOVAR for its data analysis.

Olsen and Sexton (2010) conducted a study on the "Effect of Project and task-based Method on Secondary School students' Performance and Retention in Economics". The objective of the study was to determine if significant differences exist between the performance mean scores of students in the experimental and control group. The study employed quasi-experimental design. The sample for the study consisted of 180 senior secondary school class III students. Purposive random sampling technique was employed to select 36 students each from five public senior secondary schools in Ebonyi state, Nigeria. The instrument used was Economics Task-based Performance test (ETBPT). The outcome of the study showed that the performance mean scores of students in the experimental groups was higher than those in the control groups. The result of this research is related to the present study in terms of subject scope which is Economics; and design which is quasi-experimental. However, the study defers from this present study in geographical location, educational level, and objective.

Hemoandez-Ramas and Faz (2011), conducted a research on the "Influence of Inquiry Method of Instruction over Lecture Method of Instruction in a State of Los Angeles". The study employed quasi-experimental design. The population was all the middle private schools in the state. The sample of the study stood at seven hundred (700) students randomly selected. The study employed Attitude Performance Text (APT) for

data collection, while t-test was employed for data analysis. The result of the study showed that students exposed to the inquiry teaching strategy had performance advantage over their counterparts who were exposed to traditional method of instruction. This research study is related to the present study in terms of methodology, design and instrument of data analysis. However, its point of departure is in terms of population, sample size, geographical location and subject.

Edinyong and Ubi (2012) investigated the "Effect of Inquiry and Discovery Methods of Teaching Economics on Academic Performance of Secondary School Students in Enugu State, Nigeria". The objectives of the study was to compare inquiry and discovery methods of teaching Economics with a view to determine which of the two, if employed by the teacher can have a higher effect on students' academic performance in Economics. The design used was pre-test, post-test experimental and control group design. The population of the study comprises of all private senior secondary two (2) Economics students in Enugu South. Twenty five students were randomly drawn from each school as sample. The instrument used was test, and the result was subjected to PPMCC analysis. The result of the study showed that the students in the discovery group performed significantly better than their counterparts in the inquiry group because of their practical involvement in the instruction and teachers strategy. This research work is similar to this present work in terms of subject, objective, design and educational level. However, this research defers from the present study in terms of geographical location, instrument for data collection and type of school used for the study.

Osuagwu and Uzoma (2010) investigated a research on "Effect of Computer-Assisted Instruction on Students' Attitude to Economics in Onitsha, Anambra State". The purpose of the study was to determine whether students taught Economics with computer-assisted instruction will have improved attitude towards Economics. The researchers adopted the experimental design using pre-test and post-test. The study employed a questionnaire for data collection. The population was 560 SSII Economics students in the state public schools. The result showed that the teaching of Economics through computer-assisted instruction improves the attitude of the students towards the subject. The above study only related to the present study in terms of subject, design and educational level but differ in terms of geographical location and research topic.

Onyeancha, Armour and Endrizzi (2012) conducted a research work on "Teaching Inquiry and the Effect of Performance Based Assessments in New Hampshire, Durham". The purpose of the study was to ascertain the effect of teaching inquiry over lecture teaching method on students who offer Physics, Physical Science and Pre-Engineering course. Objectives of the study included: (a) student engagement in hands-on activity guarantees inquiry teaching and learning, (b) all science matter should be taught through inquiry, and (c) true inquiry occurs only when students generate and pursue their own questions.

The population for the study comprised all KG -12 students of the University of New Hampshire with a total number of 1,050 students. The sample consisted of 120 KG-12 Engineering, Physical Science and Physics each having 40 students. The design was quasi-experimental while the instrument used for the study was Science Attitude Scale (SAS) designed by the researchers. The data were analysed using t-test and ANOVA

statistical tools. The result showed that there was significant difference between students who engage in hands-on activity than those taught with lecture methods. This empirical research is relevant to this study in terms of subject matter, that is, teaching inquiry and its effect on performance and research design. However, the above study differs from the present study in terms of population, sample, educational level and geographical location.

Schiller (2009) investigated a research work on "Social Teamwork to the Attainment of Success in Knowledge Retention and Learning of Mathematics through Inquiryand task-basedtext". The purpose of the study was to find out if team-learning will bring about better success in knowledge retention in students of year two (2) Mathematics in the University of Owerri, Imo state. The population stood at 128 students. The research design was survey and the instrument for data collection was questionnaire and Mathematics Attitude Scale (MAS) designed by the researcher. Descriptive statistics was employed for data analysis. The result showed that students who participated in teamwork (learning) proved better in knowledge retention. This research is related to the present study in terms of academic performance through inquiry teaching. However, the point of departure is in terms of research design, instrument for data collection, educational level and subject matter.

Edosa (2008) conducted a research work on Learner's Socio-Economic Background and its Effect on Academic Performance in Economics in Benin City. The objective of the study was to examine if significant difference exist between learners' academic performance and their socio-economic background. The study employed a descriptive survey design. The population of the study was all SSII Economics students in two (2) Senatorial District of the state. A sample of 150 SSII Economics students were

randomly selected. The instrument used for the study was Economics performance test and questionnaire. The study data was analyzed using t-test and PPMCC statistical tools. The findings of the study revealed that socio-economic status of learners' has significant effect on the level of academic performance of these wards. This empirical work is related to the present in terms of subject scope (Economics) and educational level of the respondents. However, the study defer from the present study in the area of topic, design, population, instrument for data collection and analysis.

In another study, James (2010) investigated a study on grades as valid measures of academic performance of classroom learning of KG-7 students in Great Britain. The purpose of the study was to ascertain if there exists significant difference between grades and academic performance. The researcher employed survey as design. The study population was Five hundred (500) KG-7 students in ten (10) state schools in London. A study sample of One Hundred (100) was selected through stratified random sampling procedure. The instrument for the study was interview and achievement test. Data was analyzed through t-test and (ANOVA) statistical tools. The findings of the study showed that grades as valid measures have significant effect on academic achievement among KG-7 students.

The former study defers from the present study in the following ways; design, which is survey, instrument for data collection – interview and achievement test. The population of the former study was far below the present which stands at ten thousand two hundred and fourty four (10,244). The former study sample was One Hundred (100) while the present study sample is three hundred (300). The former study made use of

t-test and One Way Analysis of Variance (ANOVA) while the present employs frequencies/percentage distribution, standard deviation and standard error.

Abdu-Raheem (2009) conducted an empirical study on the effect of discussion and task-based methods on secondary school students' achievement mean score of students' retention in social studies. The aim of the study was to determine if significant difference exist between pre-test, mean score achievement of students in experimental and control groups. The design for the quasi-experiential pre-test, post-test control design. The population comprised all SSIII students in Ogun state while the study sample stood at one hundred and eighty (180) students. The study employed social studies achievement test (SSAT). Data analysis was done through percentage distribution and z-test. However, the findings of the result showed that there was a significant difference in both pre-test achievement mean scores of control and experimental groups and that of retention mean score of both groups.

Although, the research conducted by Abdu-Raheem (2009), defers in so many ways, the former work made use of same research design with the present study in Ogun state. That is, quasi-experimental pre-test, post-test, control design. The former study investigated on the issue of effect of discussion method on secondary school students' achievement in social study. But the present study investigation is on effect of inquiry method on students' performance in Economics in Imo state. Also, both the population and sample of the former study was far less than the population and sample of the present study. The former study employed only one (1) instrument while the present study is making use of one (1) instrument and various instructional plans. The former study focus

was on SSIII social studies students of Ogun state while the present study focus is on SSII Economics students.

Olabode (2010) investigated the effect of inquiry and task-based techniques among primary and secondary school students improved their academic performance in integrated science in South-South geo-political zone, Nigeria. The purpose of the study was to find out how these teaching techniques enhances the performance of primary and secondary school students in teaching integrated science in the study area. The population of the study cover all the students both in primary and secondary schools in the study area. A sample of two hundred (200) teachers randomly selected from both primary and secondary schools in the study area. The design employed was survey while questionnaire was used as instrument for data collection. Olabode's work made use of five (5) research questions, hypotheses and assumption. Analysis of data was done through Pearson Product Moment Correlation (PPMCC) and One Way Analysis of Variance (ANOVA). It was observe that both primary and secondary school students' performance are greatly improved when employed inquiry and task-based instructional techniques in both primary and secondary schools in the study area. The above study related to the present study in some ways and at the same time defers in some ways.

An understanding of the above study by Olabode (2010) explains that the effect of inquiry and task-based focuses on the ability of primary and secondary schoolstudents to perform well in teaching of integrated science in South-South geo-political zone, Nigeria. In the same vein, the interest of Olabode's work was only on primary and secondary school students whereas, the present study interest is on the assessment of inquiry and task-based methods on students' performance in Economics in Imo state. The population

of the former study cover all the primary and secondary school teachers in the study area whereas, the present study population cover SSII Economics students in public secondary schools in Imo state. The design of the former work was survey while the design for the present work is quasi-experimental. However, the sample of the present study is higher than that of the former study. The present study employed Economics Inquiry and Task-based Performance Test and Instructional Plans as instrument for data collection whereas, the former study employed questionnaire as a sole instrument for data collection. For data analysis, the former made use of two (2) statistical tools whereas, the present study is making use of three (3) statistical tools. Lastly, the present study is having seven (7) research hypotheses, seven (7) research questions and seven (7) basic assumptions whereas, the former study made use of five (5) research questions, five (5) research hypotheses and five (5) basic assumptions.

Parker and Diane (2012), conducted a study on "What Factor Support or Prevent teachers for using Inquiry Method in their Classroom Setting?" The purpose of the study was to investigate those factors that encourage or discourage teachers in the efficient and effectiveness use of inquiry skills in teaching-learning process. The research adopted descriptive survey design and the instrument for data collection was a questionnaire. Two hundred and thirty (230) questionnaires were administered of which only two hundred and twenty (220) were returned. The result of the study showed that inquiry method makes learning to be more interesting more captivating and improves students curiosity to think deep during instruction.

The above study is of relevance to the present research because the present study seeks to find out the effects of inquiry method of instruction on the performance of

students in Economics in Senior Schools in Imo State. One of the research questions sought to ascertain the performance of urban and rural Economics students exposed to the use of inquiry method of teaching. The point of departure of the conducted research with the present study is that, it was carried out in a tertiary college while this study be carried out in secondary schools. Also, a descriptive survey design was used in the above study while the present study seeks to use a quasi-experimental (pre-test/post-test control design).

Geer and Rudge (2013), conducted a research on "Impact of Problem-Based Method of Instruction on Students' Performance in Economics" in South-Africa. The purpose of the study was to determine whether students taught Economics using problem-base method will perform better than those taught using conventional method. The researcher adopted ex-post factor design. The instrument for data collection was a structured questionnaire for students tagged "Students Questionnaire". Descriptive statistics, frequency count and simple percentages were used for data analysis, while independent t-test was employed to test the hypotheses. The result shows amongst others that there was no significant difference in the performance of urban and rural students exposed to problem-based learning method.

The study conducted above is closely related to this current study because the conducted study seeks to ascertain the impact of problem-based teaching method on students' performance in Economics, while the present study seeks to investigate the effects of inquiry method on students' performance in the same subject.

The point of departure was that while the research conducted made use of ex-post factor design, the present study was quasi-experimental design. Again, the conducted

research population covered year '3' students of the State University, while the current study population is covering all SSII Economics students in imo state, Nigeria.

Edelson, Gordin and Pea (2010), conducted a study on "Assessment of Students Academic Performance in Integrated Science in First Grade Schools in England". The purpose of the study amongst others was to ascertain the academic achievement of the subjects in First Grade Schools, when taught using discovery method. The research adopted quasi-experimental design. The research adopted quasi-experimental design. The instrument of data collection was Integrated Science Achievement Test (ISAT). The results indicated that students taught Integrated Science using discovery method perform for better than those taught using conventional method. Furthermore, the study revealed that there is no significant difference between the mean achievement scores of male and female students taught Integrated Science with the use of discovery method in First Grade schools. The above study conducted which seeks to "Assess the Students' Academic Performance in First Grade Schools" and likewise the differences in performances of male and female First Grade students in Integrated Science. The point of departure from the on-going study is that while the above conducted research was based on Integrated Science, the on-going study was carried out in Economics. Moreso, while the above conducted study was cried out in England. The present study is carried out in Imo state, Nigeria.

Kuhn and Peace (2012), carried out a study titled "Impact of Take-Home-Assignment on Students' Performance in Continuous Assessment in Junior Secondary Schools in Accra Ghana. The purpose of the study was to determine the effectiveness of take-home-assignment on the students' performance in continuous assessment. The

research design was descriptive survey and the instrument for data collection was structured questionnaire and interview. Research question were answered by simple percentages and mean, while research hypotheses were tested with independent t-test. The result showed that take-home-assignment has positive impact on the students' academic performance.

The study above conducted has much relevance to the current research that seeks to determine the Impact of Take-Home-Assignment on Students' Academic Performance in Continuous Assessment in Junior Secondary Schools in Accra Ghana. The point of difference from this study is that the above research was conducted in Junior Secondary Schools, while the present study is conducted in senior secondary schools. Also, the above study made use of structured questionnaire and interview as instrument for data collection.

Chu (2013), investigated a study titled "Task-based and Inquiry teaching methods can benefit culturally and linguistically diverse students and students with special needs". The aim of the study was to see the effectiveness of task-based and inquiry teaching method on both Science, Acts and special needs of students. The study adopted quasi-experiment research design and the instrument of data collection was Science and Acts Achievement Test (SAAT). The population covered all fourth and sixth grade Science and Arts students of Latino School in Southern California, while the sample stood at three hundred and fifty (350) students. The result of the study showed more improvement on standardized tests in Math, Science and long reading. The researcher concluded that task-based and inquiry science lessons are of particular benefit to these categories of

learners because the hand-on activities allow learners to construct context, develop positive attitudes towards learning and engage in authentic conversation with peers.

The above conducted study is closely related to the present study in that both made use of task-based and inquiry methods in their investigation. However, the point of departure is that the above study was conducted in Latino California, while the present is carried out in Imo state, Nigeria.

Lam and Wong (2014), reported a study that investigated the "effect of teaching students to seek and provide inputs on the factors that bring about galloping inflation during a class discussion". The purpose of the study was to evaluate the strategies employed by the students in determining the factors that lead to galloping inflation ina task-basedinstructional class. The study employed quasi-experimental design while the instrument for data collection was a model training check list. The target population and sample of the study were one hundred and twenty (120) and fourty (40) respectively. The instrument for data analysis was independent t-test. The result of the study showed that the students were unable to clarify points raised during a post-training discussion, suggesting that pre-task training on the cause of galloping inflation is not effective only if students will learn how to scaffold each other opinion cooperatively when performing the real task.

The above study is of relevance to present work because it focuses on the assessment of inquiry and task-based methods on students' performance in Economics in secondary schools in Imo state. One among the research objective of the present study was to determine the performance of experimental groups in pre-test using inquiry and task-based methods in teaching Economics in secondaryschools in Imo state. The points

of departure between the former and present study are as follows: The former study was carried out in US while the present study is conducted in Nigeria; The target populationof the present study is all SSII students that offer Economics in Imo state, Nigeria while the target population for the former study were all intermediate students in the capital city of Los-Angeles, USA; The point of similarities is that both studies made use of quasi-experimental design.

Wu X. H. (2015) carried out a study on the "use of task-based instruction to foster clear communication on Chinese ocean going vessels". The purposeofthe study was to determine the effectiveness of task-based instruction in improving communication skills among Chines Ocean going vessels. The research design was descriptive survey while the instrument for data collection was structured questionnaire and interview. Research questions were answered by simple percentages and mean. However, research hypotheses were rested with ANCOVA statistical instrument. The result among others showed that the use of task-based instruction has significant effect on communication skill among members of Chines ocean going vessels.

The study above has relevance to the present study only on issue of methodology. The point of differences were in the area of target population, instrument for data collection, locationof research, instrument for data analysis and research design.

Iranmehr, Erfani and Davari (2011) investigated a study titled "Effects of integrating task-based method as alternative approach in teaching reading comprehension in English for special students". The study was carried out in the United Kingdom and its purpose was to ascertain the impact of task-based method on the reading comprehensionofthesespecial grade of students. The study made use of quasi-

experimentaldesign while the instrument for data collection was Reading ComprehensiveAssessment Test (RCAT). The target population were all Sixth Grade Students with special needs in the UK capital city. The sample of the study was four hundred and twenty (420). The result of the study showed that the applicationof task-based method in teaching reading comprehensionamong the category of specialstudentsbrings about significant improvement.

The above study was similar to the present study in the following areas: methodology and design. However, the above study defers from the current study in the area of sample, location, instrument of data collection and data analysis.

2.7 Summary of Literature Review

The literature reviewed is quite a useful guide for this study, few clear patterns emerge from it. This could be due to variability in criteria and investigation techniques. Although, many studies reviewed indicated that due to certain methods of teaching been employed by most teachers in teaching Economics, students' overall academic performance has been relatively low. Yet, no meaningful effort has been put forth by school administrators via teachers in order to address the ugly trend. The review also showed that mode of assessment employed by teachers either in class exercise of real examination can go a long way to determine the level of students' performance. Also the review encouraged teachers of Economics to make their teaching more application oriented rather than abstract oriented.Furthermore, it was found by most scholars that inquiryand task-based methods of teaching produces deeper-level of cognitive skill in students rather than lecture method. On the side of teachers, it was identified that teachers who were groomed in the inquiryand task-based skill, are more flexible in the use of teaching strategies, than those with lecture or teacher-centred teaching skill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter examined the methods employed in the collection and analysis of data in the research work. It specifically discussed the research design, population, sample and sampling technique, instrumentation, (validity of the instrument, pilot study, reliability of the instrument), procedure for data collection, treatment plan, treatment procedure and procedure for data analysis.

3.2 Research Design

The research design used for this study was a two by two pre-test - post-test quasi experimental design with non-equivalent groups. This design according to Olayiwola (2007), provides some degrees of control for possible confounding variable that might hinder the internal or external validity or both. The design does not allow for the use of random assignment of subjects, rather intact classes are usually used. It is a 2x1 factorial design which represents two experimental groups: the inquiry method (experimental group 1), task-based method (experimental group 2) and lecture method (control group).

The quasi-experimental design patter is shown in figure 1.

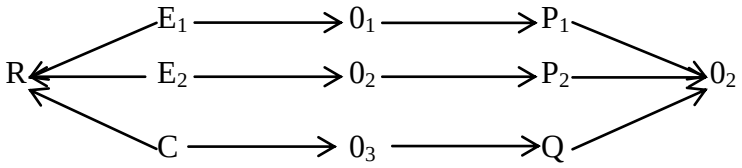


Figure 1: Research Design Patter

The symbols are represented as follows:

E_1 = Experimental group (Inquiry method), P_1 = Treatment using IM

E_2 = Experimental group 2 (Task-based method), P_2 = Treatment using TBM

C = Control group (Lecture method), Q = No Treatment

O1 = Pre-test O_2 = Post-test

In line with the illustrated research design, students in both experimental group (inquiry and task-based methods) and the control group (lecture method) were exposed to pre-rest using the Economics and task-based Performance Test (ETBPT). After the treatment, the (ETBPT) was rearranged and administered as post-test on both the experimental and control group in their respective schools.

3.3 Population

The target population for this study comprised all the SSII Economics students in public senior secondary schools in Imo State, Nigeria. According to the available statistics from Imo State Secondary Education Management Board (SEMB, 2015), there were six (6) educational zones comprising all the twenty-seven (27) Local Government Education Areas (LGEAs) namely; Orlu zone 1 and 2 with a total of seven thousand, eight hundred and thirty two (7,832) students , Owerri zone 1 and 2 with a total number of ten thousand, four hundred and fifty-three (10,453) students, while, Okigwe zone 1 and 2 had a total of six thousand, one hundred and five (6,105) students. On the whole, the total number of SSII students in Imo State stood at twenty-four thousand three hundred and ninety (24,390) as at September, 2015. Statistics further showed that about 42% of the total SSII students offered Economics in all the twenty-seven (27) local government which represents a total figure of ten thousand two hundred and fourty four (10,244). Hence, the target population for this study was ten thousand, two hundred and forty-four (10,244) Economics students. Table 1 show the entire local governments and students' enrolment by gender.

Table 1: Population Distribution of SSII Economics Students in Imo State

S/No	LGA	SSII Male Students	SSII Female Students	Total
1	Aboh Mbaise	179	200	379
2	Ahiazu Mbaise	220	170	390
3	Ehime Mbano	168	210	378
4	Ehinihitte Mbaise	129	196	325
5	Ideato North	142	206	348
6	Ideato South	199	232	431
7	Ihitte/Uboma	222	146	368
8	Ikeduru	155	275	430
9	Isiala Mbano	166	200	366
10	Isu	211	154	365
11	Mbaitoli	128	189	317
12	Ngor Okpala	206	240	446
13	Njaba	124	201	325
14	Nwangele	140	192	332
15	Nkwere	214	168	382
16	Onu Imo	146	167	313
17	Obowo	201	220	421
18	Oguta	144	202	346
19	Ohajo/Egbema	209	156	365
20	Okigwe	190	128	318
21	Orlu	210	180	390
22	Orsu	159	203	362
23	Oru East	151	192	343
24	Oru West	193	144	337
25	Owerri Municipal	224	302	526
26	Owerri North	202	274	476
27	Owerri West	184	261	445
	Total	4816	5408	10,244

Source: SEMB Statistics (2015)

3.4 Sample and Sampling Technique

The sample size for the study consisted of three hundred (300) SSII students offering economics from six intact classes of Emmanuel Collect Owerri, Okpofe secondary School Ezinihitte Mbaise, Owerri City School Owerri, Comprehensive Secondary School, Amaifeke Orlu, Aboh Mbaise Secondary School, Aboh and Awo Idemili SecondarySchool. This sample is in accordance with central limit theorem and in tune in Gredler (2010) who opined that, sample is drawn on the basis of population spread over a wide range of area for the purpose of getting a meaningful representation.

The sample was arrived at using purposive sampling technique. Imo state is made up of three educational zones, hence two schools each was sampled from each of the three educational zones that is, one school from rural and one from urban for both experimental and control groups.

In view of this, Emmanuel College Owerri and Okpofe Secondary School Ezinihitte Mbaise was sampled as experimental group 1 while Owerri City School, Owerri and Comprehensive Secondary School, Amaifeke Orlu was sampled for the experimental group II. However, Awo Idemili Secondary School and Aboh Mbaise Secondary School was sampled as control group. The experimental group made up of two hundred and nine (209) students. This comprised 134 male students with 75 female students, while the control group was also made up of ninety seven (97) students consisting of 62 male students and 35 female students. This classification of samples into control and experimental groups is presented in the table below.

Table 2: Sample Distribution of Respondents

S/No	Schools	Group	Male	Female	Total
1	Emmanuel College Owerri, Owerri	Experimental 1 (Inquiry method)	27	21	48
2	Okofe Secondary School Ezinihitte Mbaise	Experimental 1 (Inquiry method)	37	15	52
3	Owerri City School, Owerri	Experimental II (Task-based method)	34	24	58
4	Comprehensive Secondary School, Amaifeke Orlu	Experimental II (Task-based method)	36	15	51
5	Awo Idemili Secondary School	Control	23	21	44
6	Aboh Mbaise secondary School	Lecture	39	14	53
	Total		196	110	306

3.4.1 Determinant of Samples Homogeneity

Certain measures were adopted to determine the homogeneity of the sample variables. These measures according to Obeka (2009) includes the following:

1. Teacher variable: The researcher in the quest to make sure that respondents from both groups and schools received equal and fair treatment, qualification and teaching experience of the teachers who had been handling the students were duly considered in order to avoid bias during the course of treatment.
2. Experimental precaution: In order to maintain experimental precaution, the test was administered to all urban sampled schools at same time by the researcher and research assistants, while the rural sampled schools were administered on a different date. The whole sampled respondents were taught for same period with same lesson plans. That is, either inquiry lesson plan or lecture lesson plan.
3. Hawthorne effect: In order to minimize student fright, the researcher, assistants and the teachers in the sampled schools became temporary members of staff of the schools during the field exercise. Three days were used to familiarize with the students, teachers and other staffs in the sampled schools.

3.5 Instrumentation

The instrument tagged "Economics Students Inquiry and Task-Based Performance Test (ESITBPT) was used in this study for the purpose of data collection, after due consultation with economicsteachers from the six secondary schools in Imo state. Topics like; (a) Roleof labour in production Entrepreneur, (b) HistoricalDevelopmentofmoney, (c) Reasons for demand for money, (d) Inflation, and (e)PublicFinance to mention but a few were chosen for the study from the SS II

Economics curriculum during when the study was conducted. The need to maintain continuity and sequence in the normal scheme of work for the sampled schools was recognized. Hence, the researcher prepared lesson plan, items for inquiry, task-based activity and construct multiple-choice assessment tests. The instrument consisted of fifty (50) multiple-choice assessment items based on the basic concept taught from the SSII Economics curriculum. The ESITBPT was drawn from the previous economics examination questions conducted in this six sampled schools. The test items was designed to measure subject cognitive level and determine the performance of the students'constituting the sample.

3.5.1 Table of Specification

A table of specification is a two-way chart which described the topics covered by a test and the number of items associated with each topic. Table 3 presents the topics that were covered in this study.

Table 3: Table of Specification

Content Area	Knowledge	Comprehension	Application	Evaluation	Total
Role of Labour in Production	2	1	1	1	5
The Entrepreneur	1	1	2	1	5
Historical Development of Money	2	1	1	1	5
Tools of Economic analysis	1	2	1	1	5
Reasons for Demand for Money	1	1	1	1	4
Public Finance	1	2	1	1	5
Budget	2	1	2	1	6
Inflation	1	1	1	1	4
Agriculture	2	1	1	1	5
Industrialization	1	2	1	1	5

Total	14	13	12	11	50

3.5.2Validity of the Instrument

TheEconomicsStudentsInquiry and Task-Based Test (ESITBPT) was validated by Economics experts and researcher's supervisors in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria and three Economics teachers in Imo state who ascertained the appropriateness of the instrument. The ESITBPT (for pre/post-test), marking scheme, items for inquiry and task-based as well as the lesson plan for the controlled group were examined for content validity and appropriateness for the two groups. The test instrument was reduced from the initial 30 to 35 in line with the corrections and recommendations madeby these experts. This supported the view of Berge (1995) cited in Yakubu (2010), that for any research instrument to ascertain its validity, it should begiven to a panel of experts.

3.5.3Pilot Study

To ensure that ESITBPT is devoid of ambiguities, a pilot study was carried out. This is in line with Olaofe (2010) who stated that to ensure reliability of the instrument, a pilot study before the main study is required. The instrument was administered to an intactclass of thirty (30) SS II students offering Economics at GovernmentSecondary School Owerri Municipal (experimental group 1), and forty five (45) SS II students from Ife Community Grammer School, Ezinihitte Mbaise (experimental group 2), also to an intact class of forty (40) SS II students from Holy Ghost College Owerri (control group) using a test/re-test method. The ESITBPT instrument was administered to the student son the first occasion and after two weeks of teaching, the instrument was re-administeredunder the same condition. The choice ofGovernmentSecondary School,

Owerri, Ife Community Grammer School Ezinihitte Mbaise and Holy Ghost College Owerri was influenced by its location and that they offer economics with the same characteristics as the sampled schools for the study. Also, the use of three intact classes assisted in knowing how difficult or easy the questionscontained in the test instrument would be for students in experimental and control groups before beingadministered to the actual respondentsof this study.

3.5.4 Reliability of the Instrument

The reliability of instrument using PPMCC test re test was used to test the reliability for twenty students each selected for Inquiry, Task based and lecture method of teachings. The reliability coefficient obtained for the Inquiry, Task based and lecture methods are =.733, 0.77 and0.69respectively. Each of the reliability values for the teaching methods showed the instrument as reliable for the study. This was a confirmation of test of reliability Stevens (1986), and Olayiwola (2010). According to them an instrument is considered reliable if it lies between o and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument used as fit for the main work.

3.6 Procedure for Data Collection

The sampled schools for the study were contacted through the personal visit of the researcher with an introductory letter collected from the office of the Head of Department, EducationalFoundations and Curriculum, Faculty ofEducation, Ahmadu Bello University, Zaria. Data for the study was collected through theadministrationof pre-

test and post-test with the aid of three (3) research assistants. The researcher before this time trained the research assistants for the period of two days on the modality of carrying out the exercise. The pre-test was administered on students before the commencement of the treatment. Ten weeks was used for the inquiry activities (treatment 1) and task-based (treatment 2) under the supervision of the researcher, while the control group as exposed to the conventional (lecture) method on the same content used for experimental groups. This was done by the regular economicsteacherswho were specially trained by the researcher. After the treatment, the researcher administered the post-test, marked and recorded their test scores before taken for analysis.

3.6.1 Treatment Procedure

The treatment procedure for inquiry and task-based materials is presented as follows. Treatment procedure for inquiry method, the treatment procedure for inquiry method entails the following steps:

Step 1: Question

Students in Economics class were asked to list variousbenefits of agriculture in their localities? After some minute of silence, students then ask, what activity can be regarded as agricultural activity?

Step 2: Investigate

Students began to recount the products of agriculture they know and the branch of agriculture that produce them. This led the students to go to a nearby private farm to see things by themselves.

Step 3: Use Evidence to Describe, Explain and Predict

At the end of students' investigation through the field trip, they wereable to see differentproducts and serving from the farm suchas; food crops, fishes, animals, bag products some crops and animalsundergoing processing for secondary products (e.g) corn, beans, processed in to clicks feeds.

Step 4: Connect Evidence to Knowledge

Based on the inquiry skill of the students, they come to realize that even the primary agriculture products can be converted into secondary products which can be consumed instantaneously or sold for better profit.

Step 5: Share Findings

The teacher/researcher commended the students for doing well and therefore asks them to share and discuss the outcomes, suggestions, and conclusions.

Treatment Procedure for task-Based Method: The treatment procedures for task-based method involve the following steps:

Step 1: The teacher clearly defines the task

Step 2: Students are assigned into groups. For example, the entire class of 57 students were divided into five groups for easier handling of the task-based activity. Therefore, is expected to have a leader to coordinate others.

Step 3: Students in each group were given line and were adviced to:

(i) be serious minded and cooperate with each other in the group work

(ii) understand that commitment and dedication brings about success

(iii)the punctual aid of behaviour in class

Step 4: Each group were given specific tasks and roles

Step 5: The teacher direct the students to consult various referenced like the internet, resource persons and textbooks.

Step 6: The teacher ask each group to compile, organize, write and present a report to the entire class as regards the different areas assigned to them through an appointed group leader.

Step 7: The teacher assembled the entire class to critic the various reports presented by each group through the class leader.

Step 8: Students were given take home assignment. The teacher adviced the students to consult relevant sources like the library, internet, textbooks, or resource person on the next task-based topic.

3.6.2 Treatment Plan

The treatment plan for the groups covered ten (10) weeks of teaching using inquiry, task-based and lecture methods. Table **** presented the treatment plan.

Table : Treatment plan for the Groups

Weeks	Periods	Activities/Topics	Comments
BT	2nd	Introduction of researcher/assistants	This was done with both experienced and control group and schools
BT	4th	Pre-test	Was administered on both experimental and control groups
Week 1	2nd 4th	Roleof labour in production	Student ion experimentalgroups were taught using inquiry and task-based methods. While lecture method was used in control group
Week 2	4th	The Entrepreneur	
Week 3	4th	Historical Developmentof Money	
Week 4	2nd 4th	Tools of Economic Analysis	
Week 5	2nd	Reasons for Demand for Money	
Week 6	2nd 4th	Republic Finance	
Week 7	2nd	Budget	
Week 8	4th	Inflation	
Week 9	4th	Agriculture	
Week 10	2nd	Industrialization	
AT	4th	Evaluation process (post-test)	The researcher administered the post-test with the assistance of the trained

	research assistants, mark and record results

Note: BT = Before Treatment while At = After Treatment

3.6.2 Control of Extraneous Variables

Extraneous variable as a concept refer to any factor that might intercept the treatment effect on the dependent variable. It is always important for the researcher to take note of such intervening variables in the study and how they can be controlled. It's importance is to help the researcher to attribute changes observed in the dependent variable as being a function of the independent variable. This is attested by Glass (1997), as cited in Kolo (2009), that the researcher should be mindful in order to keep track of the variables. The identified factors and measures taken to address in this study is hereby briefly discussed:

i. Effect of Testing: The subject might become test wise and try to discover the distinguished purpose of the test. The researcher was able to reduce this threat by restructuring the post-test items before administration.

ii. Subjects' Interaction: This informs the interaction from different groups. For example, the result of differences from the experimental and control groups observed to be wide. Therefore, the effect of this threat was addressed by making use of different schools for different groups.

iii. Experimental Morality: This implies the death of a subject during the period of experiment. To avoid this, more students were assigned to both groups than required. However, the extra students were dropped after treatment and before post-test.

iv. Sex difference: This involves using only one category of respondents such as male or female in an experiment. The proper practice should be to involve both groups for proper assessment. Indeed, the researcher solved this problem by making sure that there was sex representation in both groups

3.7 Procedure for Data Analysis

The data collected for this study were analysed using various statistical tools. The bio-data variables were subjected to frequencies and percentages. All data on research questions were analyzed using, mean and standard deviations in order to determine the level of responses and comparative opinions of the respondents. The research hypotheses were tested using t-test and ANCOVA statistical tool. This was to determine whether there were significant differences in the academic performance of the students. All hypotheses were tested at 0.05 alpha level of significance for acceptance or rejection.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This study titled "Assessment of Effectsof Inquiry and Task-Based methods on Students' Performancein Economics Among Secondary Schools in Imo state" was carried out by the researcher involving a total of 306SSII sampled students. They were categorized into three groups. The first group identified as experimentalgroup 1 (inquiry) consist of 98 students, the second group is experimental 2 (task-based) consist of 107 students, while the third group is the control group (lecture) consists of 101 students. All the groups were pre-tested and post-tested to determine the degree of change in performances. The statistical package of IBM version 23 was used to analyze the data. In presenting the analysis, descriptive statistics involving frequency count, simple percentages were used to present the bio data variables. These include the location, gender and treatment groups of the students.The research questions were analysed with the use of descriptive statistics of means and standard deviations. The seven research hypotheses were tested with the aid of independent t-test and paired sampled t-test paired sampled t-test and ANCOVAR at 0.05 alpha level of significance, implying a 95% confidence level.

4.2 Description of Study Variables

Table 4.2.1: Distribution of Students according to Groups

	Frequency	Percent	Valid Percent	Cumulative Percent
Inquiry	98	32.0	32.0	32.0
Task Based	107	35.0	35.0	67.0
Lecture	101	33.0	33.0	100.0
Total	306	100.0	100.0	

There are three study groups. The first consist of 98 representing 32.0% that are taught Economics with Inquiry method while 107 representing 35.0% were taught with the Task based method and the rest 101 or 33.0% are taught the lecture method

Table 4.2.2: Distribution of Students acceding to Location

	Frequency	Percent	Valid Percent	Cumulative Percent
Rural	153	50.0	50.0	50.0
Urban	153	50.0	50.0	100.0
Total	306	100.0	100.0	

A total of 153 or 50.0% are from rural located schools while the rest 153 or 50.0% are schools located in the urban schools

Table 4.2.3: Distribution of Students acceding to Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	196	64.1	64.1	64.1
Female	110	35.9	35.9	100.0
Total	306	100.0	100.0	

A total of 196 or 64.1% of the students are male students while the remaining 110 representing 35.9% are female students.

4.3 Response to Research Question

The objective of this study was to determine the assessment of effects of inquiry and task-based methods on students' performance in Economics among secondary schools in Imo state, Nigeria. This objective was broken into seven sub-objectives which were investigated with the following research questions.

Research Question One: What is the performanceof students taught Economics using Inquiry and those taught using task-based methods in secondary schools in Imo state ?

Table 4.3.1: Descriptive statistics on differences in the performance of students taught Economics using Inquiry and those taught using task-based methods in secondary schools in Imo state

Variable	Groups	N	Mean	Std.dev	Std.Err	Mean Diff	Remarks
Performance	Inquiry	98	43.47	5.219	.527	0.811	The performance of students of Inquiry and Task based methods are the same
	Task Based	107	44.28	3.865	.374		

The descriptive statistics above showed that there is no differences in the performance of students taught Economics using Inquiry and those taught using task-based methods in secondary schools in Imo state Their computed Mean performances are 43.47 and 44.28 by students taught Economics using Inquiry and Task based methods respectively. This shows that both group methods performances are the same and are therefore the inquiry and task based methods are effective for the teaching of Economics as they both produce the same positive results.

Research Question Two: What is the Pre-test and Post-test performance of students in the experimental group taught Economics using Inquiry method in secondary schools in Imo state?

Table 4.3.2: Descriptive statistics on differences in the Pre-test and Post-test performance of students in the experimental group taught Economics using Inquiry method in secondary schools in Imo state

Variable	Groups	N	Mean	Std.dev	Std.Err	Mean Diff	Remarks
Performance Inquiry	Pretest	98	23.99	4.148	.419	19.480	The post-test performance is significantly higher than their pre-test performance among the Inquiry method
	Posttest	98	43.47	5.219	.527		

Results of the descriptive statistics above showed that differences exist 0 in the Pre-test and Post-test performance of students in the experimental group taught Economics using Inquiry method in secondary schools in Imo state The mean pretest and Post-test performances are 23.99 and 43.47 respectively with a mean difference of 19.480 in favour of the post-test scores. This shows that among the inquiry group students their performance has significantly increased as a result of the inquiry teaching method.

Research Question Three: What is the Pre-test and Post-test performance of students in the experimental group taught Economics using Task Based method in secondary schools in Imo state ?

Table 4.3.3: Descriptive statistics on differences in the Pre-test and Post-test performance of students in the experimental group taught Economics using Task Based method in secondary schools in Imo state

Variable	Groups	N	Mean	Std.dev	Std.Err	MD	Df	Remarks
Performance Task based	Pretest	107	24.39	3.453	.334	19.888	106	The Task based post-test is significantly higher than the pre-test performance
	Posttest	107	44.28	3.865	.374			

Outcome of the descriptive statistics above showed that differences exist in the Pre-test and Post-test performance of students in the experimental group taught Economics using Task based method in secondary schools in Imo state The mean pretest and Post-test performances are 24.39 and 44.28 respectively with a mean difference of 19.888 in favour of the post-test scores. This shows that among the Task based group students their performance has significantly increased as a result of the task-based teaching method.

Research Question Four: What differences exist in the performance of rural and urban located secondary schools students in Imo state.?

Table 4.3.4: Descriptive statistics on difference in the effect of Inquiry method on students'performance in rural and urban located secondary schools in Imo state.

Descriptive Statistics

Dependent Variable: Performance

TESTS	Location	Groups	N	Mean	Std. Deviation	Remarks
Pretest	Rural	Inquiry	51	24.4510	3.55704	Inquiry strategy have positive effect on both rural and urban located schools
		Lecture	52	24.4423	4.23993	
		Total	103	24.4466	3.89753	
	Urban	Inquiry	47	23.4894	4.69446	
		Lecture	49	24.7143	5.01664	
		Total	96	24.1146	4.87501	
	Total	Inquiry	98	23.9898	4.14802	
		Lecture	101	24.5743	4.61161	
		Total	199	24.2864	4.38816	
Post-test	Rural	Inquiry	51	44.3725	4.40890	
		Lecture	52	44.1923	5.60825	
		Total	103	44.2816	5.02624	
	Urban	Inquiry	47	42.4894	5.86764	
		Lecture	49	44.2653	3.80666	
		Total	96	43.3958	4.97886	
	Total	Inquiry	98	43.4694	5.21932	
		Lecture	101	44.2277	4.79558	
		Total	199	43.8543	5.01048	
Total	Rural	Inquiry	102	34.4118	10.77433	
		Lecture	104	34.3173	11.08770	
		Total	206	34.3641	10.90708	
	Urban	Inquiry	94	32.9894	10.91560	
		Lecture	98	34.4898	10.77822	
		Total	192	33.7552	10.84336	
	Total	Inquiry	196	33.7296	10.83789	
		Lecture	202	34.4010	10.91179	
		Total	398	34.0704	10.86696	

The outcome of the descriptive statistics above showed that there is no difference in the effect of Inquiry method on students' performance in rural and urban located secondary schools in Imo state. The pretest scores of the rural located schools are 24.451 and 24.4423 among its inquiry and lecture method students. While the pretest

scores among the urban located schools had 23.4894 and 24.7143 among its inquiry and lecture method students respectively. The Post-test scores showed that among the rural located schools the inquiry and lecture scores are 44.3725 and 44.1923 respectively. The Post-test scores showed that among the urban located schools the inquiry and lecture scores are 42.4894 and 44.26.53 respectively. This shows that in the pretest both rural and urban schools have the same performance, while in the post-test scores both rural and urban schools have the same increased performance. This shows that the inquiry strategy have effect on both rural and urban located schools.

Question Five: What differences exist in the performance of rural and urban located secondary schools in Imo state.?

Table 4.4.5: Descriptive statistics on difference in the effect of Task based method on students' performance in rural and urban located in secondary schools in Imo state.

Descriptive Statistics

Dependent Variable: Performance

TESTS	Location	Groups	N	Mean	Std. Deviation	Remarks
		Task Based	50	24.5200	3.40012	
	Rural	Lecture	52	24.4423	4.23993	
		Total	102	24.4804	3.83246	
		Task Based	57	24.2807	3.52417	
t	Urban	Lecture	49	24.7143	5.01664	
		Total	106	24.4811	4.26331	
		Task Based	107	24.3925	3.45253	
	Total	Lecture	101	24.5743	4.61161	
		Total	208	24.4808	4.04798	
		Task Based	50	44.3800	3.99433	
	Rural	Lecture	52	44.1923	5.60825	
		Total	102	44.2843	4.86120	
		Task Based	57	44.1930	3.78172	Task-based strategy have positive effect on both rural and urban located schools
Post-test	Urban	Lecture	49	44.2653	3.80666	
		Total	106	44.2264	3.77532	
		Task Based	107	44.2804	3.86517	
	Total	Lecture	101	44.2277	4.79558	
		Total	208	44.2548	4.33138	
		Task Based	100	34.4500	10.64047	
Total	Rural	Lecture	104	34.3173	11.08770	
		Total	204	34.3824	10.84421	
		Task Based	114	34.2368	10.64163	
	Urban	Lecture	98	34.4898	10.77822	
		Total	212	34.3538	10.68029	
		Task Based	214	34.3364	10.61662	
	Total	Lecture	202	34.4010	10.91179	
		Total	416	34.3678	10.74802	

The outcome of the descriptive statistics above showed that there is no difference in the effect of task based method on students' performance in rural and urban located secondary schools in Imo state. Looking at the descriptive statistics, The pretest scores of the rural located schools are 24.5200 and 24.4423 among its Task based and lecture method students . While the pretest scores among the Urban located schools had

24.2807 and 24.7143 among its Task based and lecture method students respectively. The Post-test scores showed that among the rural located schools the Task-based and lecture method scores are 44.3800 and 44.1923 respectively. The Post-test scores showed that among the urban located schools the task-based and lecture scores are 42.4894 and 44.26.53 respectively. This shows that the task-based strategy have effect on both rural and urban located schools.

Question Six: What is the performance of Male and female SSII students taught Economics using Inquiry method in secondary schools in Imo state.?

Table 4.3.6: Descriptive statistics on difference in the performance of male and female students taught Economics using Inquiry method in secondary schools in Imo state

Variable	Gender	N	Mean	Std.dev	Std.Err	Mean Diff	Remarks
Performance of Inquiry	Male	62	44.11	4.274	.543	1.752	The Inquiry strategy has positive effect for both male and female students alike
	Female	36	42.36	6.455	1.076		

Results of the descriptive statistics above showed that there is no wide difference in the performance of male and female students taught Economics using Inquiry method in secondary schools in Imo state.. Their computed Mean performances are 44.11 and 42.36 by male and female students taught Economics using Inquiry methods respectively. This shows that both male and female when taught with Inquiry strategy performed relatively the same therefore the inquiry strategy is very effective for both male and female students in the teaching of Economics at secondary schools.

Question Seven: What is the performance of male and female students taught Economics using Task based method in secondary schools in Imo state ?.

Table 4.3.7: Descriptive statistics on difference in the performance of male and female students taught Economics using Task based method in secondary schools in Imo state

Variable	Gender	N	Mean	Std.dev	Std.Err	Mean Diff	Remarks
Performance of Task based	Male	69	43.68	3.724	.448	1.21	Task Based method has positive effect for both male and female students performance
	Female	38	44.37	3.928	.637		

The descriptive statistics above showed that there is no wide difference in the performance of male and female students taught Economics using Task based method in secondary schools in Imo state. Their computed Mean performances are 43.68 and 44.37 by male and female students taught Economics using Task based method respectively. This shows that both male and female when taught with Task based strategy performed relatively the same therefore the inquiry strategy is very effective for both male and female students in the teaching of Economics at secondary schools.

4.4 Hypotheses testing

Hypothesis One: The null hypothesis state that There is no significant differences in the performance of students taught Economics using Inquiry and those taught using task-based methods in secondary schools in Imo state.

Table 4.4.1: Independent t test statistics on differences in the performance of students taught Economics using Inquiry and those taught using task-based methods in secondary schools in Imo state

Variable	Groups	N	Mean	Std.dev	Std.Err	MD	Df	t-cal.	t-crit	P
Performance	Inquiry	98	43.47	5.219	.527	0.811	203	1.271	1.96	0.205
	Task Based	107	44.28	3.865	.374					

Calculated p > 0.05, calculated, t calculated < 1.96 at df 203.

Results of the independent t test statistics above showed that there is no significant differences in the performance of students taught Economics using Inquiry and those taught using task-based methods in secondary schools in Imo state

This is because the calculated p value of 0.205 is higher than the 0,05 alpha level of significance and the calculated t value of 1.271 is lower than the 1.96 t critical; value at df 203. Their computed *Mean performances are 43.47 and 44.28 by students taught Economics using Inquiry and Task based methods respectively*

This shows that both group methods performances are the same and are therefore the inquiry and task based methods are effective for the teaching of Economics as they both produce the same positive results.

Consequently, the null hypothesis which state that There is no significant differences in the performance of students taught Economics using Inquiry and those taught using task-based methods in secondary schools in Imo state, is hereby rejected, is hereby accepted and retained.

Hypothesis Two: The null hypothesis state that There is no significant differences in the Pre-test and Post-test performance of students in the experimental group taught Economics using Inquiry method in secondary schools in Imo state

Table 4.4.2: Paired sampled t- test statistics on differences in the Pre-test and Post-test performance of students in the experimental group taught Economics using Inquiry method in secondary schools in Imo state

Variable	Groups	N	Mean	Std.dev	Std.Err	MD	Df	t-cal.	t-crit	P
Performance	Pretest	98	23.99	4.148	.419					
Inquiry						19.480	97	32.589	1.96	0.000
	Posttest	98	43.47	5.219	.527					

Calculated p < 0.05, calculated, t calculated > 1.96 at df 97**.**

Results of the independent t test statistics above showed that significant differences exist in the Pre-test and Post-test performance of students in the experimental group taught Economics using Inquiry method in secondary schools in Imo state

This is because the calculated p value of 0.000 is lower than the 0,05 alpha level of significance and the calculated t value of 32.589 is higher lower than the 1.96 t critical; value at df 97. The mean Pre-test and Post-test performances are 23.99 and 43.47 respectively with a mean difference of 19.480 in favour of the post-test scores. This shows that among the inquiry group students their performance has significantly increased as a result of the inquiry teaching method..

Consequently, the null hypothesis which state that There is no significant differences in the Pre-test and Post-test performance of students in the experimental group taught Economics using Inquiry method in secondary schools in Imo state, is hereby rejected.

Hypothesis Three: The null hypothesis state that There is no significant differences in the Pre-test and Post-test performance of students in the experimental group taught Economics using Task Based method in secondary schools in Imo state.

Table 4.4.3: Paired sampled t test statistics on differences in the Pre-test and Post-test performance of students in the experimental group taught Economics using Task Based method in secondary schools in Imo state.

Variable	Groups	N	Mean	Std.dev	Std.Err	MD	Df	t-cal.	t-crit	P
Performance	Pretest	107	24.39	3.453	.334					
Task based						19.888	106	45.253	1.96	0.000
	Posttest	107	44.28	3.865	.374					

Calculated p < 0.05, calculated, t calculated > 1.96 at df 106**.**

Results of the independent t test statistics above showed that significant differences exist in the Pre-test and Post-test performance of students in the experimental group taught Economics using Task based method in secondary schools in Imo state

This is because the calculated p value of 0.000 is lower than the 0.05 alpha level of significance and the calculated t value of 45.253 is higher lower than the 1.96 t critical; value at df 97. The mean pre-test and Post-test performances are 24.39 and 44.28 respectively with a mean difference of 19.888 in favour of the post-test scores. This shows that among the Task based group students their performance has significantly increased as a result of the inquiry teaching method.

Consequently, the null hypothesis which state that There is no significant differences in the Pre-test and Post-test performance of students in the experimental group taught Economics using Task based method in secondary schools in Imo state, is hereby rejected.

Hypothesis Four: The null hypothesis state that there is no significant difference in the effect of Inquiry method on students'performance in rural and urban located in secondary schools in Imo state.

Table 4.4.4: Analysis of Covariance (ANCOVA) statistics difference in the effect of Inquiry method on students' performance in rural and urban located secondary schools in Imo state.

Tests of Between-Subjects Effects

Dependent Variable: Performance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	38255.537[a]	7	5465.077	247.074	.000
Intercept	460802.413	1	460802.413	20832.676	.000
Tests	37993.773	1	37993.773	1717.682	.000
Location	38.803	1	38.803	1.754	.186
Groups	49.098	1	49.098	2.220	.137
Tests * Location	7.797	1	7.797	.352	.553
Tests * Groups	.894	1	.894	.040	.841
Location * Groups	63.179	1	63.179	2.856	.092
Tests * Location * Groups	3.242	1	3.242	.147	.702
Error	8626.493	390	22.119		
Total	508876.000	398			
Corrected Total	46882.030	397			

a. R Squared = .816 (Adjusted R Squared = .813)

Descriptive Statistics

Dependent Variable: Performance

TESTS	Location	Groups	N	Mean	Std. Deviation	N
		Inquiry	51	24.4510	3.55704	51
	Rural	Lecture	52	24.4423	4.23993	52
		Total	103	24.4466	3.89753	103
		Inquiry	47	23.4894	4.69446	47
Pretest	Urban	Lecture	49	24.7143	5.01664	49
		Total	96	24.1146	4.87501	96
		Inquiry	98	23.9898	4.14802	98
	Total	Lecture	101	24.5743	4.61161	101
		Total	199	24.2864	4.38816	199
		Inquiry	51	44.3725	4.40890	51
	Rural	Lecture	52	44.1923	5.60825	52
		Total	103	44.2816	5.02624	103
		Inquiry	47	42.4894	5.86764	47
Post-test	Urban	Lecture	49	44.2653	3.80666	49
		Total	96	43.3958	4.97886	96
		Inquiry	98	43.4694	5.21932	98
	Total	Lecture	101	44.2277	4.79558	101
		Total	199	43.8543	5.01048	199
		Inquiry	102	34.4118	10.77433	102
Total	Rural	Lecture	104	34.3173	11.08770	104
		Total	206	34.3641	10.90708	206
		Inquiry	94	32.9894	10.91560	94
	Urban	Lecture	98	34.4898	10.77822	98
		Total	192	33.7552	10.84336	192
		Inquiry	196	33.7296	10.83789	196
	Total	Lecture	202	34.4010	10.91179	202
		Total	398	34.0704	10.86696	398

The outcome of the Analysis of covariance statistics above showed that there is no significant difference in the effect of Inquiry method on students' performance in rural and urban located secondary schools in Imo state.

Reasons being that The ANCOVAR statistics on Tests versus Location versus Groups p value of 0.702 is higher than the 0.05 alpha level of significance and its corresponding F value of 0.147 is lower than the 3.00 F critical value.

Looking at the descriptive statistics, The pretest scores of the rural located schools are 24.451 and 24.4423 among its inquiry and lecture method students. While the pretest scores among the urban located schools had 23.4894 and 24.7143 among its inquiry and lecture method students respectively.

The Post-test scores showed that among the rural located schools the inquiry and lecture scores are 44.3725 and 44.1923 respectively.

The Post-test scores showed that among the urban located schools the inquiry and lecture scores are 42.4894 and 44.26.53 respectively.

This shows that in the pre-test both rural and urban schools have the same performance, while in the post-test scores both rural and urban schools have the same increased performance. This shows that the inquiry strategy have effect on both rural and urban located schools.

The null hypothesis which state that there is no significant difference in the effect of Inquiry method on students'performance in rural and urban located in secondary schools in Imo state, is hereby rejected..

Hypothesis Five: The null hypothesis state that there is no significant difference in the effect of Task based method on students'performance in rural and urban located in secondary schools in Imo state.

Table 4.4.5: Analysis of Covariance (ANCOVA) statistics difference in the effect of Task based method on students' performance in rural and urban located in secondary schools in Imo state.

Tests of Between-Subjects Effects

Dependent Variable: Performance

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	40671.628[a]	7	5810.233	326.117	.000
Intercept	489865.282	1	489865.282	27495.152	.000
Tests	40505.058	1	40505.058	2273.467	.000
Location	.043	1	.043	.002	.961
Groups	.375	1	.375	.021	.885
Tests * Location	.139	1	.139	.008	.930
Tests * Groups	1.439	1	1.439	.081	.776
Location * Groups	3.854	1	3.854	.216	.642
Tests * Location * Groups	.409	1	.409	.023	.880
Error	7269.101	408	17.816		
Total	539297.000	416			
Corrected Total	47940.728	415			

a. R Squared = .848 (Adjusted R Squared = .846)

Descriptive Statistics

Dependent Variable: Performance

TESTS	Location	Groups	Mean	Std. Deviation	N
		Task Based	24.5200	3.40012	50
	Rural	Lecture	24.4423	4.23993	52
		Total	24.4804	3.83246	102
		Task Based	24.2807	3.52417	57
Pretest	Urban	Lecture	24.7143	5.01664	49
		Total	24.4811	4.26331	106
		Task Based	24.3925	3.45253	107
	Total	Lecture	24.5743	4.61161	101
		Total	24.4808	4.04798	208
		Task Based	44.3800	3.99433	50
	Rural	Lecture	44.1923	5.60825	52
		Total	44.2843	4.86120	102
		Task Based	44.1930	3.78172	57
Post-test	Urban	Lecture	44.2653	3.80666	49
		Total	44.2264	3.77532	106
		Task Based	44.2804	3.86517	107
	Total	Lecture	44.2277	4.79558	101
		Total	44.2548	4.33138	208
		Task Based	34.4500	10.64047	100
Total	Rural	Lecture	34.3173	11.08770	104
		Total	34.3824	10.84421	204
		Task Based	34.2368	10.64163	114
	Urban	Lecture	34.4898	10.77822	98
		Total	34.3538	10.68029	212
		Task Based	34.3364	10.61662	214
	Total	Lecture	34.4010	10.91179	202
		Total	34.3678	10.74802	416

The outcome of the Analysis of covariance statistics above showed that there is no significant difference in the effect of task based method on students' performance in rural and urban located secondary schools in Imo state.

Reasons being that The ANCOVAR statistics on Tests versus Location versus Groups p value of 0.880 is higher than the 0.05 alpha level of significance and its corresponding F value of 0.023 is lower than the 3.00 F critical value.

Looking at the descriptive statistics, The pretest scores of the rural located schools are 24.5200 and 24.4423 among its Task based and lecture method students . While the pre-test scores among the Urban located schools had 24.2807 and 24.7143 among its Task based and lecture method students respectively.

The Post-test scores showed that among the rural located schools the task-based and lecture scores are 44.3800 and 44.1923 respectively.

The Post-test scores showed that among the urban located schools the task-based and lecture scores are 42.4894 and 44.26.53 respectively.

This shows that in the pretest both rural and urban schools have the same performance, while in the post-test scores both rural and urban schools have the same increased performance. This shows that the inquiry strategy have effect on both rural and urban located schools. Consequently the null hypothesis which state that there is no significant difference in the effect of task-based method on students' performance in rural and urban located in secondary schools in Imo state, is hereby rejected..

Hypothesis Six: The null hypothesis state that there is no significant difference in the performance of male and female students taught Economics using Inquiry method in secondary schools in Imo state.

Table 4.4.6: Independent t test statistics on difference in the performance of male and female students taught Economics using Inquiry method in secondary schools in Imo state

Variable	Gender	N	Mean	Std.dev	Std.Err	MD	Df	t calculated	t critical	P
Performance of Inquiry	Male	62	44.11	4.274	.543	1.752	96	1.615	1.96	0. 110
	Female	36	42.36	6.455	1.076					

Calculated p > 0.05, calculated, t calculated < 1.96 at df 96.

Results of the independent t test statistics above showed that there is no significant difference in the performance of male and female students taught Economics using Inquiry method in secondary schools in Imo state.

This is because the calculated p value of 0.110 is higher than the 0,05 alpha level of significance and the calculated t value of 1.752 is lower than the 1.96 t critical; value at df 96. Their computed Mean performances are 44.11 and 42.36 by male and female students taught Economics using Inquiry methods respectively.

This shows that both male and female when taught with Inquiry strategy performed relatively the same therefore the inquiry strategy is very effective for both male and female students in the teaching of Economics at secondary schools .

Consequently, the null hypothesis which state that there is no significant difference in the performance of male and female students taught Economics using Inquiry method in secondary schools in Imo state, is hereby accepted and retained.

Hypothesis Seven: The null hypothesis state that there is no significant difference in the performance of male and female students taught Economics using Task based method in secondary schools in Imo state.

Table 4.4.7: Independent t test statistics on difference in the performance of male and female students taught Economics using Task based method in secondary schools in Imo state

Variable	Gender	N	Mean	Std.dev	Std.Err	MD	Df	t calculated	t critical	P
Performance of Task based	Male	69	43.68	3.724	.448	1.21	105	1.200	1.96	0. 071
	Female	38	44.37	3.928	.637					

Calculated p > 0.05, calculated, t calculated < 1.96 at df 105.

Results of the independent t test statistics above showed that there is no significant difference in the performance of male and female students taught Economics using Task based method in secondary schools in Imo state.

This is because the calculated p value of 0.071 is higher than the 0,05 alpha level of significance and the calculated t value of 1.21 is lower than the 1.96 t critical; value at df 105. Their computed Mean performances are 43.68 and 44.37 by male and female students taught Economics using Task based method respectively.

This shows that both male and female when taught with Task based strategy performed relatively the same therefore the task-based strategy is very effective for both male and female students in the teaching of Economics at secondary schools .

Consequently, the null hypothesis which state that there is no significant difference in the performance of male and female students taught Economics using Task based method in secondary schools in Imo state., is hereby accepted and retained.

4.5 Summary of the Major Findings

1. There is no significant differences in the performance of students taught Economics using Inquiry and those taught using task-based methods in secondary schools in Imo state. Their computed Mean performances are 43.47 and 44.28 by students taught Economics using Inquiry and Task based methods respectively, This shows

that both group methods performances are the same and therefore the inquiry and task based methods are effective for the teaching of Economics as they both produce the same positive results.

2. Significant differences existed in the Pre-test and Post-test performance of students in the experimental group taught Economics using Inquiry method in secondary schools in Imo state. The mean Pre-test and Post-test performances are 23.99 and 43.47 respectively with a mean difference of 19.480 in favour of the post-test scores. This shows that among the inquiry group students their performance had significantly increased as a result of the inquiry teaching method,
3. Significant differences exist in the Pre-test and Post-test performance of students in the experimental group taught Economics using Task based method in secondary schools in Imo state. The mean pretest and Post-test performances are 24.39 and 44.28 respectively with a mean difference of 19.888 in favour of the post-test scores. This shows that among the Task based group students their performance had significantly increased as a result of the task-based teaching method.
4. There is no significant difference in the effect of Inquiry method on students'performance in rural and urban located in secondary schools in Imo state. The pretest scores of the rural located schools are 24.451 and 24.4423 among its inquiry and lecture method students. While the pretest scores among the urban located schools had 23.4894 and 24.7143 among its inquiry and lecture method students respectively. The Post-test scores showed that among the rural located schools the inquiry and lecture scores are 44.3725 and 44.1923 respectively. The Post-test scores showed that among the urban located schools the inquiry and

lecture scores are 42.4894 and 44.26.53 respectively. This shows that in the pretest both rural and urban schools had the same performance, while in the post-test scores both rural and urban schools have the same increased performance.

5. There is no significant difference in the effect of task based method on students' performance in rural and urban located in secondary schools in Imo state. The pretest scores of the rural located schools were 24.5200 and 24.4423 among its Task based and lecture method students. While the pretest scores among the urban located schools had 24.2807 and 24.7143 among its Task based and lecture method students respectively. The Post-test scores showed that among the rural located schools the task-based and lecture scores were 44.3800 and 44.1923 respectively. The Post-test scores showed that among the urban located schools the task-based and lecture scores were 42.4894 and 44.26.53 respectively. This shows that the task-based strategy had positive effect on both rural and urban located schools.
6. There is no significant difference in the performance of male and female students taught Economics using Inquiry method in secondary schools in Imo state. Their computed Mean performances are 44.11 and 42.36 by male and female students taught Economics using inquiry methods respectively. This shows that both male and female when taught with Inquiry strategy performed relatively the same therefore the inquiry strategy is very effective for both male and female students in the teaching of Economics at secondary schools. .
7. There is no significant difference in the performance of male and female students taught Economics using Task based method in secondary schools in Imo state. Their computed Mean performances are 43.68 and 44.37 by male and female

students taught Economics using Task based method respectively. This shows that both male and female when taught with Task based strategy performed relatively the same therefore the inquiry strategy is very effective for both male and female students in the teaching of Economics at secondary schools.

4.6 Discussion of Findings

The results of the data analysis form this experiment revealed amongst other things that the use of inquiry and task-based methods to teaching Economics is significantly better than the lecture method ofteachingEconomics. Firstly, the effect of inquiry and task-basedmethods of teachingEconomics was tested by comparingthe academic performance of students who were taught using inquiry method and those taught using task-based method. The result of the test showed that there was no significant differences in the performance of students taught Economics using inquiry and those taught using task-based methods in secondary schools in Imo state. The calculated p-value of 0.205 is higher than the 0.05 alpha level of significance and the calculated t-value of 1.271 was lower than the 1.96 t-calculated value at df 203. Their meanperformance were 43.47 and 44.28 respectively. This implies a meandifferenceof 0.811 meaning that both methods were effective for the teaching of Economics. The null hypothesis was therefore accepted and retained.

The finding here clearly revealed that the use of inquiry and task-based methods of instruction have high positive effect on students' academic performance in Economics than the lecture method. This is in line with the findings of Anyaso and Ugo (2012), Edinyong and Ubi (2012) who agreed that students taught using inquiry and task-based methods for English language and Economics respectively, performed significantly better

than those taught using the lecture method in the subjects. The finding was similar to the finding of Hemoandez-Ramas and Faz (2011) from a study on "the influence of inquiry and task-based methods of instruction over lecture method of instruction in a state of Los Angles". They reported that the students taught using discussion and task-based methods had performance advantage over their counterparts taught using lecture method.

Schiller (2009) had a similar report from a study on Social Teamwork to the Attainment of Success in Knowledge Retention and learning of Mathematics through Inquiry and task-based text" at the University of Owerri, Imo state. The result showed that students who participated in teamwork through inquiry and task-based learning proved better in knowledge retention. The finding here is a reflection of Abdul-Raheem (2009) who reported similar finding from a study where it was reported that the application of discussion and task-based learning enables students to retain informations that can enhance their academic performance.

Second, significant difference existed in the effect of inquiry method on the performance of experimental group in pre-test and post-test. The paired sample t-test result showed that significant effect existed in the performance of experimental group in pre-test and post-test analysis. The calculated p-value of 0.000 was lower than 0.05 alpha level of significance while the computed t-value of 32.598 was higher than the 1.96 t-critical at df 97. The mean pre-test and post-test performances were 23.99 and 43.47 respectively. This implies a mean difference of 19.480 in favour of the post-test scores. This showed that among the inquiry group students, their performance were significantly increased as a result of inquiry teaching method. The null hypothesis was therefore rejected. Indeed, the finding is in agreement with Olabode (2010), where it was reported

that the use of inquiry method among the primary and secondary school students improved the academic performances of these category of students. The finding here agree with Oparah (2011) who reported a similar case that inquiry and task-based technique leads to higher level and academic achievement among the said wards.

Third, significant difference also existed in the effect of task-based method on pre-test and post-test performance of the experimental group taught Economics using task-based method. The calculated p-value of 0.000 was lower than 0.05 alpha level of significance while the computed t-value of 45.253 was higher than the 1.96 t-critical at df 97. However, the mean performances of pre-test and post-test groups were 24.39 and 44.28 respectively. The mean difference between the groups was 19.888 which was in favour of post-test groups. This showed that among the task-based group students, their performance was significantly increased due to task-based method. The hypothesis was therefore rejected. This finding supports the findings of Chu (2013), who discovered that task-based inquiry based learning approach has positive effect when used among secondary schools students.

Fourth, no significant difference existed in the effect of inquiry method on students' performance in rural and urban located schools. The ANCOVAR statistical analysis on tests versuslocationversus groups showed that p-value of 0.702 was higher than the 0.05 alpha level of significance and tis corresponding f-value of 0.149 was lower than the 3.00 f-critical value. Looking at the descriptive statistics, the pre-test scores of the rural schools were 24.451 and 24.4423 between inquiry and lecture, while the pre-test scoresamong the urban schools were 23.5894 and 24.7143 among its inquiry and lecture method studentsrespectively. The post-test scores showed that among the rural schools,

the inquiry and lecture scores were 44.3725 and 44.1923 respectively. The post-test scores among the urban schools showed that inquiry and lecture scores were 42.4894 and 44.2653 respectively. This shows rural and urban schools have same performance, while in the post-test, both rural and urban schools have same increased academic performance. The implication here is that inquiry strategy have positive effect on both rural and urban located schools. The null hypothesis was therefore rejected. The finding agrees with that of James (2010) who found that students' performance can be enhanced through valid measure of their grades in class work. The finding is however similar to Salaraara (2009) which deals on discovery teaching strategy and its effect on rural and urban students' academic performance in Home Economics'. The result proved that eighty percent (80%) of the sampled population within the located schools did excellently well in their terminal examinations in contrast to those taught using lecture method.

Fifth, no significant difference existed in the effect of task-based method on students' performance in rural and urban located schools. The ANCOVAR statistics on tests versus location versus groups showed that p-value of 0.880 was higher than the 0.05 alpha level of significance and its corresponding f-value of 0.023 was lower than the 3.00 f-critical value. Basedon the descriptive statistics, the pre-test scores of the rural located schools were 24.5200 and 24.443 among its task-based and lecture method students. While the pre-test scores among the urban schools were 24.2807 and 24.7143 among its task-based and lecture methodstudentsrespectively. The post-test scores showed that among the rural schools the task-based and lecture scores were 33.1923 respectively. Also, the post-test scores among the urban located schools for task-based and lecture were 42.4894 and 44.2653 respectively. This shows that in the pre-test both rural and

urban schools have the same performance, while in the post-test scores both rural and urban schools have the same increased performance. The implication here is that task-based strategy have positive effect on both rural and urban students. So, the null hypothesis which state that there is no significant difference in the effect of task-basedmethod on students' performance in rural and urban secondary schools in Imo state, is hereby rejected. The findingsof this segment goes with Odundo and Gunga 920130 on the study titled "Effects of Applicationof task-based Instructional Approach on Learner Academic Achievement in Business Studies in SecondarySchools in Kenya". The outcome of this study is however similar to that of Hemoandez-Ramas and Faz (2011) which deals on the influence of inquiry method over lecture method,in a state of Los Angeles". The result proved that the applicationof inquiry method in the classroom make better difference than the lecture method.

Sixth, there is no significant difference in the performance of male and female taught Economics using inquiry method in secondary schools in Imo state. The result of the independent t-test showed that the calculated p-value of 0.110 was higher than the 0.05 alpha level of significant and the calculated t-value of 1.751 was lower than the 1.96 t-critical value at df 96. Their computed mean performance were 44.11 and 42.36 by male and female students taught Economics using inquiry method respectively. This shows that both male and female when taught inquiry strategy performed relatively the same, therefore the inquiry strategy was very effective for both male and femalestudents in the study area. Consequently, the null hypothesis which state that there is no significant difference in the performance of male and female students taught Economics using inquiry method in secondaryschools is hereby retained. Indeed, finding here agreed

with Olsen and Sexfon (2010). They investigated the effect of project method on secondary school students' performance and retention in Economics. The analysis of theirfinding proved that project and task-basedmethods significantly improves academic achievement and retention in Economics. Edinyong and Ubi in a similar case supported the fact that inquiry anddiscoverymethods of teaching if effectively employed have the capacity to enhancestudents' academic performance in Economics.

Seventh, no significant different existed in the performance of male and female students taught Economics using task-based method in secondary schools in Imo state. The result of the independent t-test statisticsshowed that the calculated p-value of 0.071 was higher than the 0.05 level of significance and the calculated t-value of 1.21 is lower than the 1.96 t-critical value at df 105. Their computed mean performances were 43.68 and 44.37 by male and femalestudents taught Economics using task-based method respectively. This means that both male and female when taught with task-based strategy performed relatively the same, therefore the task-based strategy was very effective for both male and female students in the teachingofEconomics at secondary schools. Consequently, the null hypothesis which states that there is no significant difference in the performance of male and female students taught Economics using task-based method insecondary schools in Imo state, is heresy accepted and retained. The finding is similar to the findingof Wu (2015) on the study titled "Useof task-based instruction to foster clear communication on Chinese Ocean going vessels". The researcher reported that the applicationof task-based instructionis a catalyst in improving effective communication skills among Chines Ocean sailors. The finding here is a reflection of Iranmehr, Erfani and Davari (2011). They reported a similar finding tiled "Effect of integrating tsk-based

method as an alternative approach in teaching reading comprehension in English for specialstudents". Their result showed that the applicationof task-based teachingtechnique in teaching special studentsbrought about significant improvement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study investigated the "Assessment of Effects of Inquiry and Task-based Methods of Teaching on Students' Performance in Economics in Secondary Schools in Imo State, Nigeria". The objectives of the study amongst others sought to determine the performance of students taught Economics using inquiry and those taught using task-based methods in secondary schools in Imo state. Seven research questions and seven hypotheses were drawn from the objectives of the study. The study employed both theoretical and conceptual framework, under the theoretical framework, Brunner's theory of instruction, Gagne's theory of instruction and Cultural Historical Activity theory were considered. However, Brunner's theory of instruction was given preference due to its emphasis on the process of pedagogy as it affects students' overall academic performance in school.

The study further considered some concepts such as; Inquiry, Task, Economics, students' performance among others. Twenty three (23) empirical studies were reviewed to guide the study. Research design used for the study was two by two pre-test, post-test, quasi-experimental/control design. The targeted population was ten thousand, two hundred and forty four public senior secondary two school students in six educational zones of Imo state. A purposive sampling technique was employed to draw three hundred SSII Economics students from urban and rural areas of two educational zones of the state. Economics Inquiry and Task-based Performance Test (EITSPT) made up of twenty five (25) theories and objective questions from SSII Economics scheme of work were

developed and validated as test instrument. Each objective question carry one (1) mark, making a total of twenty (20) marks, while each theory question carry six (6) making a total of thirty (30) marks. Therefore, the total marks allotted for the twenty five (25) questions were fifty (50) marks all round. However, sixty lesson plans were developed by the researcher to guide the field work. The seven research questions were answered using statistical techniques such as; mean, standard deviation, and descriptive statistics while the hypotheses were tested using independent t-test, paired sample t-test and ANCOVAR at 0.05 level of significance.

The Major findings from Data Analysis:

1. Both Inquiry and Task-based group methods performances are the same and therefore the inquiry and task based methods are effective for the teaching of Economics as they both produce the same positive results.
2. Among the inquiry group students their performance significantly increased as a result of the inquiry teaching method.
3. Among the Task-based group students their performance significantly increased as a result of the task-based teaching method.
4. The pretest of both rural and urban schools of the Inquiry method had the same performance, while in the post-test scores both rural and urban schools have the same increased performance. This implies the Inquiry method is effective for both urban and rural located schools
5. The pretest of both rural and urban schools of the Task based method had the same performance, while in the post-test scores both rural and urban schools had

the same increased performance. This implies the Inquiry method is effective for both urban and rural located schools.

6. Both male and female when taught with Inquiry strategy performed relatively the same therefore the inquiry strategy was effective for both male and female students in the teaching of Economics at secondary schools. .
7. Both male and female when taught with Task based strategy performed relatively the same therefore the inquiry strategy is very effective for both male and female students in the teaching of Economics at secondary schools.

5.2 Conclusion

The application of inquiry and task-based teaching methods among senior secondary school students was practically efficient in improving academic performance of the students than the lecture method. Also, the use of inquiry and task-based methods has positive effect on both urban and rural respondents than the lecture method. In all instances, the result of the post-test mean scores of the experimental group were all higher than the pre-test mean scores of the control group due to the effectiveness of inquiry and task-based methods in enhancing academic performance of secondary school students in the study area.

Lastly, it was evident that in all the topics exposed to the respondents during the treatment, inquiry and task-based methods had more significant effect in enhancing students' academic performance than the lecture method. This is true because, inquiry and task-based methodsare learner-centered teaching techniques while lecture method is teacher-centered.

5.3 Recommendations

On the basis of the findings from this study, the following recommendations were hereby put forward:

1. That the use of Inquiry and task-based methods of instruction should be widely encouraged among the Economics teachers of secondary schools in Imo state especially at the SSII classes. This is because students are prepared for their terminal examination from this level.
2. Teachers of Economics should ensure that daily class work and assignment given to students should include relevant inquiry and task-based activities as much as possible.
3. Teachers should promote inquiry and task-based methods of teachingEconomics as it will encourage and motivate students to participate actively in class. Furthermore, students' practical skills can be enhanced through these methods.
4. There should be training and retraining of teachers for them to properly applythese innovative methods in the classroom instruction. The capacity building process should be systematic and continuous through workshops, seminars, enlightenment programmes, orientation courses and other useful educative activities.
5. Teachers of economics should set inquiry and task-based assessment tasks, monitor students' inquiry and task-based assignments in order to ensure curriculum coverage.

6. In-service training should be organised for economies teachers by the Imo state government or relevant educational/professional bodies like Curriculum Organization of Nigeria (CON) and Teachers Registration Council of Nigeria (TRCN). This should be doneonce a quarter to cover mastering skills in contentand methodology.
7. Inquiry and task-basedmethods should be used complementarily with lecture method for effective implementation of economics curriculum.

5.4 Contribution to Knowledge

This study made some contributions to the body of knowledge in the premise that inquiry and task-based methods was able to turn students from passive information recipient to active, free self-learner and problem solver, and slides the emphasis of educational programmes from teaching to learning. The finding has suggested the way forward in the inculcation of inquiry and task-based methods in learning economicsconcepts. It has also revealed the need for teachers of Economics to plan sequence, andorganize properly, the contents of economics in order to enhance and encourage students to avail themselves to the learning opportunities that are available in inquiry and task-based methods.

This study has widened the scope of knowledge on issues involving practical experience gained from the study as students were able to develop participatory decision making, analytical, leadership and active citizenship skills for realizing personal responsibility as citizens. It has similarly revealed some attitudes of students in relation to such areas as social skill, problem-solving, group works, improve public relations, information acquisition and information sharing with others that were affected positively.

5.5 Suggestions for Further Studies

On the basis that the study was limited to the effects of inquiry and task-based methods in Economics in Imo state, it is suggested that further research should be carried out on the:

1. Comparative effects of inquiry and task-based methods on students' performance in Economics in public and private secondary school in Imo state.
2. Assessment of attitude, interest and motivation on the effectiveness of Inquiry and task-based methods of teaching in the Academic performance of secondary school students in the South-East Geo-political zone.
3. Also, the present study was carried out in secondary schools in Imo state, it is suggested that a study of this kind be conducted to cover all secondary schools in the six Geo-political zone of the country.
4. Comparative effects of inquiry and task-basedmethods on secondary school students' performance in tools of Economics analysis.
5. Effectiveness of outdoor and indoor inquiry and task-basedactivities on academic performanceand retention of students in economics.
6. Influence of school-based factors on the implementation of inquiry and task-based methods in Economics in Imo state.
7. Effects of field trip and inquiry and task-based methods of instruction on students'development of analytical skills in Economics.

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APPENDIX 1

Notes

Output Created		18-JUN-2018 13:52:48
Comments		
Input	Data	C:\Users\Ojo\Documents\Modestus Army1.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	306
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Groups(1 2) /MISSING=ANALYSIS /VARIABLES=Posttest /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03

HO 1

T-Test

[DataSet1] C:\Users\Ojo\Documents\Modestus Army1.sav

Group Statistics

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Performance	Inquiry	98	43.47	5.219	.527
	Task Based	107	44.28	3.865	.374

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.227	.635	-1.271	203	.205	-.811	.638	-2.069	.447
	Equal variances not assumed			-1.255	177.854	.211	-.811	.646	-2.086	.464

```
DATASET ACTIVATE DataSet1.
DATASET CLOSE DataSet6.
USE ALL.
COMPUTE filter_$=(Groups=1).
VARIABLE LABELS filter_$ 'Groups=1 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
T-TEST PAIRS=Pretest WITH Posttest (PAIRED)
  /CRITERIA=CI(.9500)
```

Ho 2
T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	23.99	98	4.148	.419
	Posttest	43.47	98	5.219	.527

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	98	.218	.031

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-19.480	5.917	.598	-20.666	-18.293	-32.589	97	.000

```
USE ALL.
COMPUTE filter_$=(Groups=2).
VARIABLE LABELS filter_$ 'Groups=2 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
T-TEST PAIRS=Pretest WITH Posttest (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

Ho3

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	24.39	107	3.453	.334
	Posttest	44.28	107	3.865	.374

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	107	.232	.016

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-19.888	4.546	.439	-20.759	-19.017	-45.253	106	.000

```
USE ALL.
COMPUTE filter_$=(Groups=1 or Groups=3).
VARIABLE LABELS filter_$ 'Groups=1 or Groups=3 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
USE ALL.
COMPUTE filter_$=(Groups=1 or Groups=3).
VARIABLE LABELS filter_$ 'Groups=1 or Groups=3 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
UNIANOVA Performance BY Tests Location Groups
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /POSTHOC=Tests Location Groups(SCHEFFE)
  /EMMEANS=TABLES(OVERALL)
  /PRINT=DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=Tests Location Groups Tests*Location Tests*Groups Location*Groups Tests*Location*Groups.
```

HO4

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
TESTS	1.00	Pretest	199
	2.00	Post test	199
Location	1.00	Rural	206
	2.00	Urban	192
Groups	1.00	Inquiry	196
	3.00	Lecture	202

Descriptive Statistics

Dependent Variable: Performance

TESTS	Location	Groups	Mean	Std. Deviation	N
Pretest	Rural	Inquiry	24.4510	3.55704	51
		Lecture	24.4423	4.23993	52
		Total	24.4466	3.89753	103
	Urban	Inquiry	23.4894	4.69446	47
		Lecture	24.7143	5.01664	49
		Total	24.1146	4.87501	96
	Total	Inquiry	23.9898	4.14802	98
		Lecture	24.5743	4.61161	101
		Total	24.2864	4.38816	199
Post test	Rural	Inquiry	44.3725	4.40890	51
		Lecture	44.1923	5.60825	52
		Total	44.2816	5.02624	103
	Urban	Inquiry	42.4894	5.86764	47
		Lecture	44.2653	3.80666	49
		Total	43.3958	4.97886	96
	Total	Inquiry	43.4694	5.21932	98
		Lecture	44.2277	4.79558	101
		Total	43.8543	5.01048	199
Total	Rural	Inquiry	34.4118	10.77433	102
		Lecture	34.3173	11.08770	104
		Total	34.3641	10.90708	206
	Urban	Inquiry	32.9894	10.91560	94
		Lecture	34.4898	10.77822	98
		Total	33.7552	10.84336	192
	Total	Inquiry	33.7296	10.83789	196
		Lecture	34.4010	10.91179	202
		Total	34.0704	10.86696	398

Tests of Between-Subjects Effects

Dependent Variable: Performance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	38255.537[a]	7	5465.077	247.074	.000
Intercept	460802.413	1	460802.413	20832.676	.000
Tests	37993.773	1	37993.773	1717.682	.000
Location	38.803	1	38.803	1.754	.186
Groups	49.098	1	49.098	2.220	.137
Tests * Location	7.797	1	7.797	.352	.553
Tests * Groups	.894	1	.894	.040	.841
Location * Groups	63.179	1	63.179	2.856	.092
Tests * Location * Groups	3.242	1	3.242	.147	.702
Error	8626.493	390	22.119		
Total	508876.000	398			
Corrected Total	46882.030	397			

a. R Squared = .816 (Adjusted R Squared = .813)

Estimated Marginal Means

Grand Mean

Dependent Variable: Performance

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
34.052	.236	33.588	34.516

```
USE ALL.
COMPUTE filter_$=(Groups=2 or Groups=3).
VARIABLE LABELS filter_$ 'Groups=2 or Groups=3 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
UNIANOVA Performance BY Tests Location Groups
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /POSTHOC=Tests Location Groups(SCHEFFE)
  /EMMEANS=TABLES(OVERALL)
  /PRINT=DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=Tests Location Groups Tests*Location Tests*Groups Location*Groups Tests*Location*Groups.
```

HO5

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
TESTS	1.00	Pretest	208
	2.00	Post test	208
Location	1.00	Rural	204
	2.00	Urban	212
Groups	2.00	Task Based	214
	3.00	Lecture	202

Descriptive Statistics

Dependent Variable: Performance

TESTS	Location	Groups	Mean	Std. Deviation	N
Pretest	Rural	Task Based	24.5200	3.40012	50
		Lecture	24.4423	4.23993	52
		Total	24.4804	3.83246	102
	Urban	Task Based	24.2807	3.52417	57
		Lecture	24.7143	5.01664	49
		Total	24.4811	4.26331	106
	Total	Task Based	24.3925	3.45253	107
		Lecture	24.5743	4.61161	101
		Total	24.4808	4.04798	208
Post test	Rural	Task Based	44.3800	3.99433	50
		Lecture	44.1923	5.60825	52
		Total	44.2843	4.86120	102
	Urban	Task Based	44.1930	3.78172	57
		Lecture	44.2653	3.80666	49
		Total	44.2264	3.77532	106
	Total	Task Based	44.2804	3.86517	107
		Lecture	44.2277	4.79558	101
		Total	44.2548	4.33138	208
Total	Rural	Task Based	34.4500	10.64047	100
		Lecture	34.3173	11.08770	104
		Total	34.3824	10.84421	204
	Urban	Task Based	34.2368	10.64163	114
		Lecture	34.4898	10.77822	98
		Total	34.3538	10.68029	212
	Total	Task Based	34.3364	10.61662	214
		Lecture	34.4010	10.91179	202
		Total	34.3678	10.74802	416

Tests of Between-Subjects Effects

Dependent Variable: Performance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	40671.628[a]	7	5810.233	326.117	.000
Intercept	489865.282	1	489865.282	27495.152	.000
Tests	40505.058	1	40505.058	2273.467	.000
Location	.043	1	.043	.002	.961
Groups	.375	1	.375	.021	.885
Tests * Location	.139	1	.139	.008	.930
Tests * Groups	1.439	1	1.439	.081	.776
Location * Groups	3.854	1	3.854	.216	.642
Tests * Location * Groups	.409	1	.409	.023	.880
Error	7269.101	408	17.816		
Total	539297.000	416			
Corrected Total	47940.728	415			

a. R Squared = .848 (Adjusted R Squared = .846)

Estimated Marginal Means

Grand Mean

Dependent Variable: Performance

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
34.373	.207	33.966	34.781

```
GET
  FILE='C:\Users\Ojo\Documents\Modestus Army.sav'.
DATASET NAME DataSet7 WINDOW=FRONT.
USE ALL.
COMPUTE filter_$=(Groups=1).
VARIABLE LABELS filter_$ 'Groups=1 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
T-TEST GROUPS=Gender(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Posttest
  /CRITERIA=CI(.95).
```

HO6

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Male	62	44.11	4.274	.543
	Female	36	42.36	6.455	1.076

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.175	.676	1.615	96	.110	1.752	1.085	-.401	3.905
	Equal variances not assumed			1.454	53.112	.152	1.752	1.205	-.665	4.169

```
USE ALL.
COMPUTE filter_$=(Groups=2).
VARIABLE LABELS filter_$ 'Groups=2 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
T-TEST GROUPS=Gender(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Posttest
  /CRITERIA=CI(.95).
```

HO7

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Male	69	43.68	3.724	.448
	Female	38	44.37	3.928	.637

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.015	.902	-1.200	105	.071	-1.210	.767	-3.208	-.166
	Equal variances not assumed			-1200	72.968	.071	-1.210	.779	-3.240	-.135

Frequency Table

Groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Inquiry	98	32.0	32.0	32.0
	Task Based	107	35.0	35.0	67.0
	Lecture	101	33.0	33.0	100.0
	Total	306	100.0	100.0	

Location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	153	50.0	50.0	50.0
	Urban	153	50.0	50.0	100.0
	Total	306	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	196	64.1	64.1	64.1
	Female	110	35.9	35.9	100.0
	Total	306	100.0	100.0	

```
CROSSTABS
  /TABLES=Groups BY Location Gender
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ
  /CELLS=COUNT ROW
  /COUNT ROUND CELL.
```

Crosstabs

Groups * Location

Crosstab

			Location		Total
			Rural	Urban	
Groups	Inquiry	Count	51	47	98
		% within Groups	52.0%	48.0%	100.0%
	Task Based	Count	50	57	107
		% within Groups	46.7%	53.3%	100.0%
	Lecture	Count	52	49	101
		% within Groups	51.5%	48.5%	100.0%
Total		Count	153	153	306
		% within Groups	50.0%	50.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.710[a]	2	.701
Likelihood Ratio	.711	2	.701
Linear-by-Linear Association	.005	1	.944
N of Valid Cases	306		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 49.00.

Groups * Gender

Crosstab

			Gender		Total
			Male	Female	
Groups	Inquiry	Count	62	36	98
		% within Groups	63.3%	36.7%	100.0%
	Task Based	Count	69	38	107
		% within Groups	64.5%	35.5%	100.0%
	Lecture	Count	65	36	101
		% within Groups	64.4%	35.6%	100.0%
Total		Count	196	110	306
		% within Groups	64.1%	35.9%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.039[a]	2	.981
Likelihood Ratio	.039	2	.981
Linear-by-Linear Association	.025	1	.874
N of Valid Cases	306		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 35.23.

Reliability Output

Inquiry students

Pre-test and post-test reliability using PPMC

Appendix C:: Raw scores of the two sets of tests for determining the coefficient of reliability of the test instrument

S/NO	X	Y	X^2	Y^2	XY
1	21	22	441	484	462
2	23	24	529	576	552
3	25	27	625	729	675
4	27	26	729	676	702
5	30	29	900	841	870
6	22	22	484	484	484
7	28	28	784	784	784
8	23	22	529	484	506
9	26	25	676	625	650
10	20	20	400	400	400
11	24	23	576	529	552
12	28	28	784	784	784
13	27	27	729	729	729
14	25	24	625	576	600
15	22	21	484	441	462
16	28	27	784	729	756
17	24	25	576	625	600
18	26	26	676	676	676
19	18	21	324	441	378
20	20	22	400	484	440
N=20	**∑X=487**	**∑Y=489**	**$\sum X^2$=12055**	**$\sum Y^2$=12097**	**∑XY=12062**

Note: x and y are first and second tests scores forInquiry method SSII Students

Statistics for finding reliability

Pearson Product Moment Correlation computed for the Reliability index for the instrument used in the pilot study of the research.

The formula for Pearson Product Moment Correlation is given below:

$$R = \frac{N(\sum xy) - (x)\sum Y}{((N(X^2) - (NY^2) - (Y)^2)}$$

N=Number of respondents

X is test scores at pre-test

Y is test scores at post test

$\sum x$ is scores at pretest is summed

$\sum y$ is scores at Post test is summed

$\sum x^2$ is scores at pre-testis squared and summed

$\sum Y^2$ is scores at post test is squared and summed

$(\sum x)^2$ is scores atpre-testis summed and squared

$(\sum Y)^2$ is scores at post test is summed and squared

Where:

$\sum X=487$ $\sum Y=489$ $\sum X^2=12055$ $\sum Y^2=12097$ $\sum XY=12062$

N=20

Pearson Product Moment Correlation formula is:

$$r = \frac{N(\sum xy) - \sum (x)\sum Y}{((N(\sum X^2) - (N*\sum Y^2) - (\sum Y)^2}$$

$$= \frac{20*12062 - 487*489}{20*(12055)^2 - 20*12097 - (489)^2}$$

=.733

r=.73

Task based method students

Pre-test and post-test reliability using PPMC

Appendix B: Raw scores of the two sets of tests for determining the coefficient of reliability of the test instrument

S/NO	X	Y	X^2	Y^2	XY
1	20	22	400	484	440
2	23	24	529	576	552
3	26	27	676	729	702
4	24	23	576	529	552
5	20	22	400	484	440
6	21	23	441	529	483
7	22	28	484	784	616
8	24	22	576	484	528
9	24	25	576	625	600
10	19	21	361	441	399
11	28	26	784	676	728
12	23	25	529	625	575
13	17	22	289	484	374
14	20	23	400	529	460
15	23	24	529	576	552
16	27	28	729	784	756
17	29	29	841	841	841
18	18	19	324	361	342
19	23	24	529	576	552
20	22	23	484	529	506
N=20	**∑X=453**	**∑Y=480**	**$\sum X^2$=10457**	**$\sum Y^2$=11646**	**∑XY=10998**

Note: x and y are first and second tests scores forInquiry method SSII Students

Statistics for finding reliability

Pearson Product Moment Correlation computed for the Reliability index for the instrument used in the pilot study of the research.

The formula for Pearson Product Moment Correlation is given below:

$$R = \frac{N(\sum xy) - (x)\sum Y}{((N(X^2) - (NY^2) - (Y)^2)}$$

N=Number of respondents

X is test scores at pre-test

Y is test scores at post test

$\sum x$ is scores at pretest is summed

$\sum y$ is scores at Post test is summed

$\sum x^2$ is scores at pre-testis squared and summed

$\sum Y^2$ is scores at post test is squared and summed

$(\sum x)^2$ is scores at pre-test is summed and squared

$(\sum Y)^2$ is scores at post test is summed and squared

Where:

$\sum X=453$ $\sum Y=480$ $\sum X^2=10457$ $\sum Y^2=11646$ $\sum XY=10998$

N=20

Pearson Product Moment Correlation formula is:

$$r = \frac{N(\sum xy) - \sum (x)\sum Y}{((N(\sum X^2) - (N*\sum Y^2) - (\sum Y)^2}$$

$$\frac{20*10998 - 453*480}{20*(10457)^2 - 20*11646 - (480)^2}$$

=.766

r=.77

Lecture method students

Pre-test and post-test reliability using PPMC

Appendix B: Raw scores of the two sets of tests for determining the coefficient of reliability of the test instrument

S/NO	X	Y	X^2	Y^2	XY
1	17	20	289	400	340
2	20	19	400	361	380
3	23	22	529	484	506
4	21	21	441	441	441
5	17	18	289	324	306
6	18	20	324	400	360
7	19	21	361	441	399
8	21	22	441	484	462
9	20	19	400	361	380
10	16	18	256	324	288
11	25	26	625	676	650
12	20	19	400	361	380
13	16	18	256	324	288
14	17	21	289	441	357
15	18	22	324	484	396
16	24	26	576	676	624
17	26	25	676	625	650
18	15	18	225	324	270
19	20	23	400	529	460
20	19	20	361	400	380
N=20	**∑X=392**	**∑Y=418**	**$\sum X^2$=7862**	**$\sum Y^2$=8860**	**∑XY=8317**

Note: x and y are first and second tests scores forInquiry method SSII Students

Statistics for finding reliability

Pearson Product Moment Correlation computed for the Reliability index for the instrument used in the pilot study of the research.

The formula for Pearson Product Moment Correlation is given below:

$$R = \frac{N(\sum xy) - (x)\sum Y}{((N(X^2) - (NY^2) - (Y)^2)}$$

N=Number of respondents

X is test scores at pre-test

Y is test scores at post test

∑x is scores at pretest is summed

∑y is scores at Post test is summed

$\sum x^2$ is scores at pre-testis squared and summed

$\sum Y^2$ is scores at post test is squared and summed

$(\sum x)^2$ is scores atpre-testis summed and squared

$(\sum Y)^2$ is scores at post test is summed and squared

Where:

∑X=392 ∑Y=418 $\sum X^2$=7862 $\sum Y^2$=8860 ∑XY=8317

N=20

Pearson Product Moment Correlation formula is:

$$r = \frac{N(\sum xy) - \sum (x)\sum Y}{((N(\sum X^2) - (N*\sum Y^2) - (\sum Y)^2}$$

$$\frac{20*8317 - 392*418}{20*(7862)^2 - 20*8860 - (418)^2}$$

=.689

r=.69

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest_scores_in_English - posttest_scores_in_English	-5.96296	3.64250	.70100	-7.40389	-4.52204	-8.506	26	.000

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest_scores_in_English	20.1481	27	2.24814	.43265
	posttest_scores_in_English	26.1111	27	3.44555	.66310

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest_scores_in_English & posttest_scores_in_English	27	.236	.236

Differences between pre-test and post test

Variables	N	Mean	Std dev	Std.edd	df	T calculated	T critical	P value
Pretest	**27**	20.1481	2.24814	.43265	**26**	**8.506**	**1.96**	**0.000**
Post test	**27**	26.1111	3.44555	.66310				

P calculated < 0.05, t calculated > 1.96

The paired sample t test showed that significant differences exist between pre-test and post test. The calculated p value of 0.000 is lower than 0.05 and the t calculated t value of 8.506 is greater than 1.96 their level of English language performance is 20.1481 and 26.1111 in their pre-test and post test respectively.

The null hypothesis is therefore rejected

APPENDIX II

LESSON UNITS

Lesson Topics: Consist of main topic and 10 sub-topics

1. Role of Labour Production Process
2. The Entrepreneur
3. Historical Development of Money
4. Tools of Economic Analysis
5. Reasons for Demand for Money
6. Public Finance
7. Budget
8. Inflation
9. Deflation
10. Industrialization

Sub-Topics:

i. Concept of Labour and Production
ii. Functions of the Entrepreneur in production
iii. Role of Goldsmith in the Development of Money
iv. Differences between Legal Tender rand Commodity Money
v. Characteristic of Money
vi. Lorld Keynes view on the Demand for Money
vii. Fiscal Policy
viii. Types of Budget
ix. Types and Causes of Inflation
x. Types and Causes of Deflation

APPENDIX III

The Breakdown of WASSEC May/June Chief Examiners Report, Comments and Suggestions. Economics Paper II Performance from the Year 2011– 2013, with a Summary Comment of the Head of WAEC National Office on 2014 result released.

Year	General Comments	Candidate's weakness	Suggested Measures
2011	The paper compared favorably with those of the previous years. The questions were straight forward and covered various aspects of the syllabus. The marking scheme was framed in simple language and comprehensive enough to cater for all classes of candidates that sat the examination. However, candidates' performance was not better than those of the previous years.	Poor grammatical expression, inadequate knowledge of basic requirements of questions, failure to expatiate points due to their inability to explain the points they listed	Students should be encourage torn pay more attention to the development of grammatical skills. Teachers should make effort to cover all aspect of the syllabus. Students should avoid reading materials that have only key points which do not present in depth knowledge of concepts. Candidates should be encourage to explain every point in depth.
2012	The standard of the paper was not at per with those of the previous years. The rubrics were clearly stated and the questions were devoid of any ambiguity. The marking scheme was comprehensive with marks well distributed. However, there was a slight drop in candidates performance when compared to those of the previous years.	Poor graphical analysis, the use of wrong terminology, failure to expatiate points	Candidates need to pay more attention to graphic analysis in Economics, Teachers should emphasis this aspect in their teaching. Candidates should acquaint themselves with basic economic terms. Its knowledge is important in answering questions in Economics.
2013	The standard of the paper was at par with those of the previous years. The rubrics were clearly states and the questions were devoid of any ambiguity. The marks were well distributed. However, there was a slight improvement in candidates' performance when compared to those of the previous years.	Poor graphical analysis, the use of wrong terminology failure to expatiate point.	Candidates need to pay more attention to graphical analysis in Economics. Teachers in the other hand should emphasize this aspect of their teaching. Candidates should acquaint themselveswith basic economic terms. Candidates should be encouraged by their teachersto always expatiate their points during examination.

Source: WAEC'S Examiner Report (2011, 2012,and 2013 e - learning)

Comment by the Head, WAEC National offices, Yaba Lagos on 2014 WAEC Results

The result of May/June 2014 West African Senior School Certificate Examination (WASSCE) conducted by West African Examination Council (WAEC) have been released with mass failure in two compulsory subjects - English language and mathematics.

The Head, WAEC National Officer, Yaba Mr. Charles Egurida while announcing the latest result revealed that a total of 529,425 candidates, representing 31.28 percent obtained credits in five subjects and above, including English language and mathematics.

While juxtaposing the new results with 2012 and 2013 May/June WAEC, Eguridu pointed out that there was marginal fall in the performance of the candidates performance level stood at 36.57 percent in 2013.

According to him, the result of 145,795 candidates, representing 8.61 percent were being withheld owing to involvement in various examination malpractice, indicating that investigation into the cases have been conducted and the outcome would be presented during November Nigeria Examination Committee (NEC) meeting.

Speaking further, Egurida pointed out that of 1,6692,435 candidates who wrote the examination, 791,227 candidates, representing 46.75 percent obtained 6 credit and above, while a total of 982,472 candidate representing 58.05% obtained 5 credit and above.

Similarly, a total of 1,148,262 candidates, representing 67.84 percent he stated obtained credits and above in 4 subjects, whilel,293,389 candidates, about 76.42 percent, obtained credit and above in 3 subjects.

Source:**Head National Office Yaba, Report on 2014 WAEC Results – e-learning**

APPENDIX IV

PRE-TEST INSTRUMENT

ECONOMICS STUDENTS INQUIRY AND TASK-BASED PERFORMANCE TEST (ESITBPT)

Gender: M ( ) F ( ) Rural ( ) Urban ( ) Time: 1hr

Groups: Lecture Method ( ) Inquiry method ( ) Task-Based method ( )

Please place a tick (√) against the appropriate answer and do not tick more than once

1. One of these is not a factor of production:
   (a) capital (b) land (c) investment (d) labour
2. The reward for land as a factor of production is called:
   (a) loan (b) rent (c) profit (d) interest
3. Labour can be defined as:
   (a) Works in factory (b) Service rendered to people
   (c) Physical manpower used to produce goods,
   (d) Mental and human effort used in production
4. An entrepreneur is one:
   (a) employs labour to work (b) produce goods
   (c) coordinate all factors of production
   (d) distributes goods and services
5. One of these does not affect efficiency of labour:
   (a) Technological improvement (b) demand and supply
   (c) Education and training (d) promotion
6. All these are types of mobility of labour except:
   (a) geographical mobility of labour (b) Occupational mobility of labour,
   (c) Seasonal mobility of labour
7. One of the following is not a reason of separating entrepreneur from labour
   (a) Reduce profit (b) risk bearer (c0 decision taker (d) profit capital
8. Money and bank has one common ancestor who is:
   (a) Aerologist (b) Goldsmith (c) Business man (d) farmer

9. Exchange of gods and services become simple with the advent of:

   (a) Gold (b) oil (c) metal (d) money

10. One of these is not a type of money:

   (a) Coin (b) iron (c0 Bank deposit (d) paper money

11. The use of tables in economics help to state out the summary of events with:

   (a) titles and units (b) ruler and lines (c) row and units (d0 charts and column

Use the table on production to answer questions 12-19

No. of Workers (input)	Total Product (TP)	Average product (AP)	Marginal Product (MP)
1	8	8	8
2	?	10	12
3	36	12	?
4	48	12	12
5	?	11	7
6	60	10	5
7	60	8.6	?
8	56	?	?
9	52	5.7	4
10	47	?	5

12. Calculate the marginal product when input is 3?

   (a) 48 (b) 12 (c) 4 (d) 16

13. What is average product when total product is 56?

   (a) 7 (b) 32 (c) 52 (d) 4

14. What is total product when marginal product is 7?

   (a) 35 (b) 77 (c) 55 (d) 1

15. What is average product when input is 10?

   (a) 4.7 (b) 2 (c) 50 (d) 9.4

16. Calculate the marginal product when input is 7?

   (a) 0 (b) 8.5 (c) 1.6 (d) 1

17. What is the total product when input is 2?

    (a) 5 (b) 20 (c) 22 (d) 6

18. From the table above, at what level of input did diminishing returns set in?

    (a) 6 (b) 7 (c) 8 (d) 5

19. Law of diminishing returns could be referred to as all except:

    (a) Law of diminishing marginal productivity

    (b) Law of non-variable proportion

    (c) Law of fixed returns

    (d) Law of variable proportion

20. Plot the graphs total product, average product and marginal product of the above table on production using the space below

    chart here

21. Dividing total variable cost by quantity product gives:

    (a) Average variable Cost (AVC) (b) Average Total Cost (ATC)

    (c) Total Fixed Cost (TFC) (d) Variable Total Cost (VTC)

22. Mention and explain two (2) functions of public finance:

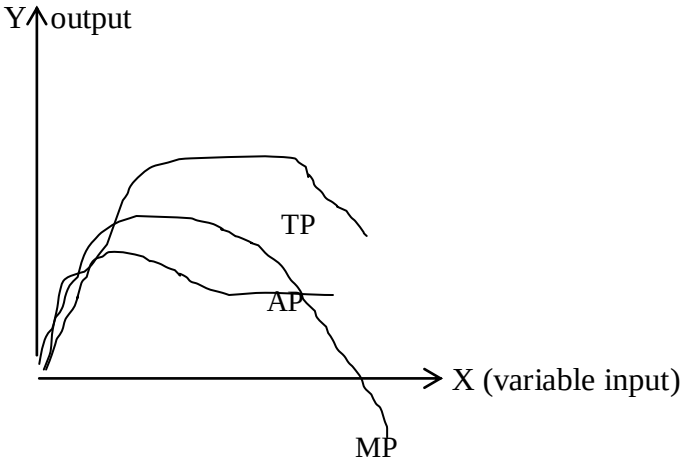
23. List and explain three (3) sources of government revenue

24. Draw a graph showing production possibility curve of food and cash crops per month

25. Define and generate the formular of consumer price index

APPENDIXV

MARKING SCHEME FOR PRE-TEST INSTRUMENT

1. C
2. B
3. D
4. C
5. D
6. C
7. D
8. C
9. C
10. A
11. B
12. B
13. C
14. 

(i) Taxes: These include direct and indirect taxes. This is money paid by both

15. (i) Satisfaction of Need: The satisfaction of collective needs is one among the main objective of public finance
(ii) Efficient Allocation of Resources: The government through public finance allocate resources to both public and private sectors in order to meet the need of citizenry

16. A
17. B
18. B
19. D

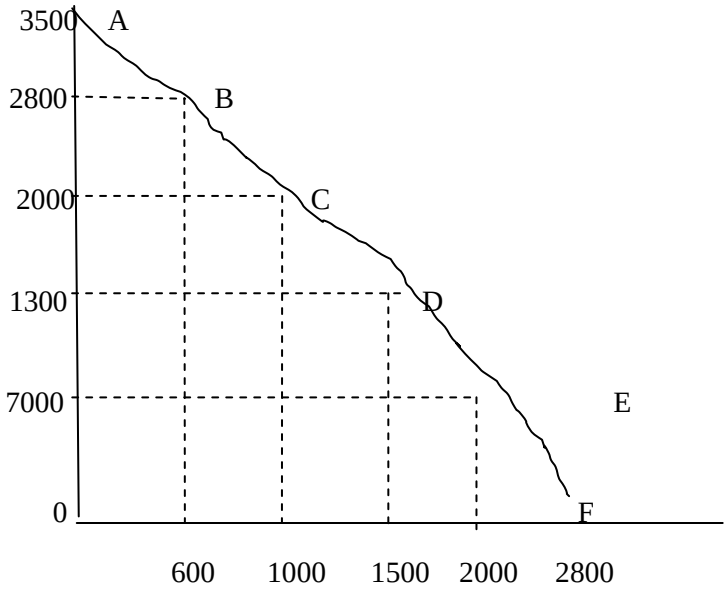
20. B

21. (i) Taxes: These include direct and indirect taxes. This is money paid by both individuals and companies tot eh government to provide the need of citizenry
(ii) Grants and Aids: These are funds that come from developed or richer countries to less developed countries as help for infrastructures, education and health
Loans: These came from both internal and external sources

22. C

23. A

24.



25. Consumer price index is the main determinant of the level of inflation in a country because it measures the changes in price level of consumer goods

$$\text{CPI} = \frac{\text{Current Year Price index}}{\text{Base year price inde}} \text{ x } \frac{100}{1}$$

APPENDIX VI

Post-test Instrument

Economics students Inquiry and Task-Based Performance Test (ESTBPT)

Gender: M ( ) F ( ) Rural ( ) Urban ( ) Time: 1hr

Groups: Lecture Method ( ) Inquiry method ( ) (Task-Based Method ( )

1. One of these does not affect efficiency of labour
   (a) Technological improvement (b) Demand and supply,
   (c) Education and Training, and (d) Promotion
2. All these are types of mobility of labour except
   (a) Geographical mobility of labour
   (b) Occupational mobility of labour, and
   (c) Seasonal mobility of labour
3. Money and Bank has some common ancestor who is:
   (a) Aerologist (b) Goldsmith (c) Businessman and (d) farmer
4. One of these is not a type of money:
   (a) Coin (b) Iron (c) Bank deposit, and (d) paper money
5. The reward for land as a factor of production is called:
   (a) Loan (b) rent (c) profit, and (d) interest
6. One of the following is not a factor of production is called:
   (a) Reduce profit (b) risk bearer (c) decision taker, and (d) Provide capital
7. Labour can be defined as:
   (a) work in factory (b) physical manpower (c) service rendered, and (d) mental and human effort used in production
8. Exchange of goods and services become simple with the advent of:
   (a) Gold (b) metal (c) oil, and (d) money
9. An entrepreneur is one:
   (a) produces goods (b) employ labour to work (c) coordinate all factors of production, and (d) distribute goods and services

Use the table on production to answer questions 10-17

No. of Workers (input)	Total Product (TP)	Average product (AP)	Marginal Product (MP)
1	8	8	8
2	?	10	12
3	36	12	?
4	48	12	12
5	?	11	7
6	60	10	5
7	60	8.6	?
8	56	?	?
9	52	5.7	4
10	47	?	5

10. What is total product when marginal product is 7?
    (a) 77 (b) 11 (c) 35 (d) 55
11. Calculate the marginal product when input is 7?
    (a) 8.5 (b) 0 (c) 1.6 (d) 1
12. What is average product when total product is 56?
    (a) 32 (b) 52 (c) 32 (d) 4
13. Calculate the marginal product when input f 3?
    (a) 48 (b) 12 (c) 4 (d) 16
14. What is average product when input is 10?
    (a) 4.7 (b) 2 (c) 50 (d) 9.4
15. From the table above, at what level of input did diminishing returns set in?
    (a) 7 (b) 8 (c) 6 (d) 8
16. What is the total product when input is 2?
    (a) 5 (b) 20 (c) 22 (d) 6
17. Law of diminishing returns could be refund to as all except:
    (a) Law of diminishing marginal productivity
    (b) law of fixed returns
    (c) law of variable proportion
    (d) law of non-variable proportion

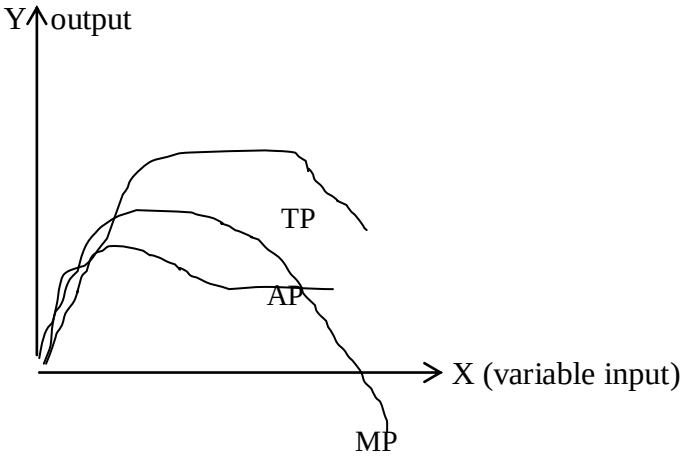
18. The use of tables in economics help to state out the summary of events with:
    (a) titles and units (b) ruler and lines (c) charts and column (d) row and units
19. Plot the graphs: total product, average product and marginal product of the above table on production
20. List and explain three (3) sources of government revenue
21. Draw a graph showing production possibility curve of food and cash crops per month
22. Mention and explain two (2) function of public finance
23. During total variable cost by quantity product gives:
    (a) Average Variable Cost (AVC) (b) Average Total Cost (ATC)

    (c) Total Fixed Cost (TFC) (d) Variable Total Cost (VTC)

24. Define and generate the formular of consumer price index
25. One of these is not a factor of production:
    (a) Capital (b) land (c) investment (d) labour

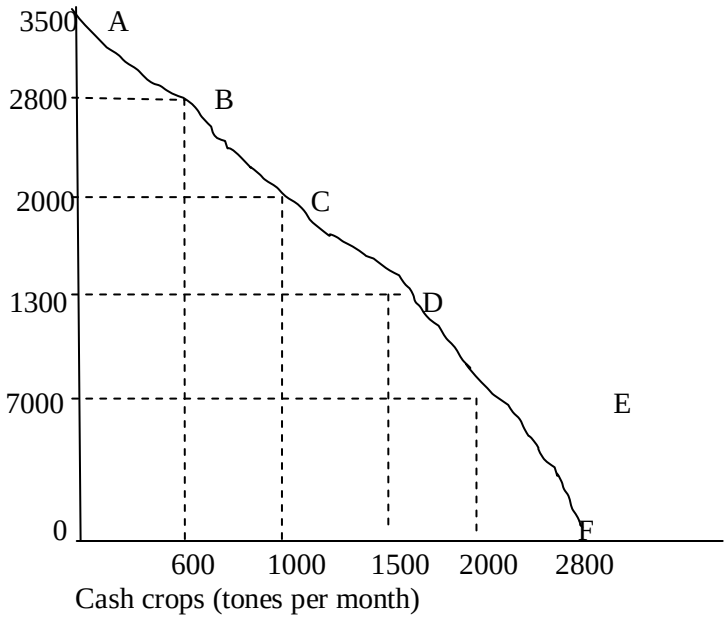
APPENDIX VII

Post-test Marking Scheme

1. B
2. C
3. B
4. B
5. B
6. A
7. D
8. D
9. C
10. D
11. A
12. B
13. D
14. A
15. D
16. B
17. B
18. A
19. 

20. (i) Taxes: These include direct and indirect taxes. This is money paid by both individuals and companies tot eh government to provide the need of citizenry
    (ii) Grants and Aids: These are funds that come from developed or richer countries to less developed countries as help for infrastructures, education and health

(i) Loans: These came from both internal and external sources



22. (i) Satisfaction of Need: The satisfaction of collective needs is one among the main objective of public finance
    (ii) Efficient Allocation of Resources: The government through public finance allocate resources to both public and private sectors in order to meet the need of citizenry

23. A

24. Consumer price index is the main determinant of the level of inflation in a country because it measures the changes in price level of consumer goods

$$CPI = \frac{\text{Cur rent Year Price index}}{\text{Base year price inde}} \text{ x } \frac{100}{1}$$

25. C

APPENDIX VIII

SSII SCHEME OF WORK FOR 2nd TERM NEW CURRICULUM

Weeks	Topics
1	Role of Labour in Production Process
2	The Entrepreneur - Definition, functions and reasons for being separated from labour
3	Historical Development of Money
4	Tools of Economic Analysis
5	Reasons for Demand for Money
6	Public Finance – Definition, fiscal policy, objectives and functions.
7	Budget, definition of budget and types of budget
8	Inflation - Meaning, Types, Causes and Control
9	Deflation - Definition, Types, Causes and Control
10	Industrialization – Definition of industry, firm, factors affecting location of industry. Meaning of location of industry, types of money.
11	Revision and Examination

APPENDIX IX

Inquiry Lesson Plan1 for Week '1'

Name of School:	Emmanuel College Owerri
Class:	$SSII^{A}$
Subject:	Economics
Topic:	Role of Labour in Production
Period	2^{nd}
Duration:	45 minutes
Number in Class:	52
Gender:	Mixed
Date:	07/2017
Instructional Material:	A chalk showing the picture of a focal farmer, a doctor, a teacher and a cultivated farm land.
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson students should be able to

a. Discuss the concepts 'labour' and 'production'
b. Explain three (3) categories of force in existence
c. Explain four (4) major role labourplay in production process

Previous knowledge: Students are aware of the nature of local farmers in their various localities. Students are also aware of the type of crude implement they use for farming and some of the crops being planted by these farmers.

Introduction: Researcher introduces the lesson by letting the students know that they all engages in production of one article or the other in their everyday life. With this statement, he poses the following questions in order to arose the interest of the students.

a. How is farm land prepared before cultivation?
b. Who does the work before cultivation takes place?
c. Have you ever engage in any farming activity?
d. What part did you play.

Presentation and Classroom Activities:

Step1:

The researcher poses the following questions in order to arose inquiry investigation:

a. What is labour?
b. What happens when labour is put to use?
c. Is production necessary for man's existence?
d. How production does take place?

Step 2:

Researcher acting as a facilitator allows students to adequately respond to each of the questions above, andfurther discuss the various ideas together with the students,

Step 3:

The researcher present the picture of a local farmer, a doctor, a teacher, and cultivated farm land on thechalkboard and pose the following questions for investigation.

a. What type of labour does the local farmer possess?
b. Is the teacher and the doctor part of production process?
c. Who and who engaged in skilled labour
d. Which category of producer belong to skilled labour

Step 4:

The researcher guides the students in deciding how to proceed with investigating answers to the above questions by asking them to consult various sources like internet, text books and resource persons.

Conclusion

Researcher concludes the lesson by asking the students to write down their conclusion based on their inquiry and bring to the next class for discussion.

Inquiry Lesson Plan1 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Role of Labour in Production
Period:	4th
Duration:	45 minutes
Number in Class:	43
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing the picture of a local farmer, a doctor, a teacher and a cultivated farm land.
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson students should be able to

a. Discuss the concept 'labour' and 'production'
b. Explain three (3) categories of labour force in existence
c. Explain four (4) major role labourplay in production process

Previous knowledge: Students are aware of the nature of local farmers in their various localities. Students are also aware of the type of crude implement they use for farming and some of the crops being planted by these farmers.

Introduction: Researcher introduces the lesson by letting the students know that they all engages in production of one article or the other in their everyday life. With this statement, he poses the following questions in order to arose the interest of the students.

a. How is farm land prepared before cultivation?
b. Who does the work before cultivation takes place?
c. Have you ever engage in any farming activity?
d. What part did you play.

xii. Presentation and Classroom Activities:

Step1:

The researcher poses the following questions in order to arose inquiry investigation:

a. What is labour?
b. What happens when labour is put to use?
c. Is production necessary for man's existence?
d. How production does take place?

Step 2:

Researcher acting as a facilitator allows students to adequately respond to each of the questions above, andfurther discuss the various ideas together with the students,

Step 3:

The researcher presents the picture of a local farmer, a doctor, a teacher, and cultivated farm land on thechalkboard and pose the following questions for investigation.

a. What type of labour does the local farmer possess?
b. Does the teacher and the doctor part of production process?
c. Who and who engaged in skilled labour
d. Which category of producer belong to skilled labour

Step 4:

The researcher guides the students in deciding how to proceed with investigating answers to the above questions by asking them to consult various sources like internet, text books and resource persons.

Conclusion

Researcher concludes the lesson by asking the students to write down their conclusion based on their inquiry and bring to the next class for discussion.

Inquiry Lesson Plan 2 for week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	The Entrepreneur - Definition, Functions and Reasons for being separated from labour
Period:	2nd
Duration:	45 minutes
Number in Class:	36
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing skilled and unskilled entrepreneur
Reference Textbook:	Comprehensive Economics for senior secondary schools. New edition.

Behavioural Objectives: At the end of the lesson students should be able to

a. Define the concept of 'Entrepreneur'
b. Discuss the functions of the entrepreneur in production process

Previous Knowledge: Student as part of the family arc aware of the major duty of the father in thehouse. Being the head, coordinates the affairs of family

Introduction: Researcher introduces the lesson by asking students to provide the answer to thequestions which were posed for investigation In the previous lesson. That is:

a. What is labour
b. What was the outcome of your investigation of what happen when labour is put to use

As a whole class, researcher examines the Information students have provided and discusses the various ideastogether with the students.

xiv. **Presentation and classroom activities:**

Step 1:

Researcher posed the following questions to the students in order to stimulate them to continue their enquiry process:

a. How does production take place?

b. Is production of goods and service necessary for men's existence?

Step 2:

Students are allowed to respond adequately to the questions, and if need be, they are guided by theresearcher.

Step 3:

Researcher poses the following questions for investigations:

3.Who is an entrepreneur?

b. What are the functions of the entrepreneur in production process?

c. Why is an entrepreneur separated from labour?

Step 4:

The researcher guide the students in deciding how to proceed with investigating the answer to the above questions by asking them to consult different sources such as textbook, resource persons and internet.

Conclusion

Researcher concludes the lesson by making students to write down their answers and bring to the next class for discussion.

Inquiry Lesson Plan 2 for week '2'

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	The Entrepreneur - Definition, Functions and Reasons for being separated from labour
Period:	4th
Duration:	45 minutes r
Number in Class:	47
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing skilled and unskilled entrepreneur
Reference Textbook:	Comprehensive Economics for senior secondary schools. New edition.
Behavioural Objectives:	At the end of the lesson students should be able to

a. Define the concept of 'Entrepreneur'

b. Describe the functions of the entrepreneur in production process

Previous Knowledge: Student as part of the family arc aware of the major duty of the father in thehouse. Being the head, coordinates the affairs of family

Introduction: Researcher introduces the lesson by asking students to provide the answer to thequestions which were posed for investigation in the previous lesson. i.e

a. What is labour

b. What was the outcome of your investigation of what happen when labour is put to use

As a whole class, researcher examines the Information students have provided and discusses the various ideastogether with the students.

Presentation and classroom activities:

Step 1:

Researcher posed the following questions to the students in order to stimulate them to continue their inquiry process:

a. How does production take place?

b. Is production of goods and service necessary for men's existence?

Step 2:

Students are allowed to respond adequately to the questions, and if need be, they are guided by theresearcher.

Step 3:

Researcher poses the following questions for investigations:

3.Who is an entrepreneur?

b. What are the functions of the entrepreneur in production process?

c. Why is an entrepreneur separated from labour?

Step 4:

The researcher guide the students in deciding how to proceed with investigating the answer to the above questions by asking them to consult different sources such as textbook, resource persons and internet.

Conclusion

Researcher concludes the lesson by making students to write down their answers and bring to the next class for discussion.

Inquiry Lesson Plan 3 for week 1

Name of School: -

Class: SSII

Subject: Economics

Topic: Historical Development of Money

Period: 2nd

Duration: 45 minutes

Number in Class: 40

Gender: Mixed

Date: 07/2017

Instructional Material: Chart showing some medium of exchange before the advent of paper money

Reference Textbook: Comprehensive Economics for Senior Secondary, New Edition.

Behavioural Objectives: At the end of the lesson, students should be able to:

a. Describe different forms of "Money"

b. Relationship between money and bank

c. The role of goldsmith in the development of money

Reference material: Comprehensive Economics for Senior Secondary Schools, New Edition. A visual display of various denominations of money in existence.

Previous Knowledge: Students are familiar with the various denominations of money being displayed by the researcher and their current economic values.

Introduction: Researcher introduces the lesson by asking the students to bring out any denomination of money with them. On close observation, he posed the following questions in order to arose the interests of the students.

a. How did money came into existence?
b. Before the existence of money, was there any form of exchange?

Presentation and Class Activities:

Step 1:

The researcher poses these questions in order to kick-start enquiry investigation:

a. What is the role of goldsmith in the development of money?
b. In the olden days, when there were no banks, were do people kept their valuable?
c. Is there any other form of money, other than paper money?
d. What is the difference between barter-trade and money transaction?

Step 2:

Researcher standing in as a guide allows students to fully respond to each of the questions above, and thereafter discuss the whole ideas together with the students.

Step 3:

The researcher further call the attention of the students on the displayed denominations of money on the classroom table and therefore pose the following questions for investigation:

a. What is the difference between coins and paper money?
b. Does the goldsmith receipts serves the same purpose as paper money in the present era?
c. What is the mode of exchange during barter trade?

Step 4:

The researcher guides the students in the process of investigating answers to the above question by employing them to consult other sources such as: textbooks, resource persons or internet.

Conclusion:

Researcher concludes the lesson by asking the students to write down their findings based on their enquiry and bring to the next class for discussion.

Inquiry Lesson Plan 3 for week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Historical Development of Money
Period:	4th
Duration:	45 minutes
Number in Class:	51
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing some medium of exchange before the advent of paper money.
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.

Behavioural Objectives: At the end of the lesson, students should be able to:

a. Examine the concept of "Money"

b. Describe the relationship between money and bank

c. Explain the role of goldsmith in the development of money

Reference material: Comprehensive Economics for Senior Secondary Schools, New Edition. A visual display of various denominations of money in existence.

Previous Knowledge: Students are familiar with the various denominations of money being displayed by the researcher and their current economic values.

Introduction: Researcher introduces the lesson by asking the students to bring out any denomination of money with them. On close observation, he posed the following questions in order to arose the interests of the students.

a. How did money came into existence?
b. Before the existence of money, was there any form of exchange?

Presentation and Class Activities:

Step 1:

The researcher poses these questions in order to kick-start enquiry investigation:

a. What is the role of goldsmith in the development of money?
b. In the olden days, when there were no banks, were do people kept their valuable?
c. Is there any other form of money, other than paper money?
d. What is the difference between barter-trade and money transaction?

Step 2:

Researcher standing in as a guide allows students to fully respond to each of the questions above, and thereafter discuss the whole ideas together with the students.

Step 3:

The researcher further call the attention of the students on the displayed denominations of money on the classroom table and therefore pose the following questions for investigation:

a. What is the difference between coins and paper money?
b. Does the goldsmith receipts serves the same purpose as paper money in the present era?
c. What is the mode of exchange during barter trade?

Step 4:

The researcher guides the students in the process of investigating answers to the above question by employing them to consult other sources such as: textbooks, resource persons or internet.

Conclusion:

Researcher concludes the lesson by asking the students to write down their findings based on their enquiry and bring to the next class for discussion.

Inquiry Lesson Plan 4 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Types of Money
Period:	2nd
Duration:	45 minutes
Number in Class:	36
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing display of various denomination of Money
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.

Behavioural Objectives: At the end of the lesson, students should be able to:

a. Categorize money according to their types
b. Identify the difference between legal tender and commodity money
c. Describe at least three (3) characteristics of money

Reference Material: Comprehensive Economics for Senior Secondary Schools, New Edition. A pictorial display of different types of money on the chalk board for the students.

Previous Knowledge: Students are already familiar with the existence of coins and paper money as a means of transaction.

Introduction: Researcher starts the lesson by the asking students what their parents used in paying their school fees? Some of the answer offered by the students prompted the researcher to pose the following questions:

a. Are all types of money made from same material?
b. Who is the originator of money?
c. Are all money transferable?

Presentation and Class Activities:

Step 1:

The researcher poses the following questions in order to start enquiry investigation:

a. How many types of money are presently in circulation?
b. Is there any comparison between token money and commodity money?
c. Does representative money play the same role like legal tender?

Step 2:

The researcher acting as a facilitator allows the students to put forward their arguments, but later harmonizes the students viewpoints.

Step 3:

The researcher however, draw the attention of the students on the pictorial display of various types of money on the chalk board. So poses these following questions for investigation:

a. What is the origin of gold-backed money?
b. Is fiduciary note issue a type of money used in Nigeria?
c. What role does foreign money play in an international trade?

Step 4:

The researcher helps the students in investigating answers to the above questions by encouraging them to consult reference materials such as: textbooks or internet.

Conclusion:

The researcher concludes the lesson by asking the students to note down their discoveries based on their enquiry.

Inquiry Lesson Plan 4 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Types of Money
Period:	4th
Duration:	45 minutes
Number in Class:	47
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing various denomination of Money
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.

Behavioural Objectives: At the end of the lesson, students should be able to:

a. Categorize money according to their types
b. Identify the difference between legal tender and commodity money
c. Describe at least three (3) characteristics of money

Reference Material: Comprehensive Economics for Senior Secondary Schools, New Edition. A pictorial display of different types of money on the chalk board for the students.

Previous Knowledge: Students are already familiar with the existence of coins and paper money as a means of transaction.

Introduction: Researcher starts the lesson by the asking students what their parents used in paying their school fees? Some of the answer offered by the students prompted the researcher to pose the following questions:

a. Are all types of money made from same material?
b. Who is the originator of money?
c. Are all money transferable?

xiii. **Presentation and Class Activities:**

Step 1:

The researcher poses the following questions in order to start enquiry investigation:

a. How many types of money are presently in circulation?
b. Is there any comparison between token money and commodity money?
c. Does representative money play the same role like legal tender?

Step 2:

The researcher acting as a facilitator allows the students to put forward their arguments, but later harmonizes the students viewpoints.

Step 3:

The researcher however, draw the attention of the students on the pictorial display of various types of money on the chalk board. So poses these following questions for investigation:

a. What is the origin of gold-backed money?
b. Is fiduciary note issue a type of money sued in Nigeria?
c. What role does foreign money play in an international trade?

Step 4:

The researcher helps the students in investigating answers to the above questions by encouraging them to consult reference materials such as: textbooks or internet.

Conclusion:

The researcher concludes the lesson by asking the students to note down their discoveries based on their enquiry.

Inquiry Lesson Plan 5 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Reasons for Demand for Money
Period:	2nd
Duration:	45 minutes
Number in Class:	43
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing a man's' scale of preference per month
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.

Behavioural Objectives: At the end of the lesson, students should be able to:

a. List and discuss tangible reasons for the demand for money.
b. Explain in their own view, what they understand by the meaning "demand for money"
c. Appreciate the definition of Lord Keynes on the demand for money.

Reference Material: Comprehensive Economics for Senior Secondary Schools, New Edition.

Previous Knowledge: Students have earlier been taught "types of money" presently in circulation.

Introduction: The researcher introduces the lesson by asking the students to explain why they have to ask money from their parents, uncles or guidance? However, some of the reasons given by the students starred the researcher to ask students the following questions:

a. Why do children save some of the money given to them by beloved ones?
b. Some students after school hours, go out for parent time jobs in order to earn some money, why?

Presentation and Class Activities:

Step 1:

Researcher put forward the following questions in order to engage students in the enquiry investigation:

a. Why do parents go all out to labour every day in search of money?
b. Is there need for people to cultivate the habit of saving money?
c. What happens when parents refuse to save for tomorrow?

Step 2:

Researcher as an aid, allows students to respond to the above questions while he summed up the students ideas.

Step 3:

The researcher revisit the respond of students and thereafter presented the following questions to the students:

a. Should the need for daily transactions prompt people to save?
b. What lesson should students learn from Lord Keynes's reasons for the demand for money?
c. What does pause of incontigency mean to an economists?

Step 4:

Researcher assist the students in the investigation process, however encouraged them to consult reference materials such as: internet, textbooks or resource persons.

Conclusion:

The researcher concludes the lesson by reminding the students to write down their findings for further discussion.

Inquiry Lesson Plan 5 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Reasons for Demand for Money
Period:	4th
Duration:	45 minutes
Number in Class:	52
Gender:	Mixed
Date:	07/2017
Instructional Materials:	Chart showing a man's scale of preference per month
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Discuss two (2) major reasons for the demand for money.
b. Explain in their own view, what they understand by the phrase "demand for money"
c. Appreciate the definition of Lord Keynes on the demand for money.

Reference Material: Comprehensive Economics for Senior Secondary Schools, New Edition.

Previous Knowledge: Students have earlier been taught "types of money" presently in circulation.

Introduction: The researcher introduces the lesson by asking the students to explain why they have to ask money from their parents, uncles or guidance? However, some of the reasons given by the students starred the researcher to ask students the following questions:

a. Why do children save some of the money given to them by beloved ones?
b. Some students after school hours, go out for parent time jobs in order to earn some money, why?

Presentation and Class Activities:

Step 1:

Researcher put forward the following questions in order to engage students in the enquiry investigation:

a. Why do parents go all out to labour every day in search of money?
b. Is there need for people to cultivate the habit of saving money?
c. What happens when parents refuse to save for tomorrow?

Step 2:

Researcher as an aid, allows students to respond to the above questions while he summed up the students ideas.

Step 3:

The researcher revisit the respond of students and thereafter presented the following questions to the students:

a. Should the need for daily transactions prompt people to save?
b. What lesson should students learn from Lord Keynes's reasons for the demand for money?
c. What does pause of incontigency mean to an economists?

Step 4:

Researcher assist the students in the investigation process, however encouraged them to consult reference materials such as: internet, textbooks or resource persons.

Conclusion:

The researcher concludes the lesson by reminding the students to write down their findings for further discussion.

Inquiry Lesson Plan 6 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Public Finance – Definition, Fiscal Policy, Objectives and Functions
Period:	2nd
Duration:	45 minutes
Number in Class:	52
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showinggovernment expected expenditure in the education sector
Reference Textbook:	Comprehensive Economics for Senior Secondary
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Discuss the Concept of public finance, fiscal policy, objectives and functions of public finance.
b. List 3 sources of government revenue
c. Discuss the concept of taxation, types and incidence of taxation.

Previous Knowledge: Students are familiar with government involvement in generating revenue in order to finance capital projects.

Introduction: Researcher introduces the lesson by posing the following questions to the students:

a. What does public finance refers to?
b. What is the relationship between fiscal policy and national economy?
c. how does the government generate her revenue?

Presentation and classroom activities:

Step 1:

The researcher brain task the students through the following questions:

a. Is public finance a subject or a branch of Economics?
b. Is there any difference between fiscal policy and national budget?
c. How do the government collect few revenue?

Step 2:

The researcher provides guidance to the students on the questions already posed to them. However, allows the students to proffer solutions through their enquiry skill.

Step 3:

The researcher encouraged the students to extend their investigation by consulting reference material such as" textbooks or internet.

a.Who is an entrepreneur?

b. What are the functions of the entrepreneur in production process?

c. Why is an entrepreneur separated from labour?

Conclusion

Researcher concludes the lesson by employing the students to note down their findings for further discussion in the next class.

Inquiry Lesson Plan 6 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Public Finance – Definition, Fiscal Policy, Objectives and Functions
Period:	4th
Duration:	45 minutes
Number in Class:	51
Gender:	Male and Female
Date:	07/2017
Instructional Materials:	Chart showing government expected expenditure in the education sector
Reference Textbook:	Comprehensive Economics for Senior Secondary
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Discuss the concept of public finance and fiscal policy.
b. List three (3) sources of government revenue
c. Describe the concept of taxation, and incidence of taxation.

Previous Knowledge: Students are familiar with government involvement in generating revenue in order to finance capital projects.

Introduction: Researcher introduces the lesson by posing the following questions to the students:

a. What does public finance refers to?
b. What is the relationship between fiscal policy and national economy?
c. how does the government generate her revenue?

Presentation and classroom activities:

Step 1:

The researcher brain task the students through the following questions:

a. Is public finance a subject or a branch of Economics?
b. Is there any difference between fiscal policy and national budget?
c. How do the government collect few revenue?

Step 2:

The researcher provides guidance to the students on the questions already posed to them. However, allows the students to proffer solutions through their enquiry skill.

Step 3:

The researcher encouraged the students to extend their investigation by consulting reference material such as" textbooks or internet.

a.Who is an entrepreneur?

b. What are the functions of the entrepreneur in production process?

c. Why is an entrepreneur separated from labour?

Conclusion

Researcher concludes the lesson by employing the students to note down their findings for further discussion in the next class.

Inquiry Lesson Plan 7 for Week 1

Name of School:	Emmanuel College Owerri
Class:	SSII
Subject:	Economics
Topic:	Budget – Definition of Budget and Types of Budget
Period:	2nd
Duration:	45 minutes
Number in Class:	57
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing check list of various sector of the economy and its estimated revenue and proposed expenditure.
Reference Textbook:	Comprehensive Economics for Senior Secondary
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Discuss the meaning and concept of budgeting.
b. Outline the importance of budgeting by any government.
c. Describe the difference between various types of budget.

Previous Knowledge: Students are aware of how most of their parents share their income in order to meet family needs.

Introduction: The researcher introduces the lesson by asking students through provoking questions such as:

a. What is the place of budgeting in national development?
b. Who are the key players in budget process and implementation?
c. What is the difference between surplus and deficit budget?

Presentation and classroom activities:

Step 1:

The researcher kick start the lesson by posing the following questions:

a. Does budget play any role in enhancing economic activity of any nation?
b. In the case of Nigeria, what is the role of law makers implementation?
c. Is there any disadvantage of surplus budget to a country like Nigeria?

Step 2:

The researcher gave insight to the question put forward tot eh students. This is to assist them have direction of the enquiry process.

Step 3:

The researcher helps the students in the enquiry process by encouraging them to consult resource persons.

Step 4:

The researcher concludes the enquiry lesson by making sure that students write down their investigations for further discussion.

Inquiry Lesson Plan 7 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Budget – Definition of Budget and Types of Budget
Period:	4th
Duration:	45 minutes
Number in Class:	43
Gender:	Mixed
Date:	07/2017
Instructional Materials:	Chart showing check list of various sector of the economy and its estimated revenue and proposed expenditure.
Reference Textbook:	Comprehensive Economics for Senior Secondary
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Explain the meaning and concept of budgeting.
b. Outline the importance of budgeting by any government.
c. Describe the difference between surplus and deficit budget.

Previous Knowledge: Students are aware of how most of their parents share their income in order to meet family needs.

Introduction: The researcher introduces the lesson by asking students through provoking questions such as:

a. What is the place of budgeting in national development?
b. Who are the key players in budget process and implementation?

Presentation and classroom activities:

Step 1:

The researcher kick start the lesson by posing the following questions:

a. Does budget play any role in enhancing economic activity of any nation?
b. In the case of Nigeria, what is the role of law makers implementation?
c. Is there any disadvantage of surplus budget to a country like Nigeria?

Step 2:

The researcher gave insight to the question put forward tot eh students. This is to assist them have direction of the enquiry process.

Step 3:

The researcher helps the students in the enquiry process by encouraging them to consult resource persons.

Step 4:

The researcher concludes the enquiry lesson by making sure that students write down their investigations for further discussion.

Inquiry Lesson Plan 8 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Inflation - meaning, types, causes and control
Period:	2nd
Duration:	45 minutes
Number in Class:	51
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing various inflation trend in the country
Reference Textbook:	Comprehensive Economics for SSS, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Discuss the meaning of inflation.
b. List and explain the two (2) major indexes of inflation.
c. Describe the effect of inflation in a country like Nigeria.

Previous Knowledge: Students are already conversant with the economic situation in the country which have resulted to increase in prices of all consumer goods.

Introduction: Researcher begins the inquiry lesson by asking students these few questions:

a. What are the factors that bring about inflation in a country?
b. What is the most effective instrument for measuring inflation?
c. Can inflation be controlled? If yes, what are the measures?

Presentation and classroom activities:

Step 1:

The researcher task the students 1Q by asking the following questions:

a. At what state of the economy will a nation be referred to be experiencing inflation?
b. What are the characteristics of ordinary inflation?
c. Why is consumer price index be regarded as the main determinant of the level of inflation in a country?
d. What is the relationship between galloping prices and inflation?

Step 2:

The researcher serves as aid to the students in responding effectively tot eh questions posed to them. Nevertheless, the students are expected to be in charge of the enquiry process.

Step 3:

The researcher reminded the students the need for reference materials such as: textbooks, resource persons and internet.

Step 4:

Researcher concludes the lesson by making sure that students note down the outcome of their enquiry for further deliberation.

Inquiry Lesson Plan 8 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Inflation - meaning, types, causes and control
Period:	4th
Duration:	45 minutes
Number in Class:	52
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing various inflationary trend in the country
Reference Textbook:	Comprehensive Economics for SSS, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Explain the meaning of inflation.
b. List and explain the two (2) major indexes of inflation.
c. Discuss two main causes of inflation in a country like Nigeria.

Previous Knowledge: Students are already conversant with the economic situation in the country which have resulted to increase in prices of all consumer goods.

Introduction: Researcher begins the enquiry lesson by asking students these few questions:

a. What are the factors that bring about inflation in a country?
b. What is the most effective instrument for measuring inflation?
c. Can inflation be controlled? If yes, what are the measures?

Presentation and classroom activities:

Step 1:

The researcher task the students 1Q by asking the following questions:

a. At what state of the economy will a nation be referred to be experiencing inflation?
b. What are the characteristics of ordinary inflation?
c. Why is consumer price index be regarded as the main determinant of the level of inflation in a country?
d. What is the relationship between galloping prices and inflation?

Step 2:

The researcher serves as aid to the students in responding effectively tot eh questions posed to them. Nevertheless, the students are expected to be in charge of the enquiry process.

Step 3:

The researcher reminded the students the need for reference materials such as: textbooks, resource persons and internet.

Step 4:

Researcher concludes the lesson by making sure that students note down the outcome of their enquiry for further deliberation.

Inquiry Lesson Plan 9 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Deflation – definition, types, causes and control
Period:	2nd
Duration:	43 minutes
Number in Class:	52
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing list of current prices of consumer goods in the country.
Reference Textbook:	Comprehensive Economics for SSS, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Describe the current economic situation by the country?
b. Discuss at least four possible causes of deflation.
c. Explain at least three negative effect of deflation to an economy.

Previous Knowledge: Students have been taught inflation – meaning, types, causes and control.

Introduction: Researcher begins by asking the students:

a. Which group of people suffers most during inflationary period?
b. What does the concept "inflationary gap" means?

Presentation and classroom activities:

Step 1:

The researcher begins the lesson by stating the following questions:

a. Is Nigeria going through inflation or deflation in this present era?
b. What are the causes of both economic situations (Inflation and Deflation)?
c. What are the economic inflation of deflation to consumer goods and services?

Step 2:

The researcher guides the students on how to go about the question. Although stressed that students should put their brain to work.

Step 3:

The researcher encouraged the students in their efforts to make proper search of the questions before them by employing reference materials.

Step 4:

The researcher concludes the lesson by informing the students to write down their findings for discussion in the next class.

Inquiry Lesson Plan 9 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Deflation – definition, types, causes and control
Period:	4th
Duration:	45 minutes
Number in Class:	43
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing check list of current prices of consumer goods in the country.
Reference Textbook:	Comprehensive Economics for SSS, New Edition.

Behavioural Objectives: At the end of the lesson, students should be able to:

a. Describe the current economic situation by the country?
b. Discuss at least four possible causes of deflation.
c. Explain at least three negative effect of deflation to an economy.

Previous Knowledge: Students have been taught inflation – meaning, types, causes and control.

Introduction: Researcher begins by asking the students:

a. Which group of people suffers most during inflationary period?
b. What does the concept "inflationary gap" means?

Presentation and classroom activities:

Step 1:

The researcher begins the lesson by stating the following questions:

a. Is Nigeria going through inflation or deflation in this present era?
b. What are the causes of both economic situations (Inflation and Deflation)?
c. What are the economic inflation of deflation to consumer goods and services?

Step 2:

The researcher guides the students on how to go about the question. Although stressed that students should put their brain to work.

Step 3:

The researcher encouraged the students in their efforts to make proper search of the questions before them by employing reference materials.

Step 4:

The researcher concludes the lesson by informing the students to write down their findings for discussion in the next class.

Inquiry Lesson Plan 10 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Industrialization, Definition of Industry, firm, factors affecting location of industry, meaning of location of industry
Period:	2nd
Duration:	45 minutes
Number in Class:	57
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing sample of local raw materials.
Reference Textbook:	Comprehensive Economics for SSS, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Explain the concept of industry and firm
b. Discuss two (2) factors affecting location of industry

Previous Knowledge: Students have idea of some industry and their products.

Introduction: Researcher start the lesson by asking the students to explain were the clothes and shoes were made and what they are made of? However, the response of the students prompted the researcher to further ask the following questions to the students:

a. does an industry produce only one type of product?
b. Is there any difference between an industry and a firm?
c. Does raw material affect the location of an industry or firm?

Presentation and classroom activities:

Step 1:

The researcher put forth these following questions for enquiry process:

a. How many types of industry are within the country?
b. What are some reasons for the grouping of these industry?
c. Is the establishment of a firm, a state affairs or individual affairs?

Step 2:

The researcher guides the students in their attempt to investigate the question posed to them.

Step 3:

The researcher went ahead to pose more questions due to the response to the students:

a. What is the work of an industrialists in an industry?
b. What are the distinction between products produced in an industry as against products produced in a firm.
c. Is mining industry more viable then the manufacturing industry?

Step 4:

The researcher assisted the students by given them insight but allowed them to continue the investigation process.

Conclusion

The researcher ended the lesson by asking the students to keep in mind their findings until the next class.

Inquiry Lesson Plan 10 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Industrialization, Definition of Industry, firm, factors affecting location of industry, meaning of location of industry
Period:	4th
Duration:	45 minutes
Number in Class:	47
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing samples of local raw materials.
Reference Textbook:	Comprehensive Economics for SSS, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Explain the concept of industry and firm
b. Discuss three (3) factors affecting location of industry in Nigeria

Previous Knowledge: Students have idea of some industry and their products.

Introduction: Researcher start the lesson by asking the students to explain were the clothes and shoes were made and what they are made of? However, the response of the students prompted the researcher to further ask the following questions to the students:

a. does an industry produce only one type of product?
b. Is there any difference between an industry and a firm?
c. Does raw material affect the location of an industry or firm?

Presentation and classroom activities:

Step 1:

The researcher put forth these following questions for enquiry process:

a. How many types of industry are within the country?
b. What are some reasons for the grouping of these industry?
c. Is the establishment of a firm, a state affairs or individual affairs?

Step 2:

The researcher guides the students in their attempt to investigate the question posed to them.

Step 3:

The researcher goes ahead to pose more questions due to the response to the students:

a. What is the work of an industrialists in an industry?
b. What are the distinction between products produced in an industry as against products produced in a firm.
c. Is mining industry more viable then the manufacturing industry?

Step 4:

The researcher assists the students by given them insight but allowed them to continue the investigation process.

Conclusion

The researcher ended the lesson by asking the students to keep in mind their findings until the next class.

APPENDIX X

LESSON PLAN FOR EXPERIMENT GROUP 2 (TASK-BASED)

Based on the nature of this method, teacher only guides the process by choosing a task-based topic within the cognitive capacity of the learners. This is a form of teaching technique where learners are assigned to groups of minimal number in order to carry out an assigned task on aspect of a topic with the aim achieve a decried objective. Task-based method or activities enables students to create, investigate, observe, act, ask and even listen. This method expose them to different sources of information which enable them generalize and arrive at certain conclusions. Some of the characteristics of this method are as follows:

(i) True consuming
(ii) Students centered activity (teacher act as a facilitator)
(iii) maximum interaction by the students

Task-Based Week 1 Lesson 1 for Experimental Group 2

Name of School:

Class:	SS II
Subject:	Economics
Topic:	Roles Labour in Production
Period:	2nd
Duration:	1 hour
Number in Class:	47
Gender:	Mixed
Date:	07 - 2017
Instructional Methods:	A chart showing pictures of a local farmer, a doctor, a teacher, and a cultivated farm land.
Reference Materials:	Comprehensive Economics for Senior Secondary, Schools, New Edition by Johnson Ngoji Anyaele.
Behavioural Objectives:	At the end of the task-based activities, students should be able to: i. Discuss the concepts of "labour" and "production" ii. explain three (3) category off labour force in existence iii. explain four (4) major roles labour play in production process

Students are divided into groups: The process involved dividing the entire students into four (4) groups for proper execution of the task with each group oversee by a leader.

Students are guided by certain rules: Students within each group should be babel to:

i. Cooperate and work hard in the group assigned task
ii. Know that better performance and success is an attribute of dedication.
iii. Appreciate the need to be punctual in class.

Each group roles/tasks: Each group were given an aspect of the entire task. Group 1 were asked to data on both skill and unskill labour in the school. Group 2 were asked to count and record all school production tools. Group 3 were to present a beautiful sketch of some produced products, while Group 4 were asked to generate data on the school product check list.

Highlight of Activities: The teacher shall ask each group to:

Summarize, compile findings and present a report to the entire class in relation to their various assigned task through each group leader.

Assessment Activities:At this time, the teacher assembled the entire class to discuss the various reports. The whole reports are collectively considered by the whole class and thereafter, a final report drawn up by the class. In conclusion, the teacher poses the following questions to the students:

a. why is it important to cooperate in a group task?
b. what makes a successful team/group?
c. what are lessons learn in working with your group?

The teacher listens and evaluate the students' answers which further guide him in assessing the extent to which the lesson objectives have been achieved by the students.

Home Work: Students were asked to visit any nearby factory and observe production activities and write their report.

LESSON PLAN FOR EXPERIMENT GROUP 2 (TASK-BASED METHOD)

In this teaching method, teacher only aids the process by choosing tasks that have direct bearing in the students' topic. Task-based is a learning approach where students carry out an activity on a component of a particular unit of a subject matter. The task-based helps the students to explore, design, observe, organize and generalize facts. Students can source information through interviews, survey or questionnaires. However, every data collected are organized and subjected for analysis in order to produce result. factors to consider in this method are as follows:

(ii) Effective students interaction

(iii) The method is student-centered rather than teacher-centered

(iv) Required enough time

Task-Based Week 1 Lesson 2 for Experimental Group 2

i.	Name of School:	
ii.	Class:	SS II
iii.	Subject:	Economics
iv.	Topic:	Entrepreneur
v.	Period:	4^{th}
vi.	Duration:	1 hour
vii.	Number in Class:	50
viii.	Gender:	Mixed
ix.	Date:	07 - 2017
x.	Instructional Methods:	Chart showing an industrialists and a farmer
xi.	Reference Materials:	Comprehensive Economics for Senior Secondary, New Edition by Johnson Ngoji Anyaele.
xii.	Behavioural Objectives:	At the end of the task-based instruction, students should be able to: i. Explain the distinction between an industrialists and entrepreneur ii. Identify at least two (2) factors that hinder the growth of an entrepreneur

The teacher presents the task: Entrepreneur entails the following (a) provision of capital, (b) risks bearing, (c) decision taken, (d) co-ordiantion, etc.

Students are assigned into groups: In the case of these activities, students where shared into five groups of 10 and each with a leader

Students are given guidelines to follow: Students are adviced to (a) cooperate with one another, (b) be dedicated to the assigned tsk, (c) to avoid absenteeism.

Assigned Duties and Roles: Each group were given a task and all the parts will form the whole. The first groups were asked to gather capital for producing re-cream. Second group to purchase the items, third group arriving for unskill labourers fourth group were to clean up the production site. while the fifth group were to be incharge of product packaging.

Teachers' Role: The teacher in a task-based class has the role of giving all groups right references. The teacher goes round the groups to guide every stage of activities.

Culminating Activities: The teacher at this stage ask the students to compile their assignment and present a report through each group leader.

Evaluation Stage: The teacher calls for all the group's report. The entire class deliberate on the reports, then a final report drawn up for the entire class use. The teacher examines every contribution of the class members which help him to ascertain the level of students understanding of the task.

Assignment: Students were given some quantity of sugar, flower ad yeast to produce snacks of their choice. The teacher instructed theme to consult relevant resource persons.

LESSSON PLAN **FOR EXPERIMENTAL GROUP 2 (TASK-BASED METHOD)**

In this teaching method, teacher only facilitates the process bychoosing manageable projects topic with a high chance of success. It is a teaching and learning method where an individual student or group of students carries out an activity on a component of a particular topic in a subject in order to attain a desired goal. Through project activities, students can instruct, explore, observe, ask and listen. "They can collect information through questionnaires, survey, interviews, and take notes. After collecting the information, organize this information. Finally, they draw Conclusions or generalization. These conclusions or generalizations may be presented in the form of reports, either oral or in written forms. Attention must be paid to the following:

1. Maximum students' interaction
2. Activities are mostly dominated by the students (teacher is only a facilitator).
3. Sufficient time to ask question.

Week Two Lesson 1 for Experimental group 1(Task-based Method)

i.	Name of School:	
ii.	Class:	SS II
iii.	Subject:	Economics
iv.	Topic:	Tools for Economic Analysis
v.	Period:	4th
vi.	Duration:	1 hour
vii.	Number in Class:	57
viii.	Gender:	Mixed
ix.	Date:	07 - 2017
x.	Instructional Material:	Chart showing different tools of Economics Analysis
xi.	Objectives:	At the end of the project activities, students should be able to: i. Identify the various tools of economics analysis ii. explain the relevance of each of the tools of economic analysis in Economics

The teacher clearly defines the task: The basic tools of economic analysis include:

(i) Tables; (ii) Charts; and (iii) Graph.

Students are assigned into groups: In carrying out these activities, the entire class of 40 students were divided into four groups of 10 students for easier handling of the project. Hereafter, each group will appoint a leader and secretary among its members.

Students are given rules to follow: Students within the groups should:

i. appreciate the need for cooperation and hard work in a group assigned work
ii. understand the fact that success and better performance are the end result of a dedicated work towards a visualized goal
iii. value the importance of punctuality and constant attendance in school

Each group were assigned roles and assignments: Each group were assigned a part of the project and all the parts will add to the whole. The first group were assigned the responsibility of collecting data on the various tools of economic analysis. The second group were assigned to collect data on the relevance of Tables in Economics. The third group were to take charge of collecting data on the relevance of Charts in Economies, while the last group were to collect data on the relevance of Graphs in Economics.

Teacher's Role: The teacher in this activity has the role of giving the various groups of student the right references to consult and in which library or place to get them. The teacher moves from one group to the other to guide every "stage of the activities. He still has the task of telling the students when the data is expected of them for reporting, if it is two days, three days, or even a week. This should be made clear to the students. Theteacher encouraged the group leaders to report any controversy arising during the conduct of the task to the guide for an immediate solution so that the group can progress faster. All these will help in no small measure in collecting the most relevant and useful information required by the students.

Culminating Activities: The teacher shall ask .each group to:

Compile, organize, write and present a report to the entire class as regards the different areas assigned to them through an Appointed group secretary or chairman.

Evaluative Activities: This is a time when the teacher calls for the meeting of the entire class to deliberate the various reports. Each group presents its report on the activities through the group's secretary or chairman to the entire class. The various reports are considered collectively by the entire class and a, final report drawn up by the class, i iv, final report serves as a reference point for the members of the class. In rounding up the project, the teacher asks each of the students to objectively answer the following questions:

1. Why is it necessary to cooperate in a group assigned work'?
2. Why is it useful to work hard in order to accomplish a group's assigned work?
3. Specifically, what have you learnt in the course of your participation in these
   project activities'?

The teacher listens, collects and assesses the extent these questions have been answered satisfactorily. The various answers the teacher gets from the students serves as a guide to him in knowing the extent at which the objectives have been attained by the students.

Assignment: Students were asked to plot a graph showing the months of the year. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Charts.

LESSSON PLAN FOR EXPERIMENTAL GROUP 2 (TASK-BASED METHOD)

In this teaching method, teacher only facilitates the process bychoosing manageable projects topic with a high chance of success. It is a teaching and learning method where an individual student or group of students carry out an activity on a component of a particular topic in a subject in order to attain a desired goal. Through project activities, students can instruct, explore, observe, ask and listen. "They can collect information through questionnaires, survey, interviews, and take notes. After collecting the information, organize this information. Finally, they draw Conclusions or generalization. These conclusions or generalizations may be presented in the form of reports, either oral or in written forms. Attention must be paid to the following:

1. Maximum students' interaction
2. Activities are mostly dominated by the students (teacher is only a facilitator).
3. Sufficient time to ask question.

Week Two Lesson 2 for Experimental group 1(Task-based Method)

i.	Name of School:	
ii.	Class:	SS II
iii.	Subject:	Economics
iv.	Topic:	Tools for Economic Analysis
v.	Period:	2nd
vi.	Duration:	1 hour
vii.	Number in Class:	57
viii.	Gender:	Mixed
ix.	Date:	07 - 2017
x.	Instructional Material:	Chart showing different tools of Economics Analysis
xi.	Objectives:	At the end of the project activities, students should be able to: iii. Identify the various tools of economics analysis iv. explain the relevance of each of the tools of economic analysis in Economics

The teacher clearly defines the task: The basic tools of economic analysis include:

(i) Tables; (ii) Charts; and (iii) Graph.

Students are assigned into groups: In carrying out these activities, the entire class of 40 students were divided into four groups of 10 students for easier handling of the project. Hereafter, each group will appoint a leader and secretary among its members.

Students are given rules to follow: Students within the groups should:

iv. appreciate the need for cooperation and hard work in a group assigned work

v. understand the fact that success and better performance are the end result of a dedicated work towards a visualized goal

vi. value the importance of punctuality and constant attendance in school

Each group were assigned roles and assignments: Each group were assigned a part of the project and all the parts will add to the whole. The first group were assigned the responsibility of collecting data on the various tools of economic analysis. The second group were assigned to collect data on the relevance of Tables in Economics. The third group were to take charge of collecting data on the relevance of Charts in Economies, while the last group were to collect data on the relevance of Graphs in Economics.

Teacher's Role: The teacher in this activity has the role of giving the various groups of student the right references to consult and in which library or place to get them. The teacher moves from one group to the other to guide every "stage of the activities. He still has the task of telling the students when the data is expected of them for reporting, if it is two days, three days, or even a week. This should be made clear to the students. The teacher encouraged the group leaders to report any controversy arising during the conduct of the task to the guide for an immediate solution so that the group can progress faster. All these will help in no small measure in collecting the most relevant and useful information required by the students.

Culminating Activities: The teacher shall ask .each group to:

Compile, organize, write and present a report to the entire class as regards the different areas assigned to them through an appointed group secretary or chairman.

Evaluative Activities: This is a time when the teacher calls for the meeting of the entire class to deliberate the various reports. Each group presents its report on the activities through the group's secretary or chairman to the entire class. The various reports are considered collectively by the entire class and a, final report drawn up by the class, i iv, final report serves as a reference point for the members of the class. In rounding up the project, the teacher asks each of the students to objectively answer the following questions:

1. Why is it necessary to cooperate in a group assigned work'?
2. Why is it useful to work hard in order to accomplish a group's assigned work?
3. Specifically, what have you learnt in the course of your participation in these
   project activities'?

The teacher listens, collects and assesses the extent these questions have been answered satisfactorily. The various answers the teacher gets from the students serves as a guide to him in knowing the extent at which the objectives have been attained by the students.

Assignment: Students were asked to plot a graph showing the months of the year. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Charts.

Lesson Plan for Experimental Group 2 (Task-Based Method)

In this teaching method, teacher only guides the process by choosing manageable task-based topic with significant chance of success. It's a form of learning method where students are meant to carry out activities in a fragmented order with the aim to attain a designed objective. Through task-based activities, students can investigate, explore, create, observe, ask and listen. Students can source information through internet, survey, interviews, and take notes. At the end of information collection, they draw conclusions. However, there conclusions may be presented in the form of reports which could be written or oral forms. Attributes of this form of teaching are:

(i) Adequate participation by students

(ii) Activities chaired by the students

(iii) Adequate time for investigation

Task-Based Week Three Lesson 1 for Experimental Group 2

Name of School:	
Class:	SS II
Subject:	Economics
Topic:	Historical Development of Money
Period:	4th
Duration:	45 minutes
Number in Class:	43
Gender:	Mixed
Date:	07 - 2017
Instructional Methods:	A chart showing different commodities used for exchange before the advent of money
Reference Materials:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the task-based instruction, students should be able to:

i. Find out five (5) items used as forms of exchange before money came into existence.

ii. Explain the process of transaction during barter economy.

The teacher defined the task: Historical development of money entails: (a) activities of the goldsmith, and (b) trade by barter

Students are assigned into groups: In carrying out these activities, students were divided in small groups for easy supervision.

Students are given guidelines to follow: Students within the groups should:

(iii) work together in the spirit of oneness

(iv) success comes through hard work

(v) value the importance of punctuality in class

Every group are assigned roles: Each group were assigned a part of the task and all the parts will add to the whole. The first groups were assigned the responsibility of investigating the goldsmith activities before the advent of money. However, all groups were assigned different similar task.

Teachers' Role: The teacher in this task activity has the role giving the various types of students the eight references to consult like the library or internet. The teachers go round the groups to observe and correct the students. However, the teacher encouraged the groups leaders to put up their reports which will be useful in assessing further task to the students.

Culminating Activities: The teacher shall ask each group to:

(i) compile, organize, write and present a report to the entire class in respect to the areas they are assigned to.

Evaluation Stage: The teacher then call for the meeting of the entire class to look into the reports of the various group leaders. At the end of the class deliration, a final report was drawn which serves as point of reference to the entire class.

Assignment: Students were asked to go and bring sample of those items/commodities used for exchange of goods and services. The teacher instructed the students to a consult relevant sources as their next task topic will be on different types of money.

Lesson Plan for Experimental Group 2 (Task-Based Method)

In this teaching method, teacher only guides the process by choosing manageable task-based topic with significant chance of success. It's a form of learning method where students are meant to carry out activities in a fragmented order with the aim to attain a designed objective. Through task-based activities, students can investigate, explore, create, observe, ask and listen. Students can source information through internet, survey, interviews, and take notes. At the end of information collection, they draw conclusions. However, there conclusions may be presented in the form of reports which could be written or oral forms. Attributes of this form of teaching are:

(i) Adequate participation by students

(ii) Activities chaired by the students

(iii) Adequate time for investigation

Task-Based Week Three Lesson 2 for Experimental Group 2

Name of School:	
Class:	SS II
Subject:	Economics
Topic:	Historical Development of Money
Period:	4th
Duration:	45 minutes
Number in Class:	43
Gender:	Mixed
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The teacher defined the task: Historical development of money entails: (a) activities of the goldsmith, and (b) trade by barter

Students are assigned into groups: In carrying out these activities, students were divided in small groups for easy supervision.

Students are given guidelines to follow: Students within the groups should:

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Every group are assigned roles: Each group were assigned a part of the task and all the parts will add to the whole. The first groups were assigned the responsibility of investigating the goldsmith activities before the advent of money. However, all groups were assigned different similar task.

Teachers' Role: The teacher in this task activity has the role giving the various types of students the eight references to consult like the library or internet. The teachers go round the groups to observe and correct the students. However, the teacher encouraged the groups leaders to put up their reports which will be useful in assessing further task to the students.

Culminating Activities: The teacher shall ask each group to:

i. compile, organize, write and present a report to the entire class in respect to the areas they are assigned to.

Evaluation Stage: The teacher then call for the meeting of the entire class to look into the reports of the various group leaders. At the end of the class deliration, a final report was drawn which serves as point of reference to the entire class.

Assignment: Students were asked to go and bring sample of those items/commodities used for exchange of goods and services. The teacher instructed the students to a consult relevant sources as their next task topic will be on different types of money.

Lesson Plan for Experimental Group 2 (Task-Based Method)

In respect to this teaching method, the teacher only facilitate the process by choosing manageable task-based topic with high chance of success. It is a form of teaching method where students are meant to carry out activities of a component parts with the aim to attain a desired goal. Through task-based method, students engage in the process of investigating, exploring, or surveying. Students are expected to sum up the information they have and then draw conclusions. However, a report is expected to be presented in written or oral to the entire class. Characteristics of task-based methods are as follows. Attributes of this form of teaching are:

(i) Total cooperation by all students

(ii) students are always in-charge of the task-activities

(iii) it is time consuming

Task-Based Week Four Lesson 1 for Experimental Group 2

Name of School:	
Class:	SS II
Subject:	Economics
Topic:	Tools of Economic Analysis
Period:	2nd
Duration:	45 minutes
Number in Class:	51
Gender:	Mixed
Date:	07 - 2017
Instructional Methods:	A chart showing different types of: graph, charts such as bar chart, pie chart, historical and pictogram
Reference Materials:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the task-based activity, students should be able to:

(i) identify at least two (2) tools of economic analysis and how it can be applied to solve economic problem

(ii) differentiate by diagram the difference between pie chart and histogram

The teacher clearly state the task: Tools of economic analysis includes: (a) tables, (b) charts, and (c) graphs

Students are assigned into groups: The whole class of 51 were divided into 4, group 1, 2 and 3 are 10 each, while the 4th group was 11 in number. After this, each was asked to choose a leader.

Students are given guidelines to follow: Students within the groups are expected to:

(iii) work cooperatively with one another

(iv) learn the techniques involved in drawing graphs, charts and tables

Every group were assigned tasks: students in each group were asked to draw each of the following: bar chart, histogram or pie char.

Teachers' duty: The teacher will move from one group to another to see for himself the students' ability to do what is expected of them.

Highlight of Activities: The teacher at this stage of the task ask each group to sum up their activities and forward their report for discussion. At the end of the entire class deliberation on individual group reports, a comprehensive report was compiled for the entire task-based exercise.

Home Assignment: Students were asked to plot a graph showing the law of demand and supply. However, the teacher instructed the students to consult relevant sources such as: textbooks, as the next topic will be on life application of these economic tools to real life situations.

Lesson Plan for Experimental Group 2 (Task-Based Method)

In respect to this teaching method, the teacher only facilitate the process by choosing manageable task-based topic with high chance of success. It is a form of teaching method where students are meant to carry out activities of a component parts with the aim to attain a desired goal. Through task-based method, students engage in the process of investigating, exploring, or surveying. Students are expected to sum up the information they have and then draw conclusions. However, a report is expected to be presented in written or oral to the entire class. Characteristics of task-based methods are as follows. Attributes of this form of teaching are:

(i) Total cooperation by all students

(ii) students are always in-charge of the task-activities

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Task-Based Week Four Lesson 2 for Experimental Group 2

Name of School:	
Class:	SS II
Subject:	Economics
Topic:	Tools of Economic Analysis
Period:	4th
Duration:	45 minutes
Number in Class:	51
Gender:	Mixed
Date:	07 - 2017
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Reference Materials:	Comprehensive Economics for Senior Secondary, New Edition.
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(iii) identify at least two (2) tools of economic analysis and how it can be applied to solve real economic problem

(iv) differentiate by diagram the difference between pie chart and histogram

The teacher clearly state the task: Tools of economic analysis includes: (a) tables, (b) charts, and (c) graphs

Students are assigned into groups: The whole class of 51 were divided into 4, group 1, 2 and 3 are 10 each, while the 4th group was 11 in number. After this, each was asked to choose a leader.

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Teachers' duty: The teacher will move from one group to another to see for himself the students' ability to do what is expected of them.

Highlight of Activities: The teacher at this stage of the task ask each group to sum up their activities and forward their report for discussion. At the end of the entire class deliberation on individual group reports, a comprehensive report was compiled for the entire task-based exercise.

Home Assignment: Students were asked to plot a graph showing the law of demand and supply. However, the teacher instructed the students to consult relevant sources such as: textbooks, as the next topic will be on life application of these economic tools to real life situations.

Lesson Plan for Experimental Group 2 (Task-Based Method)

Based on the present teaching method, the teacher begins the process by choosing a meaningful task-based topic. This form of teaching method that that enable students to sue their cognitive ability to assess learning outcomes. It further help them to develop high level of curiosity to think deep by questions. task-based teaching technique help students to be self-reliant and also problem solvers. Points to note in task-based method

(i) cooperation if highly needed to achieve success

(ii) the method is student-centered

(iii) it takes a lot of time

Task-Based Week Five Lesson 1 for Experimental Group 2

Name of School:	
Class:	SS II
Subject:	Economics
Topic:	Reasons for Demand for Money
Period:	2nd
Duration:	45 minutes
Number in Class:	47
Gender:	Mixed
Date:	07 - 2017
Instructional Methods:	A chart showing man's scale of preference per month .
Reference Materials:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the task-based exercise, should be able to: (i) draw out their individual scale of preference (ii) identify circumstances that led to their various demand
The teacher clearly state the task:	Reasons for demand for money involves: (a) meeting household needs, sickness, pleasure, death of a beloved one.
Students are divided into groups:	The entire class of 47 were divided into three unequal groups and thereafter, each group was asked to chose a leader.

Students are asked rules to follow: Students were told to:

(i) cooperate with each other (ii) avoid being lazy and (iii) learn to interact together.

Individual group-tasks: students in each group were asked to identify areas of need (e.g) health, educator, sports etc.

Teachers' role: The teacher move round the groups to observe their group scale of preference, while he asked them to justify their stated needs.

Evaluative Activities: The teacher at this point ask each group leader to expunge any item in the scale of preference that is not justifiable and therefore compile the reprot5s for total class discussion. The outcome of this will bring about final report of the entire task-based activity.

Assignment: Students were asked to look into their scale of preference and draw out their "desire" and "needs". The teacher further asked the students to differentiate between desire and need. He also instructed the students to consult relevant sources for guidance.

Lesson Plan for Experimental Group 2 (Task-Based Method)

Based on the present teaching method, the teacher begins the process by choosing a meaningful task-based topic. This form of teaching method that that enable students to use their cognitive ability to assess learning outcomes. It further help them to develop high level of curiosity to think deep by questions. Task-based teaching technique help students to be self-reliant and also problem solvers. Points to note in task-based method

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Task-Based Week Five Lesson 2 for Experimental Group 2

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Assignment: Students were asked to look into their scale of preference and draw out their "desire" and "needs". The teacher further asked the students to differentiate between desire and need. He also instructed the students to consult relevant sources for guidance.

Lesson Plan for Experimental Group 2 (Task-Based Method)

With regard to this teaching method, the teacher organize the process by choosing meaningful task-based topic with high chance of success. This is type of teaching process that enable students to carry out activities within a component unit with the aim to attain a desired goal. Task-based activity encourage students to venture into investigation, creativity, observation or discovery. At the end of the above identified task-based processes, students are expected to present either oral or written report which will expantiate their findings.

Task-Based Week Six Lesson 1 for Experimental Group 2

Name of School:	
Class:	SS II
Subject:	Economics
Topic:	Public Finance
Period:	2nd
Duration:	45 minutes
Number in Class:	52
Gender:	Mixed
Date:	07 - 2017
Instructional Methods:	A chart showing a graph of government projected income and expenditure for the physical year
Reference Materials:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the task-based exercise, students should be able to: (i) generate data for the fiscal year (ii) discuss the differences between fiscal policy and national economy
The teacher define the task:	Public finance involves: (a) government revenue, (b) government expenditure, and (c) government debts
Students are assigned into groups:	In start the activities, students were meant to be in groups for easy assessment

Students are given directives to follow: Students were instructed to:

(iii) cooperate with one another (iv) work towards achieving the best outcome (iii) be mindful of being punctual class.

Each group are assigned roles: Every group were assigned an aspect of the task in order for easy assessment. Each of these groups task involves, exploration of information, gathering of relevant data, evaluation, and summary report.

Teachers' duty: The teacher is in the position to advice each group on the right references to consult. He is also in the position to remind the group leaders on their expected report.

Summary Activities: The teacher will ask each group leader to put together a comprehensive report of their assigned task.

Assessment Activities: The teacher make sure that each group leader's report was collectively looked into and thereafter a final report was drawn from the entire class deliberations.

Take Home Assignment: Students were asked to examine the chart contain the country's projected income and expenditure for the fiscal year and make recommendations were possible.

Lesson Plan for Experimental Group 2 (Task-Based Method)

With regard to this teaching method, the teacher organize the process by choosing meaningful task-based topic with high chance of success. This is type of teaching process that enable students to carry out activities within a component unit with the aim to attain a desired goal. Task-based activity encourage students to venture into investigation, creativity, observation or discovery. At the end of the above identified task-based processes, students are expected to present either oral or written report which will expantiate their findings.

Task-Based Week Six Lesson 2 for Experimental Group 2

Name of School:

Class:	SS II
Subject:	Economics
Topic:	Public Finance
Period:	4th
Duration:	45 minutes
Number in Class:	52
Gender:	Mixed
Date:	07 - 2017
Instructional Methods:	A chart showing a graph of government projected income and expenditure for the physical year
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Take Home Assignment: Students were asked to examine the chart contain the country's projected income and expenditure for the fiscal year and make recommendations were possible.

Lesson Plan for Experimental Group 2 (Task-Based Method)

This is a kind of teaching method where the teacher only facilitates the process by choosing manageable task-based topic with reasonable chance of success. It is a teaching and learning method where an individual or group of students carries out an activity on a component of a particular topic in a subject in order to attain a desired goal. Through task-based activities, students can construct, observe, ask and listen. They can collect information through interviews, survey or questionnaire. Students went further to organize the information they have gathered and then draw conclusion or generalization. However, these conclusions may be presented in the form of reports, either written or oral. Attention must be paid to the following:

(1) Maximum interaction by the students

(2) learning activities are dominated by students

(3) enough time to ask question

Task-Based Week Seven Lesson 1 for Experimental Group 2

Name of School:	
Class:	SS II
Subject:	Economics
Topic:	Budget
Period:	2nd
Duration:	45 minutes
Number in Class:	50
Gender:	Mixed
Date:	07 - 2017
Instructional Methods:	Comprehensive Economics for Secondary Schools, New Edition
Behavioural Objectives:	At the end of the task-based activities, students should be able to: (i) describe the difference between various types of budget (ii) outline the concept of surplus and deficit budget (iii) discuss the concept of surplus and deficit budget

The teacher simply specify the task: Budgetary entails the following:

(i) budget key players

(ii) types of budget, etc.

Students are segmented into groups: In carrying out these activities, the entire class of 50 students were divided into five groups of 10 students for easier handling of the task.

Students are given rules to follow: Students within the groups should:

(iii) appreciate the need for hard work and mutual corporation (iv) bear in mind that success and good performance is a result of true commitment (v) value the importance of regular attendance in class.

Each group were assigned roles and duties: Every group were assigned a part of the assigned task and all the parts will add to the whole. The first group were assigned the responsibility of collecting data or the relevance of annual fiscal year, while others were assigned similar tasks.

Teachers' Role: It is the teacher's role in this form of teaching to assign references to students to consult. The teacher moves from one group to another in order to guide every stage of the activities. He is in position to inform the students when the data is ready for reporting. The teacher is expected to advice the group leaders to report any disagreement during the course of the task so as to guide them on the prompt solution.

Culminating Activities: The teacher shall ask each group to: organize and present a report to the entire class on the areas assigned to them through the group leader.

Evaluation Stage: The teacher calls for the meeting of the whole class to deliberate on the various reports. Each group report was considered collectively by the entire class and the final report drawn from it by the class. However, the final report serves as a reference point tot eh entire class members.

Assignment: Students were asked to identify the items that are supposed to be in both surplus and deficit budget and state reasons for their inclusion. The teacher instructed the students to consult relevant textbooks that will help them.

Lesson Plan for Experimental Group 2 (Task-Based Method)

This is a kind of teaching method where the teacher only facilitates the process by choosing manageable task-based topic with reasonable chance of success. It is a teaching and learning method where an individual or group of students carries out an activity on a component of a particular topic in a subject in order to attain a desired goal. Through task-based activities, students can construct, observe, ask and listen. They can collect information through interviews, survey or questionnaire. Students went further to organize the information they have gathered and then draw conclusion or generalization. However, these conclusions may be presented in the form of reports, either written or oral. Attention must be paid to the following:

(4) Maximum interaction by the students

(5) learning activities are dominated by students

(6) enough time to ask question

Task-Based Week Seven Lesson 2 for Experimental Group 2 (Task-Based Method)

Name of School:

Class:	SS II
Subject:	Economics
Topic:	Budget
Period:	4th
Duration:	45 minutes
Number in Class:	50
Gender:	Mixed
Date:	07 - 2017
Instructional Material:	Comprehensive Economics for Secondary Schools, New Edition
Behavioural Objectives:	At the end of the task-based activities, students should be able to: (i) describe the difference between various types of budget (ii) outline the importance of budgeting (iii) discuss the concept of surplus and deficit budget

The teacher simply specify the task: Budgetary entails the following: (i) budget key players (ii) types of budget, etc.

Students are segmented into groups: In carrying out these activities, the entire class of 50 students were divided into five groups of 10 students for easier handling of the task.

Students are given rules to follow: Students within the groups should:

(iii) appreciate the need for hard work and mutual corporation (iv) bear in mind that success and good performance is a result of true commitment (v) value the importance of regular attendance in class.

Each group were assigned roles and duties: Every group were assigned a part of the assigned task and all the parts will add to the whole. The first group were assigned the responsibility of collecting data or the relevance of annual fiscal year, while others were assigned similar tasks.

Teachers' Role: It is the teacher's role in this form of teaching to assign references to students to consult. The teacher moves from one group to another in order to guide every stage of the activities. He is in position to inform the students when the data is ready for reporting. The teacher is expected to advice the group leaders to report any disagreement during the course of the task so as to guide them on the prompt solution.

Culminating Activities: The teacher shall ask each group to: organize and present a report to the entire class on the areas assigned to them through the group leader.

Evaluation Stage: The teacher calls for the meeting of the whole class to deliberate on the various reports. Each group report was considered collectively by the entire class and the final report drawn from it by the class. However, the final report serves as a reference point tot eh entire class members.

Assignment: Students were asked to identify the items that are supposed to be in both surplus and deficit budget and state reasons for their inclusion. The teacher instructed the students to consult relevant textbooks that will help them.

Lesson Plan for Experimental Group 2 (Task-Based Method)

Task-based method is a type of teaching techniques were the teacher only guide the process by choosing a manageable topic with significant chance of success. This teaching and learning process when the students carry out activities in small groups with the aim of achieving a desired goal. Task-based method involved the act of observation, asking, listening, organizing, or constructing information in order to draw a meaningful conclusion. However, students are expected to present their report to support their findings. In respect to task-based strategy, areas of importance as follow:

(1) Full interaction of the students
(2) Students are in-charge of learning activities
(3) Asking of question take the centre stage

Week Eight Lesson 1 for Experimental Group 2 (Task-Based Method)

Name of School:

Class:	SS II
Subject:	Economics
Topic:	Types and causes of inflation
Period:	2nd
Duration:	45 minutes
Number in Class:	43
Gender:	Mixed
Date:	07 - 2017
Instructional Material:	Comprehensive Economics for Secondary Schools, New Edition
Behavioural Objectives:	At the end of the task activities, students should be able to: (i) List and explain four types and causes of inflation trend in Nigeria (ii) discuss two disadvantages of inflation (iii) draw a demand curve during galloping inflation

The teacher simply explain the task: Inflation is the rise of price of goods and services as a result of two much money in circulation. it involves

increase of prices due to high volume of money in the market.

Students are set in groups: The whole class of 43 were divided into four unequal groups and each group was ask to choose a leader

Students are assigned rules to follow: Students in each group should be able to:

(iv) cooperate together with one another

(v) know that success comes but through hard work

(vi) be present in class always

Students are given duties: Each group were given a function as part of the task. Every group are expected to complete theirs at a stipulated time frame.

Teachers' Role: The teacher is expected to assign each group of the students the right references to consult (e.g) resource persons, internet or library. The teacher further instruct each group leader to put in written the report of their investigations.

Highlight Activities: The teacher instruct each group leader to compile, organize and present the report of the group assignment.

Evaluation Exercise: The teacher calls for the meeting of the entire class to discuss report of each group in order for the entire class to arrive at a comprehensive idea.

Assignment: Students were asked to find out some cogent reasons why most countries in Africa have problem of inflation. Students were adviced to consult relevant sources for factual information as next class task will be on types and causes of deflation.

Lesson Plan for Experimental Group 2 (Task-Based Method)

Task-based method is a type of teaching techniques were the teacher only guide the process by choosing a manageable topic with significant chance of success. This teaching and learning process when the students carry out activities in small groups with the aim of achieving a desired goal. Task-based method involved the act of observation, asking, listening, organizing, or constructing information in order to draw a meaningful conclusion. However, students are expected to present their report to support their findings. In respect to task-based strategy, areas of importance as follow:

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Week Eight Lesson 2 for Experimental Group 2 (Task-Based Method)

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Class:	SS II
Subject:	Economics
Topic:	Types and causes of inflation
Period:	4th
Duration:	45 minutes
Number in Class:	50
Gender:	Mixed
Date:	07 - 2017
Instructional Material:	Comprehensive Economics for Secondary Schools, New Edition
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The teacher simply explain the task: Inflation is the rise of prices of goods and services as a result of two much money in circulation. It involves

increase of prices due to high volume of money in the market.

Students are set in groups: The whole class of 43 were divided into four unequal groups and each group was ask to choose a leader

Students are assigned rules to follow: Students in each group should be able to:

(iv) cooperate together with one another

(v) know that success comes but through hard work

(vi) be present in class always

Students are given duties: Each group were given a function as part of the task. Every group are expected to complete theirs at a stipulated time frame.

Teachers' Role: The teacher is expected to assign each group of the students the right references to consult (e.g) resource persons, internet or library. The teacher further instruct each group leader to put in written the report of their investigations.

Highlight Activities: The teacher instruct each group leader to compile, organize and present the report of the group assignment.

Evaluation Exercise: The teacher call for the meeting of the entire class to discuss report of each group in order for the entire class to arrive at a comprehensive idea.

Assignment: Students were asked to find out some cogent reasons why most countries in Africa have problem of inflation. Students were adviced to consult relevant sources for factual information as next class task will be on types and causes of deflation.

Lesson Plan for Experimental Group 2 (Task-Based Method)

In this teaching method, teacher only facilitates the process by choosing manageable task-based topic with high chance of success. It is a teaching and learning method where an individual or group of students carry out an activity on a component of a particular topic in a subject in order to attain a desired goal. Through task-based activities, students can construct, explore, ask and listen. They can collect information, they organize information. Lastly, they draw conclusion. These conclusions may be presented in the form of reports, either written or oral forms. It is important to note the following:

(a) maximum students' interaction

(b) activities are dominated by students (teacher only study as a facilitator)

(c) sufficient time to ask question

Week Nine Lesson 1 for Experimental Group 2 (Task-Based Method)

Name of School:	
Class:	SS II
Subject:	Economics
Topic:	Lorld Keynes view on the demand for money
Period:	2nd
Duration:	45 minutes
Number in Class:	47
Gender:	Mixed
Date:	07 - 2017
Instructional Material:	Comprehensive Economics for Secondary Schools, New Edition
Behavioural Objectives:	At the end of the task activity, students should be able to: (i) write brief on the man Lorld Keynes (ii) articulate Lorld Keynes view in two paragraph
Students are divided into groups:	It is important to divide students into groups. The class was divided into 4 groups. Group 1, 2 and 3 are 11 each, while group 4 is 14 students. This is done in order to have easier handling of the task and thereafter each group appoint a leader.

Students are given rules to follow: Students in each group should:

(iii) appreciate the need for cooperation

(iv) understand that true success come through dedication and hard work

(v) be punctual in class activities

Each group were assigned rules and assignment: Each group were assigned a part of the task and all the parts will add to the whole. The first group were assigned the responsibility to evaluate Lorld Keynes' theory on demand for many. Other groups were given similar tasks.

Teachers' Role: The teacher's role is to help the students to know the sources to consult and were they can obtain his information.

Culminating Activities: The teacher shall ask each group to:

(vi) to compile, construct, observe and ask question on the areas that seem to be difficult.

Assignment: Students were asked to describe the component of a paper money, while he (teacher) instructed the students to consult relevant sources for proper clearance.

Lesson Plan for Experimental Group 2 (Task-Based Method)

In this teaching method, teacher only facilitates the process by choosing manageable task-based topic with high chance of success. It is a teaching and learning method where an individual or group of students carry out an activity on a component of a particular topic in a subject in order to attain a desired goal. Through task-based activities, students can construct, explore, ask and listen. They can collect information, they organize information. Lastly, they draw conclusion. These conclusions may be presented in the form of reports, either written or oral forms. It is important to note the following:

(a) maximum students' interaction

(b) activities are dominated by students (teacher only study as a facilitator)

(c) sufficient time to ask question

Week Nine Lesson 2 for Experimental Group 2 (Task-Based Method)

Name of School:	
Class:	SS II
Subject:	Economics
Topic:	Lorld Keynes view on the demand for money
Period:	2nd
Duration:	45 minutes
Number in Class:	47
Gender:	Mixed
Date:	07 - 2017
Instructional Material:	Comprehensive Economics for Secondary Schools, New Edition
Behavioural Objectives:	At the end of the task activity, students should be able to: (i) write brief on the man Lorld Keynes (ii) articulate Lorld Keynes view in two paragraph
Students are divided into groups:	It is important to divide students into groups. The class was divided into 4 groups. Group 1, 2 and 3 are 11 each, while group 4 is 14 students. This is done in order to have easier handling of the task and thereafter each group appoint a leader.

Students are given rules to follow: Students in each group should:

(iii) appreciate the need for cooperation

(iv) understand that true success come through dedication and hard work

(v) be punctual in class activities

Each group were assigned rules and assignment: Each group were assigned a part of the task and all the parts will add to the whole. The first group were assigned the responsibility to evaluate Lorld Keynes' theory on demand for many. Other groups were given similar tasks.

Teachers' Role: The teacher's role is to help the students to know the sources to consult and were they can obtain his information.

Culminating Activities: The teacher shall ask each group to:

(vi) to compile, construct, observe and ask question on the areas that seem to be difficult.

Assignment: Students were asked to describe the component of a paper money, while he (teacher) instructed the students to consult relevant sources for proper clearance.

Lesson Plan for Experimental Group 2 (Task-Based Method)

With regard to the task-based teaching method, the teacher only guide the process by picking a manageable task topic with reasonable high level of success. This form of teaching method enable students to carry out an aspect of activities as it relates to the whole body in order to achieve an aim. This method help students to engage in the act of investigation, exploration or surveying. It is expected of the students to compile a meaningful report at the end of their group and class investigation. Important points to note in this method are as follows:

(i) mutual cooperation by the students

(ii) it is learners-centered pedagogy

(iii) it takes too much time

Task-Based Method Week Ten Lesson 1 for Experimental Group 2

Name of School:	
Class:	SS II
Subject:	Economics
Topic:	Industrialization
Period:	2nd
Duration:	45 minutes
Number in Class:	52
Gender:	Mixed
Date:	07 - 2017
Instructional Material:	Comprehensive Economics for Secondary Schools, New Edition
Behavioural Objectives:	At the end of the task activity, students should be able to: (i) identify and discuss five factors considered before setting an industry (ii) draw and label a corn harvest (iii) give four reasons why industrialization is good for any country

The teacher clearly assigned task: Industrialization entails the following:

(iv) adequate skilled and unskilled labour

(v) production of goods and services

Students are assigned into groups: The entire class of 52 were divided into five groups. Group 1,2,3,4 are 10 each while group 5 is made of 12 persons. However, each group were told to choose a leader for easy commitment.

Students are given rules to follow: Students that make up each group are expected to:

(i) work in oneness

(ii) be mindful of time

(iii) commitment is the key to success

Every group are assigned roles: Each group were assigned a part of the task to allow for proper evaluation. The task entails consultation, exploration and analysis of data which is followed by presentation of groups report.

Teachers' Responsibility: The teacher is in the position to instruct the group leaders on the right references including the summary report of the group activity.

Culminating Activities: The teacher instructs every group leader to harmonize and present a comprehensive report of his group activity.

Evaluative Activities: The teacher at this stage instructs every group leader to submit his group report and in turn the whole class will deliberate on them and thereafter a final report comprising the entire class activities is compiled.

Assignment: Students were asked to visit any nearby industry to find out the process of producing some household products as that will lead to the next task topic of industry.

Lesson Plan for Experimental Group 2 (Task-Based Method)

With regard to the task-based teaching method, the teacher only guide the process by picking a manageable task topic with reasonable high level of success. This form of teaching method enable students to carry out an aspect of activities as it relates to the whole body in order to achieve an aim. This method help students to engage in the act of investigation, exploration or surveying. It is expected of the students to compile a meaningful report at the end of their group and class investigation. Important points to note in this method are as follows:

(i) mutual cooperation by the students

(ii) it is learners-centered pedagogy

(iii) it takes too much time

Task-Based Method Week 10 Lesson 2 for Experimental Group 2

Name of School:	
Class:	SS II
Subject:	Economics
Topic:	Type of Industry
Period:	4th
Duration:	45 minutes
Number in Class:	47
Gender:	Mixed
Date:	07 - 2017
Instructional Material:	Comprehensive Economics for Secondary Schools, New Edition
Behavioural Objectives:	At the end of the task activity, students should be able to: (i) identify and discuss five factors considered before setting an industry (ii) draw and label a corn harvest (iii) give four reasons why industrialization is good for any country

The teacher clearly assigned task: Industrialization entails the following:

(iv) adequate skilled and unskilled labour

(v) production of goods and services

Students are assigned into groups: The entire class of 52 were divided into five groups. Group 1,2,3,4 are 10 each while group 5 is made of 12 persons. However, each group were told to choose a leader for easy commitment.

Students are given rules to follow: Students that make up each group are expected to:

(iv) work in oneness

(v) be mindful of time

(vi) commitment is the key to success

Every group are assigned roles: Each group were assigned a part of the task to allow for proper evaluation. The task entails consultation, exploration and analysis of data which is followed by presentation of groups report.

Teachers' Responsibility: The teacher is in the position to instruct the group leaders on the right references including the summary report of the group activity.

Culminating Activities: The teacher instructs every group leader to harmonize and present a comprehensive report of his group activity.

Evaluative Activities: The teacher at this stage instructs every group leader to submit his group report and in turn the whole class will deliberate on them and thereafter a final report comprising the entire class activities is compiled.

Assignment: Students were asked to visit any nearby industry to find out the process of producing some household products as that will lead to the next task topic of industry.

APPENDIX XI

Lecture Lesson Plan 1 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Role of Labour in Production
Period:	2nd
Duration:	45 minutes
Number in Class:	50
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing Board/Picture of skilled and unskilled labourers.
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

- Explain the relationship between labour and production.
- Describe the difference between skilled and unskilled labour
- Explain the concept of active working population.

Previous Knowledge:	Students are aware that production is the creation of goods and services for consumption of mankind.

Presentation:

Steps	Researcher	Students
1	The researcher starts the lesson by writing down on the chalk board the lesson objectives.	The students are expected to copy them down on their note books.
2	Researcher went ahead to define "labour" before explaining the role of labour in production. According to him, labour is both physical and mental efforts of man directed to produce goods and services.	Students are expected to listen carefully and also take down notes.

3	The researcher lists and explain four roles of labour in relation to production. They are: provision of skill, an active part, active working population and influence in production: - Provision of Skill: The various skills such as personnel needed for production is supplied by labour, e.g skilled and unskilled labour. - An active part: without labour, all other factors of production will remain idle. - Active working population: Labour force constitutes about ninety percent of the population because the remaining ten percent are aging parents and children who depend basically on labour.	Students attention are highly expected at this point with emphasis on note taking.

Summary

The researcher summarized the lesson by making emphases on the need for every nation to have more active working population than other wise.

Lecture Lesson Plan 1 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Role of Labour in Production
Period:	4th
Duration:	45 minutes
Number in Class:	47
Gender:	Mixed
Date:	07/2017
Instructional Material:	A chart showing the pictures of local farmer, doctor, a teacher and a cultivated farmer land
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

Describe the relationship between labour and production.

- Describe the difference between skilled and unskilled labour
- Explain the concept of active working population.

Previous Knowledge:	Students are aware that production is the creation of goods and services for consumption of mankind.

Presentation:

Steps	Researcher	Students
1	The researcher starts the lesson by writing down on the chalk board the lesson objectives.	The students are expected to copy them down on their note books.
2	Researcher went ahead to define "labour" before explaining the role of labour in production. According to him, labour is both physical and mental efforts of man directed to produce goods and services.	Students are expected to listen carefully and also take down notes.

3	The researcher lists and explain four roles of labour in relation to production. They are: provision of skill, an active part, active working population and influence in production: - Provision of Skill: The various skills such as personnel needed for production is supplied by labour, e.g skilled and unskilled labour. - An active part: without labour, all other factors of production will remain idle. - Active working population: Labour force constitutes about ninety percent of the population because the remaining ten percent are aging parents and children who depend basically on labour.	Students attention are highly expected at this point with emphasis on note taking.

Summary

The researcher summarized the lesson by making emphases on the need for every nation to have more active working population than other wise.

Lecture Lesson Plan 2 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	The Entrepreneur – Definition, functions/Reasons for being separated from Labour
Period:	2nd
Duration:	45 minutes
Number in Class:	52
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing skilled and unskilled entrepreneur.
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

- Discuss the concept "entrepreneur" and his/her part in production process.
- Explain at least three (3) out of eight (8) functions of the entrepreneur in production.

Previous Knowledge: Students are familiar of small scale business which is done by almost by every household.

Presentation:

Steps	Researcher	Students
1	The researcher presents the lesson by outlining the lesson objectives on the chalk board.	Students are ask to copy same in their note books.
2	The researcher comprehensively defines the concept "entrepreneur" as thus: An entrepreneur is a human factor that co-ordinates and organizes other factors of production for more increased production. He or she is referred to as enterprise or organizer. This is because, the co-ordination, control and organization of all production processes hinges and his/her effort for maximum production at minimum costs with the aim of making profit. An entrepreneur is a risk bearer and so his/her reward is either profit or loss.	Students are hoped to listen, ask questions and also copy notes.

3	The researcher out lines and explain three functions of an entrepreneur in production: - Provision of capital: The entrepreneur makes available the starting capital for the business and taking care of the production activities. Note: It is from the initial capital provided by the entrepreneur that all other factors of production are hired including labour. - Risks Bearing: The entrepreneur is the owner of the business money (capital). He bears all types of risks that occur in business all alone. This is why his/her reward is either profit or loss. - Taking of Decision: The entrepreneur takes all decisions such as; what types of business to embark upon; what to produce; quality to be produced; quantity to be supplied to the market by who and how. - Co-ordination of other factors of production: As a factor of production, he co-ordinates and combine other factors of production for meaningful output.	Students are expected to be attention and copy note as well.

Summary

The researcher ended the lesson by letting the students know that they can become entrepreneurs eve from their little savings.

Lecture Lesson Plan 2 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	The Entrepreneur – Definition, functions/Reasons for being separated from Labour
Period:	4th
Duration:	45 minutes
Number in Class:	43
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing skilled and unskilled entrepreneur.
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

- Discuss the concept "entrepreneur" and his/her part in production process.
- Explain at least three (3) out of eight (8) functions of the entrepreneur in production.

Previous Knowledge:	Students are familiar of small scale business which is done by almost by every household.

Presentation:

Steps	Researcher	Students
1	The researcher presents the lesson by outlining the lesson objectives on the chalk board.	Students are asked to copy same in their note books.
2	The researcher comprehensively defines the concept "entrepreneur" as thus: An entrepreneur is a human factor that co-ordinates and organizes other factors of production for more increased production. He or she is referred to as enterprise or organizer. This is because, the co-ordination, control and organization of all production processes hinges and his/her effort for maximum production at minimum costs with the aim of making profit. An entrepreneur is a risk bearer and so his/her reward is either profit or loss.	Students are hoped to listen, ask questions and also copy notes.

3	The researcher out lines and explain three functions of an entrepreneur in production: Provision of capital: The entrepreneur makes available the starting capital for the business and taking care of the production activities. Note: It is from the initial capital provided by the entrepreneur that all other factors of production are hired including labour. - Risks Bearing: The entrepreneur is the owner of the business money (capital). He bears all types of risks that occur in business all alone. This is why his/her reward is either profit or loss. - Taking of Decision: The entrepreneur takes all decisions such as; what types of business to embark upon; what to produce; quality to be produced; quantity to be supplied to the market by who and how. - Co-ordination of other factors of production: As a factor of production, he co-ordinates and combine other factors of production for meaningful output.	Students are expected to be attention and copy note as well.

Summary

The researcher ended the lesson by letting the students know that they can become entrepreneurs eve from their little savings.

Lecture Lesson Plan 3 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Historical Development of Money
Period:	2nd
Duration:	45 minutes
Number in Class:	40
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing some medium of exchange before the advent of paper money.
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Discuss the concept of money.

b. Explain the relationship between money and bank.

c. Describe the role of a goldsmith in the development of money.

Previous Knowledge: Students have previous knowledge of trade by barter.

Presentation:

Steps	Researcher	Students
1	The researcher introduces the lesson by writing down on the chalk board the lesson objectives as stated.	The students are expected to write the objectives down on their note books.
2	Researcher extensively explain to the students the concept and evaluation of money. Money is anything that are generally acceptable as a medium of exchange for making payments, settlement of debts or other business obligations. Before the introduction of money, the type of exchange that took place was called trade-by-barter. However, the paper money presently in use originated from the receipts, the goldsmith issued to people who kept gold and other valuables with them. That is, in the olden days when there were no banks, people kept their gold and other valuables with the	Students are expected to listen carefully and also take down notes.

	goldsmith which he kept in his strong-room for safe keeping.	
3	The researcher buttress the lesson by explaining some difficulties of trade by barter: a. **Double Coincidence of Wants**: This means that before exchange can take place, one has to look for somebody who wants his commodity and at that same time must have what he wants at that material time. b. **It Wastes Time and Energy**: Most times, a person may use the whole day looking for someone who has what he wants and at the same time needs what he has. c. **It does not Encourage Installment Payments**: This is as a result of the difficulty in assessing the value and non-durability of the commodities used for exchange etc.	Students are adviced to listen and also write down important points.

Summary

The researcher recapped the key variables in the lesson by saying that money and bank have common ancestor called the goldsmith.

Lecture Lesson Plan 3 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Historical Development of Money
Period:	4th
Duration:	45 minutes
Number in Class:	50
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing some medium of exchange before the advent of paper money
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Discuss the concept of money.

b. Explain the relationship between about money and bank.

c. Describe the role of goldsmith in the development of money.

Previous Knowledge: Students have previous knowledge of trade by barter.

Presentation:

Steps	Researcher	Students
1	The researcher introduces the lesson by writing down on the chalk board the lesson objectives as stated.	The students are expected to write the objectives down on their note books.
2	Researcher extensively explain to the students the concept and evaluation of money. Money is anything that are generally acceptable as a medium of exchange for making payments, settlement of debts or other business obligations. Before the introduction of money, the type of exchange that took place was called trade-by-barter. However, the paper money presently in use originated from the receipts, the goldsmith issued to people who kept gold and other valuables with them. That is, in the olden days when there were no banks, people kept their gold and other valuables with the	Students are expected to listen carefully and also take down notes.

	goldsmith which he kept in his strong-room for safe keeping.	
3	The researcher buttress the lesson by explaining some difficulties of trade by barter: a. **Double Coincidence of Wants**: This means that before exchange can take place, one has to look for somebody who wants his commodity and at that same time must have what he wants at that material time. b. **It Wastes Time and Energy**: Most times, a person may use the whole day looking for someone who has what he wants and at the same time needs what he has. c. **It does not Encourage Installment Payments**: This is as a result of the difficulty in assessing the value and non-durability of the commodities used for exchange etc.	Students are adviced to listen and also write down important points.

Summary

The researcher recapped the key variables in the lesson by saying that money and bank have common ancestor called the goldsmith.

Lecture Lesson Plan 4 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Types of Money
Period:	2nd
Duration:	45 minutes
Number in Class:	47
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing various Denomination of Money
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Identify and explain four (4)different types of money in circulation.
b. List at least five (5) advantages of paper money.
c. Discuss at least three (3) advantages of coins as a type of money.

Previous Knowledge: Students already adequate have full knowledge of evolution of money

Presentation:

Steps	Researcher	Students
1	The researcher begins the lesson by itemizing the objectives on the chalk board.	The students were asked to copy same on their note books.
2	The researcher write down on the chalk board the types of money presently in circulation and thereafter, explain them one after another, that is, coins, paper money, Bank money, Foreign money, Token money, Commodity money, Legal Tender, Fiduciary Note Issue, Gold-Backed Money , etc. **Coins**: A coin is a metal money with definite amount and weight issued and stamped by the **Central Bank** of a country. In Nigeria, the coins in use are kobo, which are in different denominations. Paper Money: is a form of paper note which originated from the receipts the goldsmiths issued to people who kept gold and other valuables with them.	Students are expected by the researcher to listen and also take down notes.

	Bank Money: is the one keeps in one's bank account for safe-keeping, it is also called bank deposit which can be given back to the owner on demand.	
3	The researcher went further to mention five (5) advantages of paper money while he explain three (3): (a) Easy to carry about (b) Durable (c) Acceptability (d) Not hard to identify fake (e) Not heavy at all. - Easy to carry about: Because of its nature, one can travel with millions of it without carry bag. - paper money can referred to as legal tender because it is backed up by law of any nation e.g Nigerian Naira. - Easy to identify fake: since it produced by one source, the Central Bank, its fake is easily identified by citizens.	Students are excepted to comprehend the researcher's explanation.

Summary

The researcher reviewed the traditional lesson delivered by encouraging students to work hard and also be prudent in spending.

Lecture Lesson Plan 4 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Types of Money
Period:	4th
Duration:	45 minutes
Number in Class:	47
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing various Denomination of Money
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. List and explain two (2) types of money in circulation.

b. Discuss at least five (5) advantages of paper money.

c. Explain at least three (3) disadvantages of coins as a type of money.

Previous Knowledge: Students have full knowledge of evolution of money

Presentation:

Steps	Researcher	Students
1	The researcher begins the lesson by itemizing the objectives on the chalk board.	The students were asked to copy same on their note books.
2	The researcher writes down on the chalk board the types of money presently in circulation and thereafter, explain them one after another, that is, coins, paper money, Bank money, Foreign money, Token money, Commodity money, Legal Tender, Fiduciary Note Issue, Gold-Backed Money , etc. **Coins**: A coin is a metal money with definite amount and weight issued and stamped by the **Central Bank** of a country. In Nigeria, the coins in use are kobo, which are in different denominations.	Students are expected by the researcher to listen and also take down notes.

	Paper Money: is a form of paper note which originated from the receipts the goldsmiths issued to people who kept gold and other valuables with them. **Bank Money**: is the one keeps in one's bank account for safe-keeping, it is also called bank deposit which can be given back to the owner on demand.	
3	The researcher went further to mention five (5) advantages of paper money while he explain three (3): (a) Easy to carry about (b) Durable (c) Acceptability (d) Not hard to identify fake (e) Not heavy at all. - Easy to carry about: Because of its nature, one can travel with millions of it without carry bag. - paper money can referred to as legal tender because it is backed up by law of any nation e.g Nigerian Naira. - Easy to identify fake: since it produced by one source, the Central Bank, its fake is easily identified by citizens.	Students are excepted to comprehend the researcher's explanation.

Summary

The researcher reviewed the traditional lesson delivered by encouraging students to work hard and also be prudent in spending.

Lecture Lesson Plan 5 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Reasons for Demand for Money
Period:	2nd
Duration:	45 minutes
Number in Class:	51
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing a man's scale of preference per month
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Discuss at least three (3) reasons for the demand for money
b. Define the concepts "demand for money".

Previous Knowledge: Students have been taught types of money and its functions.

Presentation:

Steps	Researcher	Students
1	The researcher introduces the lesson by write down the above objectives on the chalk board.	Students responded by copying the objectives on their note books.
2	The researcher out lines and explain the three main reasons for the demand for money. a. Transactionary Motive: Mankind desire to keep or hold money for the day-to-day transactions such as buying of foodstuffs and other daily needs. b. Precautionary motive: Money is also hold by mankind in order to meet future needs contingencies, or unexpected expenditures. These includes: sickness, household maintained, care of unexpected visitors, etc. c. Speculative motive: Most individuals keep money with the hope of using such money to make more money. For instance, borrowing out money for interests, buying and selling goods, etc.	Students are expected to be attentive and also copy notes.

3	The researcher went ahead to define the concept "demand for money". Demand for money means the desire to hold money in liquid or cash form as against spending the money. Note: demand for money is different from demand for goods and services. Demand for money is a derived one. For instance, No reasonable one would like to spend all his income at once. Therefore, the remaining part of once income that was not spent at the sport, is called demand for money. The reason is to take precaution. Demand for money is also known as liquidity preference.	Students are asked to be calm and also copy notes.

Summary

The researcher simply went through the lesson content and then ask few students to read through their notes what they have copied.

Lecture Lesson Plan 5 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Reasons for Demand for Money
Period:	4th
Duration:	45 minutes
Number in Class:	52
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing a man's scale of preference per month
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Discuss least three (3) reasons for the demand for money

b. Define the concepts "demand for money".

Previous Knowledge: Students have been taught types of money and its functions.

Presentation:

Steps	Researcher	Students
1	The researcher introduces the lesson by write down the above objectives on the chalk board.	Students responded by copying the objectives on their note books.
2	The researcher out line and explain the three main reasons for the demand for money. a. Transactionary Motive: Mankind desire to keep or hold money for the day-to-day transactions such as buying of foodstuffs and other daily needs. b. Precautionary motive: Money is also hold by mankind in order to meet future needs contingencies, or unexpected expenditures. These includes: sickness, household maintained, care of unexpected visitors, etc. c. Speculative motive: Most individuals keep money with the hope of using such money to make more money. For instance, borrowing out money for interests, buying and selling goods, etc.	Students are expected to be attentive and also copy notes.

3	The researcher went ahead to define the concept "demand for money". Demand for money means the desire to hold money in liquid or cash form as against spending the money. Note: demand for money is different from demand for goods and services. Demand for money is a derived one. For instance, No reasonable one would like to spend all his income at once. Therefore, the remaining part of once income that was not spent at the sport, is called demand for money. The reason is to take precaution. Demand for money is also known as liquidity preference.	Students are asked to be calm and also copy notes.

Summary

The researcher simply went through the lesson content while he asked few students to read through their notes what they have copied.

Lecture Lesson Plan 6 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Public Finance
Period:	2nd
Duration:	45 minutes
Number in Class:	43
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing government expected expenditure in education sector
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

a. Explain the meaning of public finance and fiscal policy
b. List two (2) sources of government revenue.
c. Discuss the concept of taxation, types and incidence of taxation.

Previous Knowledge: Students are familiar with government involvement in generating revenue in order to finance some capital projects.

Presentation:

Steps	Researcher	Students
1	The researcher outlines the objectives on the chalk board as stated above.	Students are asked to write them down on their note books.
2	The researcher defined public finance, fiscal policy, list and explain at least three objectives and three functions of public finance. - Public finance: is a branch of economics which deals with the financial activities of government concerning revenue, expenditure and debts operations and their effects on the economy. Also, it tries to analyse the effects of these financial activities of government on individual and corporate bodies.	Students are expected to listen and take down notes.

	- Fiscal policy: This is the use of income and expenditure to control or regulate the economy. It is referred to as government plan of action concerning the raising of revenue through taxation and other means and deciding the pattern of expenditure to be applied. Most of the fiscal policies are embodied in the budget and they intend to direct the economic activities of the country.	
3	The researcher lists and explain three objectives/functions of public finance: - Price Stabilization: Public finance maintains stable prices of goods and services thereby, preventing constant decrease, inflation or deflation that tend to destabilize the economy of a country. - Satisfaction of Needs: The satisfaction of collective needs is another main objective of public finance. - Efficient Allocation of Resources: Public finance allocates resources among both public and private sector.	Students are ask to be attentive by taking down notes.
4	Researcher went ahead to list about five sources of government revenue: Taxes; Loans; Grants and Aids; Money from government investments and toll.	
5	The researcher explains the concept of "Taxation". Is a compulsory contribution imposed by a government authority on goods, individuals, corporate bodies and so on. There are two types of tax are direct and indirect taxation. - Incidence of Taxation: This means sharing of the final brunt or who bears the burden of taxation. It may be formal or effective.	Students are expected to listen and take notes.

Summary

The researcher ended the lesson by given the students take home work.

Lecture Lesson Plan 6 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Public Finance
Period:	4th
Duration:	45 minutes
Number in Class:	50
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing government expected expenditure in the education sector
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.

Behavioural Objectives: At the end of the lesson, students should be able to:

a. Discuss the meaning of public finance and fiscal policy
b. Explain three (3) sources of government revenue.
c. Discuss the concept of taxation and incidence of taxation.

Previous Knowledge: Students are familiar with government involvement in generating revenue in order to finance some capital projects.

Presentation:

Steps	Researcher	Students
1	The researcher outlines the objectives on the chalk board as stated above.	Students are asked to write them down on their note books.
2	The researcher defined public finance, fiscal policy, list and explain at least three objectives and three functions of public finance. - Public finance: is a branch of economics which deals with the financial activities of government concerning revenue, expenditure and debts operations and their effects on the economy. Also, it tries to analyse the effects of these financial activities of government on individual and corporate bodies.	Students are expected to listen and take down notes.

	- Fiscal policy: This is the use of income and expenditure to control or regulate the economy. It is referred to as government plan of action concerning the raising of revenue through taxation and other means and deciding the pattern of expenditure to be applied. Most of the fiscal policies are embodied in the budget and they intend to direct the economic activities of the country.	
3	The researcher lists and explain three objectives/functions of public finance: - Price Stabilization: Public finance maintains stable prices of goods and services thereby, preventing constant decrease, inflation or deflation that tend to destabilize the economy of a country. - Satisfaction of Needs: The satisfaction of collective needs is another main objective of public finance. - Efficient Allocation of Resources: Public finance allocates resources among both public and private sector.	Students are meant to be attentive and also copy notes.
4	Researcher went ahead to list about five sources of government revenue: Taxes; Loans; Grants and Aids; Money from government investments and toll.	Students are expected to listen and copy notes.
5	The researcher explains the concept of "Taxation". Is a compulsory contribution imposed by a government authority on goods, individuals, corporate bodies and so on. There are two types of tax are direct and indirect taxation. - Incidence of Taxation: This means sharing of the final brunt or who bears the burden of taxation. It may be formal or effective.	Students are meant to be attentive during instruction.

Summary

The researcher ended the lesson by given the students take home work.

Lecture Lesson Plan 7 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Budget – Definition and types of Budget
Period:	2nd
Duration:	45 minutes
Number in Class:	51
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing check list of various sector of the economy and its estimated revenue and proposed expenditure.
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

- Discuss the concept of budgeting
- Outline the importance of budgeting by any government.
- Describe the difference between two (2) types of budget.

Previous Knowledge: Students are aware of how most parents share their income in order to meet family needs.

Presentation:

Steps	Researcher	Students
1	The researcher begins the lesson by writing out the objectives on the chalk board for the students to copy on their note books.	Students are ask to copy the objectives on their note books.
2	The researcher defines the concepts "budget" as: Budget is a financial statement of the total estimated revenue and the proposed expenditure of a government in a given period usually a year.	Students are expected to listen and take down notes.
3	The researcher list explain five importance of budgeting: - It is used by the citizens and the international community to appraise the performance of the government. - It is used as a tool to curb inflation and deflation.	Students are ask to pay attention effectively and also copy note.

	- The government uses it as medium to communicate governments economic objectives and policies to the citizenry. - Budget is used to foster economic growth and development.	
4	The researcher discusses the three types of budget: - Balanced Budget: Is a situation when total estimated revenue is equal to the proposed expenditure. - Surplus Budget: This is when the total estimated revenue is more than the proposed expenditure. - Deficit Budget: This is when the government's total proposed expenditure for a period is more than the total estimated revenue.	Students are meant to listen attentively and also copy note.

Summary

The researcher summarized the lesson by re-emphasizing the importance by budgeting to economic planning.

Lecture Lesson Plan 7 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Budget – Definition and types of Budget
Period:	4th
Duration:	45 minutes
Number in Class:	52
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing check list of various sector of the economy and its estimated revenue and proposed expenditure.
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to: - Explain concept of budgeting - Outline the importance of budgeting by any government. - Describe the difference between two (2) types of budget.
Previous Knowledge:	Students are aware of how most parents share their income in order to meet family needs.

Presentation:

Steps	Researcher	Students
1	The researcher begins the lesson by writing out the objectives on the chalk board for the students to copy on their note books.	Students are ask to copy the objectives on their note books.
2	The researcher defines the concepts "budget" as: Budget is a financial statement of the total estimated revenue and the proposed expenditure of a government in a given period usually a year.	Students are expected to listen and take down notes.

3	The researcher lists and explain five importance of budgeting: - It is used by the citizens and the international community to appraise the performance of the government. - It is used as a tool to curb inflation and deflation. - The government uses it as medium to communicate governments economic objectives and policies to the citizenry. - Budget is used to foster economic growth and development.	Students are ask to pay attention effectively and also copy note.
4	The researcher discusses the three types of budget: - Balanced Budget: Is a situation when total estimated revenue is equal to the proposed expenditure. - Surplus Budget: This is when the total estimated revenue is more than the proposed expenditure. - Deficit Budget: This is when the government's total proposed expenditure for a period is more than the total estimated revenue.	Students are meant to listen attentively and also copy note.

Summary

The researcher summarized the lesson by re-emphasizing the importance of budget to economic planning.

Lecture Lesson Plan 8 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Inflation – Meaning, types, causes and control
Period:	2nd
Duration:	45 minutes
Number in Class:	47
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chalk Board/Card board sheet showing diagrammatical graph of the rate of inflation in Nigeria between 2014 to 2016.
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to:

- Explain the meaning of inflation.
- List and explain the three (3) major indexes of inflation.
- Differentiate between ordinary and persistent inflation.

Previous Knowledge: Students are already conversant with the economic situation in the country which have resulted to increase in prices of all consumer goods.

Presentation:

Steps	Researcher	Students
1	The researcher begins the lesson by writing on the chalk board the objectives of the lesson.	Students are ask to copy notes.
2	The researcher defined the term "Inflation" to the understanding of the students: - Inflation: is a continues rise in the price of goods and services as a result of large volume of money in circulation used in the exchange of the few available goods and services. It is also defined as a situation where there is persistent increase in the prices of commodities, and this is not matched with increase in production.	Students are adviced to listen and take down notes.
3	The researcher lists and explain three (3) index for measuring inflation: - Wholesale Price Index: This index measures the	Students are expected to ask question and also copy note.

prices of inputs used in the production of goods like machinery and other equipment, raw materials and so on.

- Consumer Price Index: This is the main determinant of the level of inflation in a country because it measures the changes in price level of consumer goods. It is calculated as:

$$CPI = \frac{\text{Current Year Price Index}}{\text{Base year Price Index}} \times \frac{100}{1}$$

- GDP Index: This measures changes in the total value of goods and services produced in a country over a particular period.

4 The researcher explains the distinction between ordinary and persistent inflation:

- Ordinary Inflations: Is a gradual and intermitent rise in the price of goods and services caused by under-production, boarding and increase in the volume of money in circulation in a country.
- Persistent Inflations: This is a continuous sharp and snot easy to control rise in the prices of goods and services which occurs mainly as a result of large volume of money in circulation for more than the available goods and services.

5 The researcher listed on the chalk board various causes of inflation as it relates to Nigeria. They are as follows: when demand is greater that supply; decrease in production; war; increase in the cost of production; monopoly; hoarding; and so on.

Summary

The researcher ended the lesson by re-copying the major points.

Lecture Lesson Plan 8 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Inflation – Meaning, types, causes and control
Period:	4th
Duration:	45 minutes
Number in Class:	47
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing various inflationary trends in the country.
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.

Behavioural Objectives: At the end of the lesson, students should be able to:

- Explain in clear terms the meaning of inflation.
- List and explain the three (3) major indexes of inflation.
- Differentiate between ordinary and persistent inflation.
- Discuss two (2) causes of inflation in a country like Nigeria.

Previous Knowledge: Students are already conversant with the economic situation in the country which have resulted to increase in prices of all consumer goods.

Presentation:

Steps	Researcher	Students
1	The researcher begins the lesson by writing on the chalk board the objectives of the lesson.	Students are ask to listen and the down notes.
2	The researcher defined the term "Inflation" to the understanding of the students: - Inflation: is a continues rise in the price of goods and services as a result of large volume of money in circulation used in the exchange of the few available goods and services. It is also defined as a situation where there is persistent increase in the prices of commodities, and this is not matched with increase in production.	Students are adviced to listen and take down notes.

3	The researcher lists and explain three (3) index for measuring inflation: - Wholesale Price Index: This index measures the prices of inputs used in the production of goods like machinery and other equipment, raw materials and so on. - Consumer Price Index: This is the main determinant of the level of inflation in a country because it measures the changes in price level of consumer goods. It is calculated as: $CPI = \frac{\text{Current Year Price Index}}{\text{Base year Price Index}} \times \frac{100}{1}$ - GDP Index: This measures changes in the total value of goods and services produced in a country over a particular period.	Students are expected to ask question and also copy note.
4	The researcher explain the distinction between ordinary and persistent inflation: - Ordinary Inflations: Is a gradual and intermitent rise in the price of goods and services caused by under-production, boarding and increase in the volume of money in circulation in a country. - Persistent Inflations: This is a continuous sharp and snot easy to control rise in the prices of goods and services which occurs mainly as a result of large volume of money in circulation for more than the available goods and services.	Students are adviced to listen and copy note.
5	The researcher lists on the chalk board various causes of inflation as it relates to Nigeria. They are as follows: when demand is greater that supply; decrease in production; war; increase in the cost of production; monopoly; hoarding; and so on.	Students are expected to listen and copy note

Summary

The researcher ended the lesson by re-emphasizing on the major points.

Lecture Lesson Plan 9 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Deflation – Meaning, types, causes and control
Period:	2nd
Duration:	45 minutes
Number in Class:	57
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing check list of current prices of consumer goods in the country.
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to: - Define Deflation, Causes and Control - Discuss two (2) effects of deflation over an economy.
Previous Knowledge:	Students have been taught inflation and its effects on consumer goods and services.

Presentation:

Steps	Researcher	Students
1	The researcher starts the lesson by writing on the chalk board the outlined objectives.	Students are ask to copy them.
2	The researcher comprehensively defined deflation as thus: - Deflation: Is a continues fall in the price level of goods and services in a country as a result of decrease in the volume of money in circulation used in the exchange of large available goods and services. It is the opposite of inflation.	Students are ask to listen attentively.

3	The researcher went further to list and explain three (3) causes of deflation:: - Surplus Budget: It reduces the rate at which money is pumped into circulation in a country. - Increase in Production: This will cause deflation if it is without equal increase in the volume of money in circulation. - Compulsory Bank Savings: This happened in Nigeria in April/May 1984, during the change of the colour of the Naira.	Students are expected to listen and take down notes.
4	The researcher lists down on the chalk board some points on the effects of deflation in an economy. They are as follows: fall in prices of goods and services; reduction in profit; discouragement of savings; decrease in investment; it causes unemployment; and so on.	Students are advice to pay more attention and copy notes.

Summary

The researcher ended the lesson by making emphasis on major points.

Lecture Lesson Plan 9 for Week 2

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Deflation – Meaning, types, causes and control
Period:	4th
Duration:	45 minutes
Number in Class:	51
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing check list of current prices of consumer goods.
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to: - Define Deflation, Causes and Control - Explain three (3) major effects of deflation over an economy.
Previous Knowledge:	Students have been taught inflation and its effects on consumer goods and services.

Presentation:

Steps	Researcher	Students
1	The researcher starts the lesson by writing on the chalk board the outlined objectives.	Students are ask to copy them.
2	The researcher comprehensively defined deflation as thus: - Deflation: Is a continues fall in the price level of goods and services in a country as a result of decrease in the volume of money in circulation used in the exchange of large available goods and services. It is the opposite of inflation.	Students are ask to listen attentively.
3	The researcher went further to list and explain three (3) causes of deflation:: - Surplus Budget: It reduces the rate at which money is pumped into circulation in a country. - Increase in Production: This will cause deflation if it is without equal increase in the volume of money in circulation.	Students are expected to listen and take down notes.

	- Compulsory Bank Savings: This happened in Nigeria in April/May 1984, during the change of the colour of the Naira.	
4	The researcher lists down on the chalk board some points on the effects of deflation in an economy. They are as follows: fall in prices of goods and services; reduction in profit; discouragement of savings; decrease in investment; it causes unemployment; and so on.	Students are advice to pay more attention and copy notes.

Summary

The researcher ended the lesson by making emphasis on major points.

Lecture Lesson Plan 10 for Week 1

Name of School:	-
Class:	SSII
Subject:	Economics
Topic:	Industrialization – Meaning of industry, firm, location of industry, factors and types of industry.
Period:	2nd
Duration:	45 minutes
Number in Class:	52
Gender:	Mixed
Date:	07/2017
Instructional Material:	Chart showing samples of local raw materials.
Reference Textbook:	Comprehensive Economics for Senior Secondary, New Edition.
Behavioural Objectives:	At the end of the lesson, students should be able to: - Define industrialization and firm. - Mention and discuss at least five (5) types of industry. - Explain two main problems to industrialization.
Previous Knowledge:	Students have some ideas of some industries and their products.

Presentation:

Steps	Researcher	Students
1	The researcher stated on the chalk board the outlined objectives for the students.	Students are ask to copy them into their notes.
2	The researcher defined industry as group of firms that produce similar products. - Industrialization: Is a policy of establishing many industries in different parts of a country. Industrialization has been accepted as a sure way to economic development of any country. - Firm: Is an organized outlet that produces goods and services for economic benefit.	Students are adviced to pay attention for proper understanding.
3	The researcher exclusively explain the concept location of industries: - Location of Industries: This is an idea and practice of establishing in industry either by government or an entrepreneur in a given area of economic, geographical, social or political reasons.	Students are expected to take down notes.
4	The researcher outlines at least three (3) factors that determine location of an industry: Capital, Climate and Availability of raw materials, etc.	Students are advice to ask questions.

Summary

The researcher summarized the lesson by given the students take home assignment.

Lecture Lesson Plan 10 for Week 2

Name of School: -

Class: SSII

Subject: Economics

Topic: Industrialization – Meaning of industry, firm, location of industry, factors and types of industry.

Period: 4th

Duration: 45 minutes

Number in Class: 43

Gender: Mixed

Date: 07/2017

Instructional Material: Chart showing samples of local raw materials.

Reference Textbook: Comprehensive Economics for Senior Secondary, New Edition.

Behavioural Objectives: At the end of the lesson, students should be able to:

- Define industrialization and firm.
- Mention at least five (5) types of industry.
- Explain few problems to industrialization.

Previous Knowledge: Students have some ideas of some industries and their products.

Presentation:

Steps	Researcher	Students
1	The researcher stated on the chalk board the outlined objectives for the students.	Students are ask to copy them into their notes.
2	The researcher defined industry as group of firms that produce similar products. - Industrialization: Is a policy of establishing many industries in different parts of a country. Industrialization has been accepted as a sure way to economic development of any country. - Firm: Is an organized outlet that produces goods and services for economic benefit.	Students are adviced to pay attention for proper understanding.
3	The researcher exclusively explain the concept location of industries: - Location of Industries: This is an idea and practice of establishing in industry either by government or an entrepreneur in a given area of economic, geographical, social or political reasons.	Students are expected to take down notes.
4	The researcher outlines at least three (3) factors that determine location of an industry: Capital, Climate and Availability of raw materials, etc.	Students are advice to ask questions.

Summary

The researcher summarized the lesson by given the students take home assignment.

APPENDIX XII

Experimental Group 'I' Urban Inquiry
Emmanuel College Owerri N=47

S/No	Gender	Pre-test	Post-test
1	F	20	43
2	M	24	35
3	M	27	48
4	M	21	47
5	F	29	38
6	F	19	40
7	M	22	43
8	F	26	46
9	F	24	44
10	M	18	39
11	M	25	42
12	M	28	41
13	M	20	40
14	M	19	47
15	M	23	49
16	F	30	37
17	M	29	44
18	M	18	46
19	F	24	41
20	F	21	45
21	F	20	40
22	M	19	43
23	F	20	49
24	M	23	47
25	F	18	42
26	M	29	47
27	M	22	49
28	F	19	41
29	F	25	44
30	M	29	39
31	M	18	43
32	M	27	40
33	M	24	46
34	F	20	45
35	F	25	41
36	F	21	38
37	M	23	47
38	F	22	42
39	F	26	46
40	F	28	39
41	M	19	43
42	M	2	38
43	M	21	40
44	M	18	49
45	M	20	41
46	F	29	47
47	F	25	43

Experimental Group 'I' Inquiry Rural
Okpofe Secondary School Ezinihitte Mbaise N=51

S/No	Gender	Pre-test	Post-test
1	M	21	40
2	F	23	48
3	M	25	50
4	M	27	45
5	F	30	42
6	M	22	51
7	F	28	46
8	M	23	40
9	F	26	49
10	M	20	44
11	M	24	48
12	M	29	43
13	F	27	41
14	M	25	50
15	M	22	48
16	M	28	47
17	M	24	49
18	F	26	46
19	M	18	39
20		20	40
21	M	22	45
22	M	29	43
23	F	25	47
24	M	23	42
25	M	30	51
26	M	26	40
27	M	22	41
28	F	19	38
29	M	21	45
30	M	28	43
31	F	24	46
32	M	22	49
33	M	18	36
34	F	30	44
35	M	28	40
36	F	26	46
37	M	21	45
38	M	24	49
39	M	25	51
40	M	27	43
41	M	19	40
42	F	22	44
43	M	26	39
44	F	20	47
45	M	29	50
46	M	30	45
47	M	23	41
48	M	27	49
49	M	30	43
50	F	22	40
51	M	20	45

Experimental Group '2' Task-Based Urban Owerri City School N=57

S/No	Gender	Pre-test	Post-test
1	M	21	48
2	F	24	40
3	F	22	44
4	M	29	50
5	M	20	43
6	F	19	38
7	F	26	45
8	F	30	49
9	M	28	46
10	M	22	39
11	F	24	47
12	F	28	50
13	M	27	41
14	M	23	49
15	F	25	40
16	F	29	45
17	M	20	43
18	F	18	42
19	F	26	48
20	M	24	36
21	M	22	41
22	F	29	47
23	F	25	43
24	F	20	40
25	M	22	49
26	F	27	46
27	F	21	50
28	M	30	46
29	M	24	41
30	M	26	43
31	F	22	40
32	M	23	49
33	F	19	44
34	M	25	42
35	M	28	38
36	M	21	46
37	F	29	43
38	F	30	49
39	M	27	41
40	M	22	46
41	M	18	38
42	M	20	40
43	M	30	49
44	M	28	50
45	M	23	44
46	F	26	48
47	M	21	45
48	M	25	41
49	F	28	47
50	M	20	42
51	M	26	50
52	F	24	46
53	F	21	44
54	M	19	48
55	M	25	41
56	M	29	44
57	M	30	50

Experimental Group '2' Task-Based Rural
Amazu Community Secondary School N=50

S/No	Gender	Pre-test	Post-test
1	F	26	39
2	M	20	42
3	M	26	48
4	F	24	50
5	M	26	43
6	M	21	38
7	M	23	49
8	F	20	44
9	M	28	40
10	M	30	45
11	M	26	48
12	F	25	38
13	M	27	46
14	F	24	50
15	M	23	41
16	M	20	40
17	M	18	43
18	F	25	48
19	M	27	50
20	M	24	42
21	F	26	45
22	M	30	40
23	M	19	36
24	F	21	48
25	M	27	43
26	M	29	47
27	M	20	42
28	F	30	45
29	M	22	40
30	M	26	48
31	M	29	47
32	F	25	50
33	M	21	40
34	M	23	49
35	M	26	44
36	M	24	46
37	F	29	49
38	M	30	41
39	M	27	47
40	M	23	50
41	M	18	39
42	F	20	46
43	M	23	48
44	M	26	42
45	M	30	45
46	F	29	50
47	F	22	38
48	M	28	40
49	M	24	46
50	F	27	44

Control Group Urban
Orlu Grammar School N=43

S/No	Gender	Pre-test	Post-test
1	M	25	50
2	F	20	41
3	F	24	51
4	F	21	48
5	M	22	45
6	M	19	39
7	F	26	47
8	M	30	43
9	M	24	40
10	F	28	44
11	M	23	46
12	M	25	42
13	M	29	50
14	F	30	44
15	F	18	40
16	M	27	39
17	F	22	42
18	M	20	46
19	M	28	43
20	M	19	39
21	F	21	42
22	F	23	45
23	M	26	49
24	M	29	50
25	F	30	41
26	F	24	46
27	F	20	47
28	M	22	42
29	M	28	49
30	F	30	50
31	M	18	38
32	F	28	41
33	M	20	39
34	F	29	41
35	F	24	44
36	F	26	40
37	M	25	45
38	M	22	51
39	M	26	40
40	F	23	46
41	F	30	49
42	M	20	42
43	F	29	44

Control Group Rural Aboh Mbaise Secondary School N=52			
S/No	Gender	Pre-test	Post-test
1	F	22	49
2	F	21	44
3	M	25	48
4	M	20	41
5	M	26	50
6	M	23	39
7	F	27	44
8	M	19	40
9	M	30	46
10	M	28	42
11	M	21	38
12	F	25	43
13	F	26	47
14	M	20	41
15	M	18	33
16	M	24	48
17	F	27	50
18	F	22	46
19	M	26	39
20	M	25	40
21	M	30	48
22	F	28	50
23	F	21	43
24	M	27	49
25	M	25	44
26	M	29	46
27	M	24	48
28	M	30	50
29	M	29	47
30	M	26	43
31	M	29	49
32	F	20	42
33	M	23	48
34	F	22	41
35	M	26	45
36	M	20	36
37	M	30	40
38	M	25	45
39	F	27	49
40	M	22	41
41	M	19	38
42	M	24	46
43	M	20	50
44	F	22	47
45	M	24	43
46	M	21	50
47	M	28	45
48	F	26	49
49	M	20	46
50	F	23	41
51	M	19	44
52	F	26	48

APPENDIX XIII

REQUEST LETTER

Curriculum and Instruction Section
Department of Educational Foundations
and Curriculum,
Ahmadu Bello University
Zaria, Kaduna State.

Dear Respondents,

REQUEST TO ANSWER RESEARCH QUESTION

The research instrument elicits for responses from respondents on the Assessment of Effects of Inquiry and Task-based Methods on Students' Performance in Economics among secondary schools in Imo state, Nigeria. The research is for academic purpose which is part of the requirements for the award of Doctor of Philosophy (Ph.D) in Curriculum and Instruction of the Ahmadu Bello University, Zaria. Your answers should be objectively stated and will be treated with optimum confidentiality.

Thanks for your anticipated cooperation.

Yours faithfully,

Modestus Chinonyerem Anyanwu
B.Sc (Ed) IMSU, M.Ed ABU
Educ/22189/12-13

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

Faculty of Education

AHMADU BELLO UNIVERSITY, ZARIA

Email: efcéduc@abu.edu.ng

Vice-Chancellor: **Professor Abdullahi Mustapha,** *B.Sc (Hons) Pharm (ABU). Ph.D (London), FPSN*

Ag. Head of Department: **Dr. Bashir Maina,** *B.Ed (Unimaid), M.Ed., Ph.D (ABU)*

Our Ref: DEFC/S.25 Date: 14 - 03 - 2016

The Zonal Coordinator
NECO Head Quarters.
Minna, Niger State.

Dear Sir,

LETTER OF INTRODUCTION

The bearer, Anyanwu Modestus Chinonyerem, with Registration Number Ph.D/Educ/22189/2012 - 13, is a student in this department. He /~~She~~ is carrying out research, being part of requirement for graduation, in Dept of Educational Foundations & Curriculum. He/~~She~~ needs certain information in your organization. Kindly, allow him/~~her~~ have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/~~her~~ research is:

Impact of Enquiry Method on Students' Performance in Economics in Imo State, Nigeria

Thanks in anticipation of your kind response.

Yours sincerely,

Dept. of Educational Foundations & Curriculum
A. B. U Zaria

Dr. Bashir Maina
Head of Department

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: **Professor Ibrahim Garba,** *B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS*
Head of Department: **Dr. Bashir Maina,** *B.Ed (Unimaid), M.Ed,, Ph.D (ABU)*

Our Ref: DEFC/S.25

Date: 14-03-2017

Ministry of Education Imo State
C/o Zonal Inspectorate Division Owerri
and Mbaise, Imo State.

Dear Sir,

LETTER OF INTRODUCTION

The bearer, Anyanwu Modestus Chinonyerem, with Registration Number Ph.D/EDUC/22189/2012-13, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in Dept of Educational Foundations & Curriculum. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is:

Assessment of Effects of Inquiry and Task-based Methods on Students' Performance in Economics Among Secondary Schools in Imo State, Nigeria.

Thanks in anticipation of your kind response.

Yours sincerely,

Dept. of Educational Foundations & Curriculum
A. B. U Zaria

Dr. Bashir Maina
Head of Department

APPENDIX XIV

Training Manual for Research Assistants

Three research assistances were trained for the purpose of the research field exercise. The following training guidelines were given to them in order to regulate their conduct during the administration of the research instruments. The training took only three days to complete.

1. Research assistants were introduced to therespondents, non-staff and teachers of the sampled schools on the first day.
2. They were instructed to be humane and orderly all through the period of the exercise.
3. To be objective, focused and committed each task assigned to them.
4. To dress neat and modest.
5. Avoid been bias in the course of carrying out their assigned task.
6. To be accurate in their report system.
7. Respect every one that has a part to play in the ongoing research work.
8. Avoid any form of interference during the course of treatment of every individual group.
9. Never undermine the opinion of any student during the treatment period.
10. Make sure you carry the students along at every stage of the exercise.

ASSESSMENT OF EFFECTS OF INQUIRY AND TASK-BASED METHODS ON STUDENTS' PERFORMANCE IN ECONOMICS AMONG SECONDARY SCHOOLS IN IMO STATE, NIGERIA

BY

Modestus Chinonyerem ANYANWU

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA.

AUGUST, 2018