EFFECTS OF PROJECT AND DISCUSSION METHODS ON STUDENTS' PERFORMANCE IN ECONOMICS IN SENIOR SECONDARY SCHOOLS IN EKITI STATE, NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY DEGREE IN EDUCATION (CURRICULUM AND INSTRUCTION) IN THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY, ZARIA-NIGERIA

AUGUST, 2017

DECLARATION

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

_____ _____

Oluwaseyi Emmanuel ALASOLUYI Date

CERTIFICATION

This thesis entitled EFFECTS OF PROJECT AND DISCUSSION METHODS ON STUDENTS' PERFORMANCE IN ECONOMICS IN SENIOR SECONDARY SCHOOLS IN EKITI STATE, NIGERIA by OLUWASEYI EMMANUEL ALASOLUYI meets the regulations governing the award of Doctor of Philosophy degree in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my late father, Pa (Chief) Anthony Mosunmola Alasoluyi who slept in the Lord on 4th May, 2015. May his soul and the souls of all the faithful departed through the mercy of God, rest in peace, Amen!

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ABSTRACT

The study investigated the effects of project and discussion methods on students' performance in Economics in senior secondary schools in Ekiti State, Nigeria. Five objectives were formulated for the study among which are to: ascertain the effect of project and conventional method on the performance of economics students in senior secondary schools, Ekiti State; determine the effect of discussion and conventional method on the performance of economics students in senior secondary schools, Ekiti State; and find out the performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State. In line with these objectives, five corresponding research questions and hypotheses were formulated for the study. Relevant literatures on the key variables of the study were reviewed, while the study was anchored on three relevant theories, such as Constructivist Learning Theory, Gagne's Theory of Instruction, and Cultural-Historical Activity Theory. The study adopted quasi-experimental research design. The target population of the study was made up of 10,784 SSII students from the entire 183 public secondary schools in Ekiti State. The sample size for the study consisted of 212 SSII students from six schools with intact classes. This sample size was arrived at using purposive sampling technique. The instrument tagged "Economics Students Project and Discussion Test (ESPDT)" was used for the purpose of data collection in the study. After validation by economics experts and researcher's supervisors, the instrument was pilot tested using a test/retest method. The two sets of scores obtained were subjected to Spearman-Brown formula and a reliability coefficient of 0.89 was obtained. Data for the study was collected through the administration of pre-test and post-test. The demographic data of the respondents was analysed using descriptive statistics which involves frequencies and percentages while mean and standard deviation was used to answer the research questions. Independent sample t-test and Analysis of Covariance (ANCOVA) were used to test the hypotheses advanced for the study at 0.05 level of significance. Findings from the study among others on hypothesis one did not reveal significant difference between the performance of economics students taught with project and conventional methods in senior secondary schools in Ekiti State (p-value .699 > 0.005). However, finding on hypothesis two revealed that students taught economics using discussion method had a better performance mean score than students taught using conventional method in senior secondary schools in Ekiti State (p-value .003 < 0.005). Finding on hypothesis three also showed that students taught economics using discussion method performed better than those taught using project method in urban and rural senior secondary schools in Ekiti State (p-value .000 < 0.005). In view of the findings from this study, conclusion was drawn that project method can be effective when combined with other methods in teaching economics. The result of the study also proved that different methods suit different purposes and abilities, discussion method has been proved to be more effective in developing social and analytical skills in students. Based on the findings of this study, it was recommended among others that Teachers of economics should ensure that daily class work and assignment given to students include relevant project activities as much as possible. Teachers should also promote discussion as a method of teaching economics as it will encourage and motivate students to participate actively in class. Furthermore, students' listening and speaking skills can be enhanced through discussion method.

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LIST OF ABBREVIATIONS AND SYMBOLS

AAAS - American Association for the Advancement of Science

ANCOVA - Analysis of Covariance

AT - After Treatment

BOP - Balance of Payment

BT - Before Treatment

CG - Control Group

CESAC - Comparative Education Study and Adaptation Centre

CPD - Continuous Professional Development

CSCL - Computer-Supported Collaborative Learning

DM - Discussion Method

EG_1 - Experimental Group One

EG_2 - Experimental Group Two

ESPDT - Economics Students Project and Discussion Test

ESTSC - Ekiti State Teaching Service Commission

GNP - Gross National Product

IMF - International Monetary Fund

ISAT - Integrated Science Achievement Test

KR - Kuder-Richardson

LAP - Learning Activity Package

MDGs - Millennium Development Goals

NECSSS - National Economics Curriculum for Senior Secondary Schools

NEEDS - National Economic Empowerment and Development Strategy

NERDC - Nigerian Educational Research and Development Council

NOUN - National Open University of Nigeria

NUC - National Universities Commission

O_1	-	Pre-test
O_2	-	Post-test
PBL	-	Project-Based Learning
PM	-	Project Method
PPC	-	Production Possibility Curve
SAP	-	Structural Adjustment Programme
SAP	-	Students' Academic Performance
SCBS	-	Social Cultural Beliefs Scale
TLM	-	Traditional Conventional Method
X_1	-	Treatment using Project Method
X_2	-	Treatment using Discussion Method
Y	-	No Treatment

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OPERATIONAL DEFINITION OF TERMS

Class size (or pupil-class ratio): The number of students a teacher has in his/her class at a given time.

Constructivism - A theory that claims people learn by constructing knowledge through social interactions with others and personal experience.

Conventional Method - is an oral presentation of information by the instructor to the students. In conventional method, the students' opinions are not considered and they are only to listen.

Critical thinking - ability to evaluate claims, assumptions and implications of a particular point of view without simply accepting them as facts.

Discussion Method - is the means by which people share experiences, ideas and attitudes. The students and teacher share opinions with each other about a certain topic.

Effect - is a change that is produced by a cause; a result when something is done or happens.

Extraneous variables – These are all variables, which are not the independent variable, but could affect the results (e.g. dependent variable) of the experiment.

Facilitator - an individual who assists in a learning process but does not act as the primary source of knowledge; a guide during learning activities.

Group Project - mean a task engaged in by more than one person. Such a task is undertaken by the group to serve a chosen purpose.

Lecture - a strategy in teaching where the teacher dominates the talking and doing of activities during the lesson while students listen passively.

Method - the way a teacher generally organises his content in order to teach his planned objectives.

Pedagogy - an approach or process of teaching; the science of teaching.

Performance – is the actual students' success in the administered test after being exposed to treatment using project and discussion methods.

Project Method - is a teaching and learning method that emphasizes student-centered instruction by assigning projects.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Ekiti State is one of the States in the South-Western region of Nigeria which comprises of six states out of thirty-six states of Federal Republic of Nigeria. The state has sixteen (16) local government areas with Ado-Ekiti as the State capital. The state was nickname(s) Land of Honour (Fountain of Knowledge). Certainly, the state has been recognised for her academic excellence in the educational attainment level in Nigeria. A number of notable secondary schools are located in the state. The secondary education like every other state is sub-divided into junior secondary and senior secondary level. Therefore, the focus of this study is on the senior secondary school where economics is being offered as a subject.

Economics as a social science does not only study the production, distribution, and consumption of goods and services, but the knowledge of economics education enables both the individual and the society to use less input to achieve greater output. It also makes both the individual and the society a functional and rational being. In view of this, economics school curriculum calls for means of its effective implementation in order to achieve the desired objectives for which it is intended. No discussion of the curriculum is complete without suggestions about methods of its effective implementation. Teaching methods are very vital to the teaching-learning processes in schools. The methods adopted by the teacher may either promote or hinder effective teaching-learning process. However, the dominant use of the conventional method by economics teachers have begun to be increasingly criticized and this has paved the way for a widespread growth of student-centred learning as an alternative method. Sequel to this, multiple studies have shown that teacher effectiveness in the use of student-centred teaching methods have a profound

effect on student learning (Nye, Konstantopoulos, & Hedges, 2004; Rivkin, Hanushek & Kain, 2005).

There are varieties of teaching methods for teachers to choose from, depending on the situation. There are methods that are teacher-student centred, for example, computer assisted instruction, engagement approach, discussion, problem solving, and so forth, and others are student-centred for example role play, individualized instruction, project method, discovery and so forth. Some of these methods are more appropriate for a particular group than others. For instance, some are good for younger learners and some for older students, while some are good for some subject areas than others. In addition, some are used to develop specific information that is not generally found in reference textbooks, others are used to illustrate certain procedures and skills, or to stimulate interests along the new line of thought.

Instructional methods according to Yusuf (2012) should be selected based on the type of instructional objectives that are expected to be achieved. Objectives set at the psychomotor and cognitive domains will require learner-centered teaching methods such as discussion, discovery, play way and project method. Also, the subject to be taught, the size and number of students, the time available for the teacher to cover the scheme of work or course outline, interest of the learner, age, class, intellectual capacity, students background and materials available should be put into consideration before selection is made. To ensure that all students have the necessary background to learn a subject, teacher can present basic information in a conventional way. The conventional (lecture) method is one of the most efficient teaching methods for presenting many facts or ideas in a relatively short time. Material that has been logically organized can be presented concisely in rapid sequence. The conventional method is particularly suitable for introducing a subject. A brief introductory lecture can give direction and purpose to a demonstration or

prepare students for a discussion (The Air Force Instructor's Guidebook, 2008). The conventional method is a method for instructing large groups. If necessary, the public address system can used to ensure that all students can hear the teacher. The conventional method is sometimes the only efficient method to use if student-to-teacher ratio is high.

Although the conventional method can be an effective and efficient teaching method, it has a number of disadvantages. The conventional method does not lead to maximum achievement in certain types of learning. Speech skills, cooperative group thinking, and motor skills, for example, are difficult to teach with the conventional method. Students can develop such skills efficiently through practice (The Air Force Instructor's Guidebook, 2008). Moreover, the conventional method alone is generally not appropriate for presenting material above the comprehension level of the cognitive domain. This is because it allows for little or no student verbal participation. Conventional method may also be inefficient for comprehension-level lessons in which concepts and principles are developed. For instance, teaching of tools of economic analysis, and demand and supply should not be centred in the teaching of equations, formulas or definitions only, but should be taught using an appropriate methods that make students rediscover the main principles of economic analysis, and demand and supply through project activities and discussions of ideas, thus make students (citizens) more progressive, more capable of solving both the societal and personal problems, thereby contributing to the growth of their country’s economy. Hence, this calls for a student-centred active learning process within which teacher is merely a guide. The active learning is a learning process in which the learner takes the responsibility of his/her learning and s/he is given the opportunity to make decisions about various dimensions of the learning process and to perform self-regulation (Acikgoz, 2003).

In active learning process, learning is no longer a standard process, but it transforms into a personalized process. Here, the skills of problem-solving, critical thinking and learning to learn are developed. Humans face various problems in their lives and they try to find particular ways to solve these problems. In this respect, it is important for students to be prepared for the future by facing real-life problems in their learning environment and producing appropriate solutions to these problems. What is expected from education is to enable individuals to become an effective problem solver in their actual lives (American Association for the Advancement of Science [AAAS], 2003; Brooks & Brooks, 2003; Chin & Chia, 2004; Gallagher, 2007; Herreid, 2007; Tobin, 2003; Walker & Lofton, 2003). The most convenient method with regard to reaching this aim in teaching and learning environment is the project method. The basis of project method is rooted in Dewey's "learning by doing and experiencing" principle (Dewey, 1978 cited in Akınoglu & Tandogan, 2007). The project method is an active learning which enables student to become aware of and determine his/her problem solving ability and learning needs, to learn, to be able to make knowledge operative and to perform group works in the face of real-life problems.

The project method turns the student from passive information recipient to active, free self-learner and innovator, and it slides the emphasis of educational programmes from teaching to learning. This enables the student to learn new knowledge by facing the problems to be solved, instead of burdened contents (Cuhadaroglu, Karaduman, Onderoglu, Karademir & Sekerel, 2003). By means of project method, some attitudes of students in relation to such areas as problem-solving, thinking, group works, communication, information acquisition and information sharing with others are affected positively. Hence, the most important role of the teacher in the project method learning being operated in a student-centred manner is to facilitate learning activities by guiding

students. Teachers fulfil this role by monitoring discussions, asking questions, helping the resolution of occasional conflicts, enabling the participation of each group member to classroom discussions, giving examples when required, preventing scatter of discussions and making evaluations (Acikgoz, 2003; Cuhadaroglu *et al*, 2003; Duffy & Cunningham, 2006; Greenwald, 2000; Maxwell & Dornan, 2005; Nakiboglu & Altıparmak, 2002; Rhem, 1998; Posner & Rudnitsky, 2001).

Discussion involves two-way communication between participants. In the classroom situation, the teacher and students all participate in discussion. During discussion, the teacher spends some time listening while the students spend sometimes talking. The discussion is therefore, a more active learning experience for students than the conventional method as it helps to foster students' involvement in what they are learning, which might contribute to desired attitudinal changes. Discussion may be used in the classroom for the purpose of lesson development, making students apply what they have learnt or to monitor students learning by way of feedback.

Discussion may also be used, following a lecture or project method, to help students apply what they have learned. For example, following a lecture on "types of financial institutions", the teacher may, lead a discussion directing students attention to the banks where each type is found, and the reasons for using one type than the other. The discussion method also provides opportunity to monitor students learning. The answers provided by students and the questions they ask, reveal the extent and quality of learning taking place. Teacher can use this information to repeat or modify an explanation to improve learning. They can also provide feedback to students, thereby helping to reinforce learning that has taken place. Discussion used in this way should follow after other methods of classroom instruction such as conventional or project method. In this way discussion contributes to the transfer of learning and enhances students' performance.

Performance is the measure of accomplishment in a specific field of study (Abakpa, 2011; Elliot, Kratochwill, Cook & Traver, 2002; Kurumeh, 2006; Musa & Agwagah, 2006). They argued that performance in economics is the demonstration of the student's ability to attain certain level of instructional objectives out of classroom experiences. Reports on various teaching methods indicate that they improve students' learning and performance. Yet, results from public examination bodies on students' performance in economics are low. This therefore necessitated the need to explore other methods that may enhance students' performance in economics. As such, this study was carried out to find out the effects of Project and Discussion methods on students' performance in Economics in senior secondary schools in Ekiti State, Nigeria.

1.2 Statement of the Problem

There are hues and cries that economics teachers are still accustomed to conventional methods of teaching especially the lecture and didactic methods. Studies (Cook & Traver, 2002; Yerima, 2007; Yusuf, 2011) have confirmed that the negative attitude of students towards a particular subject (economics inclusive) is as a result of poor teaching methods. It has also been argued that economics teachers do not support the effective handling of the subject to boost academic performance of their students.

One of the leading causes of students' poor performance in economics in senior secondary schools as reported by various studies conducted (Kurumeh, 2006; Greenwald, 2000; Posner & Rudnitsky, 2001) has to do with the instructional methods used by teachers, which are inadequate to bring about desired level of performance and classroom participation in both male and female students. Often time, the mostly used methods by teachers are the 'chalk and 'talk' method and makes students to become passive. Other studies (Okebukola, 2002) also found that many Nigerian teachers mostly used the

Conventional Lecture Method (CLM) that centres on the teachers, textbook, chalk and the chalkboard. Under this method, the teacher is seen as a disseminator of knowledge, the knower of the answer and a teacher who heavily relies on textbooks as the only available instructional material; conveys facts and procedures to students and hardly encourages students to engage in practical and creative learning activities.

The conventional method of teaching has been largely criticised for stiffing interest and creativity in students thereby limiting academic performance. The researcher has observed that the teaching and learning of economics were dominated with teacher-centred instruction which might have resulted in poor academic performance of students in Economics in Ekiti State. Consequently, the teacher-centred instruction might cause the weak and slow learners working individually to give up when they get stocked, delay in completing assignment or skip them all together, performing poorly in their continuous assessment and their termly examination and may engage in malpractice during the examination. It is therefore expected that the teaching and learning of economics should be with the most appropriate method that can motivate, increase students' interest and above all, enhance their academic performance.

As revealed by the West African Senior School Certificate Examination results from 2010 to 2014, the performance of students in economics in public secondary schools in Ekiti State was 31.28%, 11.91%, 41.6%, 44.7% and 29.1% respectively which revealed poor performances. Also, as stated by the WAEC Chief Examiners' report of 2014/2015, it was revealed that students had inadequate knowledge of the subject (economics). The report showed that students lack knowledge of plotting graph, answering questions that involve calculations, use of wrong terminology, failure to expatiate points and so forth. These identified problems could have arisen due to insufficient knowledge and teaching methods employed on the side of the teachers. Also, this could be the reason(s) behind

students' poor performance, as well as shunning and fearing the learning of such economics topics (like, tools of economic analysis, demand and supply, labour market and so forth) by students. Similarly, with increasing call for entrepreneurship as a way of curbing unemployment and social vices bedevilling the society, there is need to emphasise better methods of teaching the subject which is expected to boost entrepreneurship skills and management of knowledge among students.

Apparently, project and discussion methods is an instructional method that uses active learning strategies to engage students directly in the learning process, enhance academic performance and promote the development of important learning skills such as critical thinking, problem solving, and ability to cooperatively work with each student. Properly implemented project and discussion methods can lead to increased motivation to learn greater retention of knowledge, deeper understanding and more positive attitudes toward the subject being taught (Collin & Obrain, 2003). In view of the stated problems, the researcher was prompted to find out the effects of project and discussion methods on students' performance in Economics in senior secondary schools in Ekiti State, Nigeria.

1.3 Objectives of the Study

The main focus of this study was to find out the effects of project and discussion methods on students' performance in Economics in senior secondary schools in Ekiti State, Nigeria. Specifically, the study sought to:

1. ascertain the effect of project and conventional methods on the performance of economics students in senior secondary schools, Ekiti State;
2. determine the effect of discussion and conventional methods on the performance of economics students in senior secondary schools, Ekiti State;

3. find out the performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State;
4. explore the performance of students taught tools of economic analysis using project, discussion and conventional methods in senior secondary schools in Ekiti State; and
5. determine the performance of students taught demand and supply using project, discussion and conventional methods in senior secondary schools in Ekiti State.

1.4 Research Questions

This study was guided by the following research questions:

1. What is the effect of project and conventional methods on the performance of economics students in senior secondary schools in Ekiti State?
2. To what extent do discussion and conventional methods have effect on the performance of economics students in senior secondary schools in Ekiti State?
3. What is the performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State?
4. What is the performance of students taught tools of economic analysis using project, discussion and conventional methods in senior secondary schools in Ekiti State?
5. What is the performance of students taught demand and supply using project, discussion and conventional methods in senior secondary schools in Ekiti State?

1.5 Research Hypotheses

The following hypotheses were postulated for this study:

$H0_1$: There is no significant difference between the effect of project and conventional methods on the performance of economics students in senior secondary schools in Ekiti State.

$H0_2$: There is no significant difference between the effect of discussion and conventional methods on the performance of economics students in senior secondary schools in Ekiti State.

$H0_3$: There is no significant difference between the performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State.

$H0_4$: There is no significant difference between the performance of students taught tools of economic analysis using project, discussion and conventional methods in senior secondary schools in Ekiti State.

$H0_5$: There is no significant difference between the performance of students taught demand and supply using project, discussion and conventional methods in senior secondary schools in Ekiti State.

1.6 Basic Assumptions

The study was premised on the assumptions that:

1. the performance of economics students at senior secondary schools in Ekiti State do not differs when taught using project and conventional methods;
2. the performance of economics students in Ekiti State sometimes differs when taught using discussion method as against conventional method;

3. the performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State are the same;
4. no differences is evident in the performance of students taught tools of economic analysis using project, discussion and conventional methods in senior secondary schools in Ekiti State; and
5. the performance of students taught demand and supply using project, discussion and conventional methods in senior secondary schools in Ekiti State are the same.

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 teaching 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 fits their teaching philosophy. Similarly, the outcome of this study would help the teacher to check and improve on the method 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 the curriculum 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 their approach to problem solving and creating conducive environment for competency in project and discussion methods among students. The finding will also help in suggesting the way forward in the inculcation of project and discussion 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 are available in project and discussion methods.

Findings from this study will hopefully benefit the curriculum developers as they would utilize the factors that are found to promote effective ways of using project and discussion methods of teaching and developing materials 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 methods for teaching different topics in the curriculum. Hence, students' academic performance will improve through the use of appropriate teaching methods.

This study will be of great significance to Federal Ministry of Education and States Ministries of Education. The findings will stimulate them to re-orient their economics teachers through workshops and seminars/conferences on the use of project and discussion methods in their teaching process, to enhance the quality of teaching and learning at the secondary school level. In the same way, the outcome of this study would help the Ministry of Education to check teachers' improvement on the method and quality of teaching 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 research to facilitate effective teaching and learning of economics curriculum and seek to inculcate team spirit in students through project and discussion methods. This therefore would 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 strategies that students can adopt for effective problem solving in economics. Teaching of Economics using projects 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 this research to adopt effective study habits and achieve better performances in test. As project and discussion 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 be solved, instead of burdened contents. By means of project and discussion 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 time management, focusing, data collection, report preparation and evaluation. Findings from this study hopefully will help develop self-control in students and teach them how to plan prospectively, facing realities and expressing emotions.

1.8 Scope of the Study

The main thrust of this study was to determine the effects of project and discussion methods on students' performance in economics in senior secondary schools in Ekiti State, Nigeria. The study was delimited to two teaching methods namely; Project and Discussion methods in teaching economics. The researcher was interested in these teaching methods because they are among the common teaching methods used by economics teachers and to determine their adequacy in motivating and enhancing students' learning and academic performance. The subjects for the study are economics students in SSII from Ekiti Baptist High School, Igede-Ekiti, Ekitiparapo College, Ido-Ekiti, Itapa High School, Itapa-Ekiti, Doherty Memorial Grammar School, Ijero-Ekiti, Aisegba Community Grammar School, Aisegba-Ekiti and Corpus Christi College, Ilawe-Ekiti. These schools were sampled in order to have subjects with similar educational backgrounds. Other variables of the study include tools of economic analysis, demand and supply, and students' performance.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presented the literature reviewed on the effects of project and discussion methods on students' performance in economics in senior secondary schools of Ekiti State, Nigeria. The chapter began with the conceptual overview of economics, conventional method, project method and discussion method as it relate to students' performance in economics. Then the chapter reviewed the best-known and most studied theories with specific attention to related issues like, national economics curriculum for senior secondary schools; teachers' quality and the implementation of economics curriculum; significance of teaching methods in the implementation of economics curriculum; instructional methods and their applications in economics. Related topics, including conventional method, pros and cons; qualities of a good conventional method; factors that contribute to excess use of conventional method; origin of project method; elements of an authentic project; implementation of project method; advantages and disadvantages of project method; identified project learning goals and objectives; cross curriculum project planning; project ideas, potential pitfalls and how to avoid them; assessment of project work; selection of assessment tasks and student self-assessment; professional development for teachers; discussion method; forms of discussion; teachers responsibilities or role in discussion; merits and demerits of discussion method were briefly reviewed. The chapter concluded with the discussions of empirical studies; and summary.

2.2 Conceptual Framework

Methodology is very vital in any teaching-learning situation. The method adopted by teachers may promote or hinder learning. It may sharpen mental activities which are the bases of social power or may discourage initiatives and curiosity thus making self-reliance and survival difficult. There are different types of methods for efficient and effective teaching. These methods include: lecture, demonstration, laboratory, project, field trip, assignment, discussion, peer-teaching method, and so forth. Teaching method used by a teacher is very important to the success of learning process. As a result teachers employ varying teaching techniques, methods to accomplish their educational objectives. Since no one method of instruction will work all of the time and under every circumstances (Bartz & Miller, 2009). What then are these instructional methods? Shuell (2009), defines instructional methods as; ways that instruction is presented to students. They fall into two general categories; student-centered teaching and traditional teaching methods. There is not one "best" method to instruction; some goals are better suited to students-centered teaching, while others clearly need traditional method. While according to Salawu (2009), instructional methods of teaching could be regarded as vehicles through which messages are delivered. Also, Kember (2007), describes two broad orientations in teaching; the traditional or teacher-centered orientation and the student-centered orientation.

It is however, important to note that the traditional or teacher-centered orientation could be regarded as the hitherto existing conventional method of instruction in the normal classroom setting. There exist several of such conventional methods of instruction which have permeated our educational system over the years. Among such conventional methods of instruction are; lecture, demonstration, role-learning method, story-telling, and

dramatization among others. Accordingly, any of the teaching styles can lead to successful learning if properly planned. What generally makes a specific teaching method student-centered strategy is the ability to involve students actively in the teaching process. As already highlighted, the intent of this research is to determine the effects of Project and Discussion methods of teaching on the performance of economics students in senior secondary schools of Ekiti State, Nigeria.

2.2.1 Concept of Economics

Economics as a social science does not only studies the production, distribution, and consumption of goods and services, but the knowledge of economics education enables both the individual and the society to use less input to achieve greater output. It also makes both the individual and the society a functional and rational being. Economics of education refers to any effort designed to increase or improve people's understanding of economics facts, concepts, principles and problems (Popham, 2002). For instance, a teacher who teaches principles of economics, the journalist who attempts to explain the significance of Gross National Product (GNP) to a layman and the publisher producing booklets and film-strips on inflation were all engaged in economics of education. Education economics or the economics of education is the study of economic issues relating to education, including the demand for education and the financing and provision of education. From early works on the relationship between schooling and labour market outcomes for individuals, the field of the economics of education has grown rapidly to cover virtually all areas with linkages to education.

Many economists see Economics from different points of view, and are interested in different aspects of Economics such as Monetary Economics, Industrial Economics, Business Economics, Welfare Economics, International Economics, Economics of

Education and so forth. Each school of thought's definition of Economics therefore reflects its interest and this is why there is no single definition of Economics that is generally accepted. Economists could also be influenced by the conditions prevailing at the time of writing. For example, an economist writing during a period of economic recession may include aspects of it in his definition of Economics. Adu (2004), in his words, opines that:

> Economics is basically the study of the allocation of resources among alternative uses to satisfy human wants. It is concerned with the choice we make in using limited resources to satisfy this wants, and it deals with production, exchange, distribution as well as consumption of goods and services and of the conduct of various other economic activities by individuals, organisations and the state (p.4).

He further commented on some definitions of Economics given by some economists as follows:

Adams Smith was regarded as the father of Economics because he was the one that laid the foundation of Economics as a discipline. He defined Economics as an enquiry into the nature and causes of the wealth of nations. Smith was interested in the wealth of political economies. His main interest was to investigate the reason why some countries are poor or under developed or others are rich or developed.

In like manner, Mill defined Economics as "the practical science of production and distribution of wealth". He was interested in what determines the amount of wealth possessed by an individual or how wealth is produced and shared out among the various members of the society. While, in the view of Davenport, he defined Economics as "the science that treats phenomenon from the start point of price". He was interested in exchange value that is, anything that has money value should come within the framework of Economics.

Pigou in Alasoluyi (2015) submitted that Economics is “the science of material welfare”. He was interested in consumption which is an aspect of welfare economics. His concern was how to increase the material well-being/ standard of living of man through increase in total production. Apparently, Marshall in Alasoluyi (2015) defines Economics as “the study of mankind in the everyday business of life”. Marshall also saw Economics as the study of wealth on one side and the study of man on the other side.

Robbins in Alasoluyi (2015) defines Economics as “the science which studies human behaviour as a relationship between ends and scarce means which have alternative uses”. Robbins definition is the most widely acceptable definition of Economics. It is analytical and is the most scientific and most embracing. It shows that Economics is a social science because it studies human behaviour. Human wants are unlimited, and there are limited resources to satisfy the unlimited human wants and scarce resources are capable of being put to the alternative uses. The more an individual, firm or government allocates resources to one use, the less the resources available for other uses. The definition provided by Robbins is concerned with scarcity and choice which are fundamental problems in the daily economic activity of man. Economics is concerned with human behaviour such as how people earn their living and make a choice between alternatives to satisfy their wants. It focuses on the study of firms and the government whose activities are geared to the production of goods and services for the satisfaction of human want since economics is concerned with human behaviour. So economics is a social science and like any science subject, the reasoning procedure in economics is methodological; its analysis is systematic, and the validity of its various theories can be tested (National Open University of Nigeria - NOUN, 2006).

According to Obemeata (1980) cited in NOUN (2006), the significance of economics to any nation, is very alarming. It enables both leaders and citizens to understand basic economics concepts, principles as well as to understand, appreciate and seek to improve the economic situation for their own social good. The understanding of economics is a pre-requisite for good citizenship. To him the principal objective for teaching economics should be "to provide economics understanding necessary for responsible citizenship". Being a responsible citizen involves the ability to take rational decision on important economics issues with a good basis for doing so. Furthermore, Obemeata cited in NOUN (2006) stated that, the position of economics in university curriculum has been strengthened because it has been accepted that it has some civil values because of some topics as "the element and determinants of national income, the structure and activities of labour unions, the working and influence of financial institution". These prepared one adequately for life in modern society.

The study of economics serves a useful purpose in modern life (Adu, 2002). It gives us facts and shows us what may be expected to be the outcome of certain lines of conduct; it helps us to decide which of several alternatives to choose. It charged its recipient to make wise choice that will satisfy their needs in the presence of unlimited wants and resources. Obemeata in NOUN (2006) says economics as a subject has various values to the learners and these values according to him include:

i.) **The Cultural Values**:- Economics has some intrinsic value that makes it appealing as a school subject for example, there is a great logic in it. It connects learners to the essentials of everyday life and it is also concern with almost tropical events such as International Monetary Fund (IMF), Structural Adjustment Programme (SAP) and so on.

ii.) **Intellectual Training:-** Economics also contribute to intellectual training because it involves looking at issues in a way which foremost new to people. Economics is not primarily a body of knowledge, it is a method rather than a doctrine, an apparatus of mind, a technique of thinking which helps its possessors to draw correct conclusion.

iii.) **Vocational Training:-** The vocational nature of economics made it readily acceptable to students. Economics as a subject is of direct utility in many branches of industries and commerce. It is also an essential part of most professional examination like Banking, Accountancy, Secretariat and so forth.

In Nigeria, Economics is one of the subjects studied at the University level as prescribed by the National Policy on Education (2009). According to Nigerian Educational Research and Development Council (NERDC, 2008), the philosophy of this curriculum is to present Economics as a subject that has relevance in everyday life and could prepare graduates for an entrepreneurial career in future. The objectives of the curriculum are as follows:

1. Understand basic principles and concepts as well as the tools for sound economic analysis;
2. Contribute intelligently to discourse on economic reforms and development as they affect or would affect the generality of Nigerians;
3. Understand the structure and functioning of economic institutions;
4. Appreciate the role of public policies on national economy;
5. Develop the skills and also appreciate the basis for rational economic decisions;
6. Become sensitized to participate actively in national economic advancement through entrepreneurship, capital market and so forth;

7. Understand the role and status of Nigeria and other African countries in international economic relationships; and
8. Appreciate the problems encountered by developing countries in their effort towards economic advancement.

The 21st century has witnessed landmark economic reforms and strategisation globally. In Nigeria, the last decade has also witnessed unprecedented economic reforms that have influenced different sectors of the economy. These reforms have ushered in different concepts, models and theories not only into Economics but also into other disciplines. According to NERDC (2008), the present Economics curriculum was first developed in 1985 by the Comparative Education Study and Adaptation Centre (CESAC) and reviewed by the National Universities Commission (NUC) in 2005.

Despite the relevance of Economics to everyday life in the area of commerce and industry, the teaching of the subject in Nigeria is characterised by many inadequacies. The Nigerian secondary school teachers of Economics have a few materials for the teaching of Economics to work with. Audio-visual aids are either not available (in sufficient quality and quantity) or what is available is usually inappropriate and these have affected the effectiveness of teachers of Economics (Adu, 2002). According to Kirui (2015), school-based factors in general play a significant role in facilitating the curriculum implementation process. School-based factors such as physical facilities, instructional materials, and adequacy of teachers and availability of financial resources are keys in curriculum implementation process. Failure to consider these factors results in failure of the implementation process as well.

Although there is an increase in the number of students that are offering the subject, performance in Economics has not been as good as it has been before the

introduction of a new Economics syllabus which incorporated some elements of Mathematics and Statistics into the subject. The situation has been posing serious problem for students partly as a result of the carry over effects of the negative attitudes which they have towards Mathematics and ineffectiveness on the part of the teachers. The ineffectiveness results from low student-teacher interaction. Students' failures to ask questions and the use of conventional method have been identified as the main causes of poor performance in Economics by Adu and Ayeni (2004). They demonstrated that performance of students in Economics is not only poor generally but continues to fall over the years. Many Economics teachers in the secondary schools find it difficult to implement some segments of the curriculum. A number of key concepts perceived difficult by the teachers are being ignored by them while teaching the subject. Hence, they fail in covering the entire contents of the syllabus before presenting their students for the semester examinations. Such students therefore stand at disadvantage to be able to perform well in their examinations. Experience has equally shown that some Economics teachers devote little attention to the teaching of mathematical and statistical aspects of the subject. It is evident that for candidates to perform well in conducted examinations, their teachers must be proficient enough in the subject they teach.

2.2.2 Concept of Conventional Method

The conventional method is sometimes referred to as "exposition", reception learning or chalk and talk approach. The conventional method is one of several teaching methods, though in schools it is usually considered the prime method of instruction. The conventional method is convenient and usually makes the most sense, especially with larger classroom sizes. This is why is the standard for most university courses, when there can be several hundred students in the classroom at once; conventional method lets

teachers address the most people at once, in the most general manner, while still conveying the information that he or she feels is most important, according to the lesson plan (Academy, 2015). While the conventional method gives the instructor or teacher chances to expose students to unpublished or not readily available material, the students plays a passive role which may hinder learning. While this method facilitates large-class communication, the teacher must make constant and conscious effort to become aware of student problems and engage the students to give verbal feedback. It can be used to arouse interest in a subject provided the instructor has effective writing and speaking skills (Academy, 2015).

Conventional method is a process of verbally delivering a pre-planned body of knowledge to a class in a one way teacher to student style. Petty (2004:155) simply says 'a conventional is where information passes from the notes of the teacher into the notes of the student, without passing through the brains of either'. James (1996) cited in Kochhar (2005) was apt when he wrote that "the conventional is a pedagogical method whereby the teacher formally delivers a carefully planned expository address on some particular topic or problem". Explaining (conventional), nonetheless, is one of the very important teaching methods in education. It is where the teacher presents the factual information in a direct and a logical way. While adopting this method the teacher gives an introduction and a summary ensuring that information is specific to the learners. The explanation is usually accompanied with suitable examples for the better understanding by the students. Advocates of this method argue that it could be used to introduce the lesson, clarify issues, review and evaluate a point in a lesson or expand or restrict the contents. It gives learners a chance to attain skills in listening and writing notes. The teacher is able to cover a lot of material in a period of time. However, this method has been heavily criticized because

learners are not required to be active during the lesson but rather consent to the teacher's authority. The teacher is the only transmitter of knowledge. Therefore, it makes the learner passive and lessens the opportunity for the learner to 'learn by doing'. It does not guarantee understanding as the pace of the teacher might not appeal to all students and the learners may be bored due to monotony of the conventional method.

The conventional method is mostly used by teachers in their teaching. This is when a teacher lectures straight either from notes or from a prepared lecture or speech, the second combines lectures with illustration. The teacher teaches directly from prepared notes with little or no movement, and sometimes with charts or graphs. It is a one-way flow of communication from the teacher to the student. It is teacher-centered as teacher dominated approach. Most of the talking is done by the teacher, while the student remains a passive listener taking down notes. It is referred to as didactic approach or talk-chalk. The conventional method of teaching is an economic means of transmitting factual information to a large audience though there is no guarantee that effective learning will take place. The teacher may ask few or no question in the process. It does not require the use of instructional materials or resource. To this effect student are denied the opportunity of developing manipulative skill. The conventional method is only concerned with verbal presentation of concept and ideas to the learners (Akumu, 2011).

Conventional method is automatic in form, it allows little or no room for active students participation, and gives little or no feedback to the teacher as to the effectiveness of his presentation. Conventional method is widely used in Nigerian secondary schools, but it does not result in a noticeable change in attitude held, while retention of information after conventional by students are minimal in terms of content. Conventional method is a method of teaching in which the teacher delivers preplanned lesson to the students with

little or no instructional aids. In using this method the teacher talks about economics while the student read about economics (Maikano, 2007). Modern conventional method however allows some interactions between the teacher and the learner. Ajoma (2009) described conventional method as a process whereby teacher give a talk on a subject to students, while the students listen and think about it. In the conventional method, the teacher gives an address to the class and his talks dominate the activity of the class. The conventional method is seen as one which leads to an easy coverage of the school syllabus. Large amount of material could be covered to a large class size in a single period. According to her, this method involves a verbal presentation of ideas, concepts, generalization and facts. The practice here is that of spoon-feeding the learner with information or facts, while the students swallows. Therefore, the teacher takes most of the time and thus making teaching teacher-centered, while the student is merely or mostly a passive learner who must accept the information imparted to him.

The conventional method is mostly used for students in the tertiary institutions, where the material to be learned is given in a completed form to the learner (Akinsolu, 2010). The teacher dishes out the information to the learners, and in most cases, the learners are passive like empty vessels to be filled. The conventional method therefore reverses the concept of education which maintains that the best learning is that which results from purposeful activity. Furthermore, anything which puts the student in a passive situation and stresses activity for the teacher is bound to benefit the teacher more than the student (Edwin, 2011). Under the setting of the conventional method, it is the teacher who learns to use reference so as to outline, to organize ideas, to formulate conclusions and to speak. According to Shuell (2009), "it is a method of teaching where the teacher's role is to present information that is to be learned to direct the learning process of students. The

teacher identifies the lesson objective and takes the primary responsibility for guiding the instruction by explanation and modeling". Harden and Crosby (2000) describe conventional method as the focus on the teacher transmitting knowledge from the expert to the novice.

The conventional method is often called traditional or teacher-centered approach of teaching which sometimes resembles a one person show with a captive but largely uninvolved audience. Classes are usually dominated by lectures or direct instruction. The idea is that there is a fixed body of knowledge that the students must come to know. Students are expected to blindly accept the information they are given without questioning the instructor (Stofflett, 2001). The teacher seeks to transfer thoughts and meanings to the passive students, leaving little room for students initiated questions, independent thought or instruction between students. The conventional method pays more attention on teachers which in turn helps to decrease students' learning interest to a greater extent. This conventional method of teaching is often boring for students because their job in classroom is to passively sit and watch the teacher solve economic problems on the board and then copy what the teacher did. Few teachers often use learning aids to teach economics. A more fatalistic shortcoming of conventional method is that it gradually makes the students to feel that economics is pointless and has little value to them in real life. Another disadvantage of the conventional method is that, it provides no way for the students to practice generic skills such as communication and teamwork which facilitates learning.

It was envisaged that the use of effective method would go a long way in enhancing performance in teaching the subject (Economics). Conventional method will be used in this research as a medium of instruction to the control group. In this, the control

group will be introduced to the identified concepts of economics through the normal classroom interaction. In this method of teaching, the teacher will deliver the lesson to the students with little or no instructional aides. Thus capsulizing the information for his students and giving them exams based on the lecture material, the student is compelled to accept as gospel all the prejudices, unwarranted assumptions, and mistakes of his teacher if he values a grade at all! The students submit to authority instead of pursuing truth, evidence, and logic. The teacher is the final authority, and the exploratory aspects of learning are effectively thwarted.

2.2.3 Concept of Project Method

Keeping student engaged and motivated in school is challenging, even for the most experienced teachers. Although it is difficult to prescribe a "one-size-fits-all" method, research shows that there are practices that will generally encourage students to be more engaged. These practices include moving away from rote learning and memorization to providing more challenging, complex work; having an interdisciplinary, rather than departmentalized focus; and encouraging cooperative learning (Anderman & Midgley, 2008; Lumsden, 2004). Project method incorporates these principles. Project method is a teaching and learning instructional method that emphasizes student-centred instruction by assigning projects (Moursund, 2002). It allows students to work more autonomously to construct their own learning, and culminates in realistic, student-generated products.

More specifically, project method according to (Thomas, 2000) can be defined as: Focuses on the central concepts of a discipline; Engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge; Learning that requires students to draw from many information sources and disciplines in order to solve problems; Learning in which curricular outcomes

can be identified up-front, but in which the outcomes of the student's learning process are neither predetermined nor fully predictable; and experiences through which students learn to manage and allocate resources such as time and materials.

A project 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. Usually, students are given considerable autonomy over how, where, when and in what order the task will be carried out. Projects are usually more open ended – they give learners an opportunity to use, that is, to practice and apply skills and knowledge and so come to a deep understanding that a 'realistic context' explains. This usually arises from a topic taught or a demonstration done in class by the teacher after which students carry out a project activity and are expected to show some well-defined competence through handing in a project report. The advantage of the Project method is that it can be used among others, to improve skills that enhance creativity and problem-solving (Sakala, 2013).

Project method places the most emphasis on topics of every day concern, that, through the teacher's guidance, enable students to explore and solve problems together with their peers (Lee & Tsai, 2004). Projects are usually completed out of class in students' own time. The teacher's role is to design the assignment, brief the students and become a learning manager and facilitator. As the work is being done, the teacher checks the progress and requests for improvement where necessary so as to enhance success and motivation. To achieve the goals of the lesson, planning is as important as making follow-ups. Using projects as part of the curriculum is certainly not a new concept; teachers often incorporate projects into their lesson plans. Project method is different: It is a holistic instructional method rather than an add-on. This method is becoming even more

meaningful in today's society as teachers increasingly teach groups of students who have different learning styles, cultural and ethnic backgrounds, and ability levels (Railsback, 2002). The so-called cookie-cutter approach to learning does not help all students achieve high standards.

Project method builds on student's individual strengths, and allows them to explore their interests in the framework of a defined curriculum. This study explains the research-based rationale for using the method and outlines how the method can increase students' engagement and knowledge retention. Project method is an authentic instructional method in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom (Blank, 2007; Dickinson, et al., 2008; Harwell, 2007). Learning activities that are interdisciplinary, long term, and student-centered are emphasized, rather than short, isolated lessons (Challenge 2000 Multimedia Project, 1999). Project method have its roots in the constructivist approach evolved from the work of psychologists and educators such as Lev Vygotsky, Jerome Bruner, Jean Piaget and John Dewey. Constructivism views learning as the result of mental construction; that is, children learn by constructing new ideas or concepts based on their current and previous knowledge (Karlin & Vianni, 2001). Most important, students find projects fun, motivating, and challenging because they play an active role in choosing the project and in the entire planning process (Challenge Multimedia Project, 2000; Katz, 2004).

This method is used by teachers to individualize instructions; usually it is given to individuals or small groups. Here, students are required to look for topics of special interest to them and investigate solutions using projects. Project is one of the activity-based of economic teaching method which local resources can be effectively utilized in

teaching process. Project method is derived from the educational idea of one of the great educators John Dewey, an American, Dewey argued that education should not prepare a child for future that is unknown, but rather that it should fit him rightly into his society. One of the best ways to do this is to allow the child to take full part in the life of community and wider neighbourhood. Later, the followers of Dewey further developed this idea into what is being called in schools “the project method; put it in another form, a school projects. It is the cooperative study of real life situation by either a class or the whole school, usually under the expert guidance of a teacher (Bello, 2006). Sometimes students obtain topics for the project work from the sources available. The teacher is expected to guide them where necessary. The project method could take a week, month, or even some years (Abdullahi, 2005).

To capture the uniqueness of Project method, the following set of criteria are offered. These criteria according to Thomas (2000), do not constitute a definition of project method, but rather are designed to answer the question, "what must a project have in order to be considered an instance of project-based learning? The five criteria are centrality, driving question, constructive investigations, autonomy, and realism.

Projects are central, not peripheral to the curriculum.

This criterion has two corollaries. First, according to this defined feature, projects are the curriculum. In project method, the project is the central teaching strategy; students encounter and learn the central concepts of the discipline via the project. There are instances where project work follows traditional instruction in such a way that the project serves to provide illustrations, examples, additional practice, or practical applications for material taught initially by other means. However, these "application" projects are not considered to be instances of project method, according to this criterion. Second, the

centrality criterion means that projects in which students learn things that are outside the curriculum ("enrichment" projects) are also not examples of project method, no matter how appealing or engaging.

Projects are focused on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of a discipline.

This criterion is a subtle one. The definition of the project (for students) must "be crafted in order to make a connection between activities and the underlying conceptual knowledge that one might hope to foster" (Barron, Schwartz, Vye, Moore, Petrosino, Zech, Bransford, and The Cognition and Technology Group at Vanderbilt, 1998, p. 274). This is usually done with a "driving question" (Blumenfeld *et al*., 2001) or an ill-defined problem (Stepien & Gallagher, 2003). Projects may be built around thematic units or the intersection of topics from two or more disciplines, but that is not sufficient to define a project. The questions that students pursue as well as the activities, products, and performances that occupy their time, must be "orchestrated in the service of an important intellectual purpose" (Blumenfeld *et al*., 2001).

Projects involve students in a constructive investigation.

An investigation is a goal-directed process that involves inquiry, knowledge building, and resolution. Investigations may be design, decision-making, problem-finding, problem-solving, discovery, or model-building processes. But, in order to be considered as a project method, the central activities of the project must involve the transformation and construction of knowledge (by definition: new understandings, new skills) on the part of students (Bereiter & Scardamalia, 2001). If the central activities of the project represent no difficulty to the student or can be carried out with the application of already-learned information or skills, the project is an exercise, not a project. This criterion means that

straightforward service projects such as planting a garden or cleaning a stream bed are projects, but may not be project learning projects.

Projects are student-driven to some significant degree.

Project method are not in the main teacher-led, scripted, or packaged. Laboratory exercises and instructional booklets are not examples of project method, even if they are problem-focused and central to the curriculum. Projects do not end up at a predetermined outcome or take predetermined paths. Projects incorporate a good deal more student autonomy, choice, unsupervised work time, and responsibility than traditional instruction and traditional projects.

Projects are realistic, not school-like.

Projects embody characteristics that give them a feeling of authenticity to students. These characteristics can include the topic, the tasks, the roles that students play, the context within which the work of the project is carried out, the collaborators who work with students on the project, the products that are produced, the audience for the project's products, or the criteria by which the products or performances are judged. Gordon (1998) makes the distinction between academic challenges, scenario challenges, and real-life challenges. Project method incorporates real-life challenges where the focus is on authentic (not simulated) problems or questions and where solutions have the potential to be implemented.

2.2.4 Concept of Discussion Method

Discussion can be seen as talking over something from various points of view. It usually involves a group of people in a classroom setting. Discussion is an interactive process involving the teacher and the student or among the student themselves (Adu, 2004). In this case, a problem or topic for the lesson is presented for discussion while the

teacher helps to direct the students' views towards the objectives of the lesson. Discussion method is different from conventional (lecture) method, while lecture method is a one-way flow of communication from the teacher to the student; discussion method involves new triple flow of communication from and with the members of the class. Discussion method encourages students' active participation in the class. Students generate varieties of ideas, which will lead to the solution of the problem while the teacher moderate. For a successful implementation of discussion method, every student should have background knowledge of what is to be discussed; otherwise, it will become a waste of time which may lead to lack of interest in the student. Discussion method promotes meaningful teaching-learning of economics.

Group discussion can be planned by the teacher in order to get the students to interact with each other or to work together to achieve certain goals. This can be done in two ways: we have the whole class discussion or small group discussion. In the whole class discussion, the teacher arrange the class either in a circle, semi-circle or square with him/her at the centre and all the students facing him/her. This is usually done so that the teacher from his/her vantage position in the centre can see and encourage all class members to participate actively in the discussion (NOUN, 2006). On the other hand, the small group discussion requires the teacher breaking the class into small groups of ten students per group. The purpose being to ensure that issues or topics are effectively discussed, each group is normally made to choose a leader. The leader directs the course of the discussion while the recorder jots down all points discussed. The teacher is expected to find a helping hand to student's discussions. At the end of the discussion, group leaders or recorders give their summaries for the class.

Discussion helps to foster students involvement in what they are learning, it may contribute to desired attitudinal change. Discussion may be used in the classroom for the purpose of lesson development, making students apply what they have learnt or to monitor students learning by way of feedback. Discussion allows students to actively participate in the learning process by talking with each other and listening to other points of view. Discussion establishes a personal connection between students and the topic of study and it helps students think in a less personally biased way. Teachers may employ discussion to assess student's abilities to work as a team, leadership skills, or presentation abilities (Arp, 2010). Discussions can take a variety of forms, such as fishbowl discussions. After some preparation and with clearly defined roles, a discussion may constitute most of a lesson, with the teacher only giving short feedback at the end or in the following lesson. Discussion is a democratic way of handling a class, where each student is given equal opportunity to interact and put forth their views.

A discussion taking place in a classroom can be either facilitated by a teacher or by a student. A discussion could also follow a presentation or a demonstration. Class discussions can enhance students understanding, add context to academic content, broaden student perspectives, highlight opposing viewpoints, reinforce knowledge, build confidence, and support community in learning. The opportunities for meaningful and engaging in-class discussion may vary widely, depending on the subject matter and format of the course. Motivations for holding planned classroom discussion, however, remain consistent (Celtstate, 2004). An effective classroom discussion can be achieved by probing more questions among the students, paraphrasing the information received, using questions to develop critical thinking with questions like "Can we take this one step further?;" "What solutions do you think might solve this problem?;" "How does this relate

to what we have learned about..?;" "What are the differences between ... ?;" "How does this relate to your own experience?;" "What do you think causes .... ?;" "What are the implications of .... ?" (Petrina, 2007, p.125 – 153).

Teachers' interest in discussion method is probably convinced that improving their interactive skills in the classroom will improve their teaching. There is a good deal of research, primarily from cognitive psychologists, suggesting that active, experiential learning is the most effective (Welty, 2000). Beyond that, our common sense as thinking, feeling human beings tells us that finding ways to involve students actively in what they are supposed to be learning is a worthwhile undertaking. Most economics teachers teach what they were taught in the limited ways they were taught. They value content and theory, and they feel the most efficient way to communicate that is by content-laden, theoretically based conventional. Even when they feel uneasy about students who "aren't getting it," there seems no other way. Attempts at discussions degenerate into directionless bull sessions or meaningless debates in which the facts are all wrong and the logic non-existent. Ideally, we'd all love to teach graduate seminars but face a daily reality of mixed classes of many dozens of "average" undergraduates. What's the alternative? There is a way to energize classrooms, to excite a much higher percentage of students, and to add more value to their education. Teachers can get out from behind their lectern and still communicate content and theory – do so better, in fact. But to do this, teachers will have to pay far more attention than they do in the past to teaching process questions, to the teaching methods they are using.

Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary

appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand. Discussions may occur among members of a small group, or whole class and be teacher-led or student-led. They frequently involve discussion of a written text, though discussion can also focus on a problem, issue, or topic that has its basis in a "text" in the larger sense of the term (for example, a discipline, the media, a societal norm). Other terms for discussions used for pedagogical purposes are instructional conversations (Tharp & Gallimore cited in Wilkinson, 2009) and substantive conversations (Newmann, 2000).

A defining feature of discussion is that students have considerable agency in the construction of knowledge, understanding, or interpretation. In other words, they have considerable "interpretive authority" for evaluating the plausibility or validity of participants responses. The discourse is marked by many contributions from students and frequent student-to-student exchanges without interruption by the teacher. In this example, the only contribution from the teacher is to summarize the students contributions. The students ask questions they are genuinely interested in exploring and that evoke a variety of responses ("authentic questions"), they build on each others responses by incorporating previous responses into their questions ("uptake"), and they challenge each others views in a collective effort to make sense of the text (Wilkinson, 2009). Students' contributions largely shape the discourse.

Discussion methods vary on a number of dimensions. Roby cited in Wilkinson (2009) classifies types of discussions primarily on a continuum that relates to whether the teacher or students, or both, have interpretive authority. A secondary dimension is the content of the discussion. Using these dimensions, he identifies three types of discussion.

Problematical discussions focus on the solutions to either complex or simple problems in which the teacher is dominant in the discussions. Dialectical discussions focus on expressing, comparing, and refining students (and the teachers) points of view, and the students play a dominant role in the discussions. Informational discussions focus on controversial issues within an accepting atmosphere, and students have considerable freedom to bring up issues they wish to discuss. At the extremes are two types of what Roby calls “quasi-discussions”: Quiz Shows and Bull Sessions. In the former, the teacher determines the questions to be asked and has almost all the interpretive authority; in the latter, the students have control over the topic and almost all the interpretive authority. In their 1949 study, Axelrod, Bloom, Ginsburg, O'Meara, and Williams, which was one of the first empirical investigations of discussion, also placed discussions on a continuum that related to whether the teacher or students had interpretive authority.

Gall and Gall cited in Wilkinson (2009) classify discussions according to the instructional objectives: to achieve subject mastery, to bring about a change in attitude or opinion about an issue, or to solve a problem. An example of a subject-mastery discussion method is Manzo and Casales in Wilkinson (2009), Listen-Read-Discuss Strategy. In this method, the students listen to the teacher give a short lecture on the material to be learned, they read the pages of the text on which the lecture was based, and they then discuss questions raised by the text. An example of an issue-oriented discussion method is found in Roby cited in Wilkinson (2009): Devils Advocate Strategy. In this method, students articulate their positions on an issue and then take an opposing position and argue against themselves. An example of a problem-solving discussion method is Maiers in Wilkinson (2009), Developmental Discussion Strategy. In this method, the teacher and students identify a problem, break it into manageable parts, and work on the parts in small groups.

The small groups then reconvene as a whole class to discuss their solutions with the teacher.

Discussions about and around texts vary on a large number of dimensions. These approaches serve various purposes depending on the goals teachers set for their students, defined in terms of the stance towards the text: to acquire and retrieve information (an efferent stance), to make spontaneous, emotive connection to the text (an aesthetic or expressive stance), or to interrogate or query the text in search of the underlying arguments, assumptions, worldviews, or beliefs (a critical-analytic stance). Each approach comprises some type of instructional frame that describes the role of the teacher, the nature of the group, type of text, and so forth (Wilkinson, 2009). Although the goals of these approaches are not identical, all have the potential to help students develop high-level thinking and comprehension of text.

Most variation across text-based discussion approaches is in the degree of control exerted by the teacher versus the students in terms of who has control of topic, who has interpretive authority, who controls turns, who chooses the text, and the relative standing on the three stances. Moreover, there is a relationship between degree of control exercised by teachers versus students and the stance toward the text. Discussions in which students have the greatest control tend to be those that give prominence to an aesthetic or expressive stance. These approaches are Instructional Conversations (Goldenberg, 2002), Questioning the Author (Beck & McKeown, 2006; Beck, McKeown, Hamilton & Kucan, 2007), and Junior Great Books shared inquiry (Great Books Foundation, cited in Wilkinson, 2009). It should be noted that Questioning the Author is the only discussion approach that was designed specifically to help students grapple with the meaning of informational text. Finally, discussions in which students and teachers share control tend

to give prominence to a critical-analytic stance. In these approaches, the teacher has considerable control over text and topic, but students have considerable interpretive authority and control of turns. The approaches that fall into this category are Collaborative Reasoning (Anderson, Chinn, Waggoner & Nguyen, 2000), Paideia Seminars (Billings & Fitzgerald, 2002), and Philosophy for Children (Sharp, 2005).

Another dimension on which discussions vary is small-group versus whole-class discussions. In a 1991 study of 58 12th grade students, Sweigart found that student-led small-group discussions produced greater effects on students recall and understanding of essays they had read than did conventional or whole-class discussion. Morrow and Smith, in a 1990 study of kindergarten students who engaged in discussions of stories that were read aloud, reported similar benefits of small-group discussions compared to one-on-one discussions with the teacher or whole-class discussions. Smaller groups provided more opportunities for students to speak, interact, and exchange points of view. Taking into account all available evidence, the best generalization that can be made is that smaller groups are better but they should not be so small as to limit the diversity of ideas necessary for productive discussions (Wiencek & O'Flahavan in Wilkinson, 2009).

Yet another dimension is teacher-led versus student-led discussions. The relative merits of these formats have been the subject of debate and some research. On the one hand, the teacher can play an important role in discussion by keeping students on topic and modeling and scaffolding the talk to enhance the quality of their learning opportunities (O'Flahavan, Stein, Wiencek & Marks in Wilkinson, 2009). On the other hand, student-led discussions can enable students to collectively explore topics more fully and to have more control and interpretive authority (Almasi, 2004). Most probably the question as to who should lead the group is the wrong question. The issue is not so much who leads the group

but how much structure and focus is provided while giving students the flexibility and responsibility for thinking and reasoning together (Mercer, 1995). Productive discussions need to be structured and focused, but flexible enough to foster generative learning—and these can be teacher-led or student-led.

2.2.5 Concept of Performance

Academic performance is viewed in terms of actual achievement in school (Eze, cited in Ehinola, 2008). According to this author, the tools used in measuring this are continuous assessments and periodic examinations. As posited in the definition of academic performance, the rating of academic performance takes different methods depending on the criteria considered and the person giving the definition. Definition of performance involves display of knowledge, ability or skills by individuals. Oso cited in Ehinola (2008) refers to the term performance as "involving the notion of accomplishment, attainment in the execution of a task". This description implies that the individual possesses or has achieved certain skills which are displayed in carrying out an assignment. What Oso is actually saying is that performance pre-supposes achievement and is confirm by displaying or portraying the knowledge or skills obtained during learning.

The concept of academic performance is defined in relation to certain criteria which makes the term very vague depending on the author defining it and the criteria used. For instance, Kolawole (1998) defines academic performance as any scope or performance above the class mean score, taking into consideration the difficult level of the test. He stated further that, there is usually a stand or score which is called the pass mark like 40% and 50%. Most common for public examinations, anyone who scores up to this mark is

automatically assumed to have passed while anybody who scores less than this pass mark is regarded to have failed.

Undegbe cited in Ehinola (2008) sees the term performance as an actual accomplishment as distinguished from potential ability. This implies that it is what is actually displayed and not what can be done or achieved or available skills that constitute performance. Likewise, performance has been described as an action of a person or group when given a learning task. This description portrays the fact that when achievement is displayed, it may, however be below or above expectation, in which case performance may be good or bad. If for instance, the learner is presented with a learning or skill which enables the learner to carry out the task properly and mastered by learning. On the other hand, if the learner has not completed the necessary skills or knowledge, he may not be able to carry out the task properly, hence, the performance of the learner depends on portrays of his/her achievement.

Performance may be good or bad depending on whether or not the individual displays the relevant skills in relation to the demand of a task or what is being tested, for instance, if a mechanic who is asked to service a car learnt or acquired the necessary skill which will enable him service it properly; his performance will be good when carrying out the assignment effectively. From the perspective of language or linguistics, the skills or knowledge necessary for proficiency or good performance will be different. Menges (2000) believes that in English language, performance embraces a process of coding and decoding message relayed in the language in a test assessment which may be qualitative or quantitative.

This points out to what performance involves. The learner must relate the answer to the question in such a way that it is understood. From these two examples, it can be

gathered that there are two types of performances, the institutionalized based performance (academic performance) and career performance. However, this study is concerned with academic performance under which performance in secondary school falls. Adewole (1999) defines academic performance as the display or evidence of knowledge attained or skills developed in the school subject. These could be shown scores, marks or grades attained by students in a test or examination during or after a course. He stated further that academic performance stands as an evidence of whether or not learning has taken place. Academic performance and achievement can, therefore, be used in the same vein to stand for the same thing. From the various definitions on the concept of academic performance, one could say academic performance is the success gained in school work in relation to effort put into it. However, such performance may be good or bad.

2.3 Theoretical Framework

Theory can mean very different things to different people; in general terms however, it is an explanation of what is going on in the situation, a phenomenon or whatever it is that we are investigating (Robson, 2002). A number of theories were relevant to understanding data on the effects of project and discussion methods on students' performance in Economics in senior secondary schools in Ekiti State, Nigeria. However, the following theories were found to be particularly relevant to this study:

2.3.1 Constructivist Learning Theory

The learning theories of Jean Piaget, Jerome Brunner, Lev Vygotsky and John Dewey served as the foundation of constructivist learning theory. Constructivists believe that all learners have the ability to construct knowledge in their own minds through a process of discovery and project activities (Chowdhury, 2006). Constructivism views learning as a process in which the learner constructs or builds new ideas or concepts or

experience (Nwagbo & Obiekwe, 2010). In other words, learning involves constructing one's own knowledge from one's own experiences. Constructivist learning therefore is a very personal endeavour, whereby internalized concepts, rules, and general principles may consequently be applied in a practical real-world context. Constructivism is a cognitive learning theory because of its focus on the mental process that constructs new ideas or concepts based upon existing knowledge (Bruner, 1960 cited in Chowdhury, 2006). Bruner believes that in a twenty-first century, learning is an active process.

Twenty-first century learning environments are envisioned as places where the learner is engaged in self-directed and co-operative learning activities, and the physical environment is planned so that it can be routinely re-organised to mediate learning (Partnership for 21st Century Skills, 2002). Therefore, 20th century constructivist concepts which view the learner as active and the learning environment as passive should be replaced with a new perspective. Practice theory recognises that the learner and the learning environment are active (Dent-Read & Zukow-Goldring, 2007). In the constructivist setting, students learn from their own discoveries, whereas with practice theory learners are transformed and shaped by their transactions alongside others and their physical settings. The above is in line with the present study as it placed emphasis on the ability of student to construct knowledge in their own minds through a process of discussion and project activities.

2.3.2 Gagne's Theory of Instruction

This theory was propounded by Robert Mills Gagne in 1965, which is popularly known as Gagne's theoretical framework. Gagne's theory of instruction approaches learning from the view point of the teacher. He outlined nine events of instruction designed to guide the teacher in developing and delivering a unit of instruction. They

include: (i) Gaining students' attention: teachers are expected during instruction to use 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 guide their responses. 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 be given a chance to demonstrate that they have learnt the information. Teachers should give students the opportunity to respond. (7) Providing feedback: Feedback is necessary in order to know how far the learning objectives are being achieved. (8) Assessing performance: This is the process of evaluating instruction in order to discover what the students have achieved in the learning objectives. Teacher should provide scores and correct mistakes made by students. (9) Enhance retention and transfer: Teacher should reinforce learning and help students to 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 teachers of economics for effective instruction.

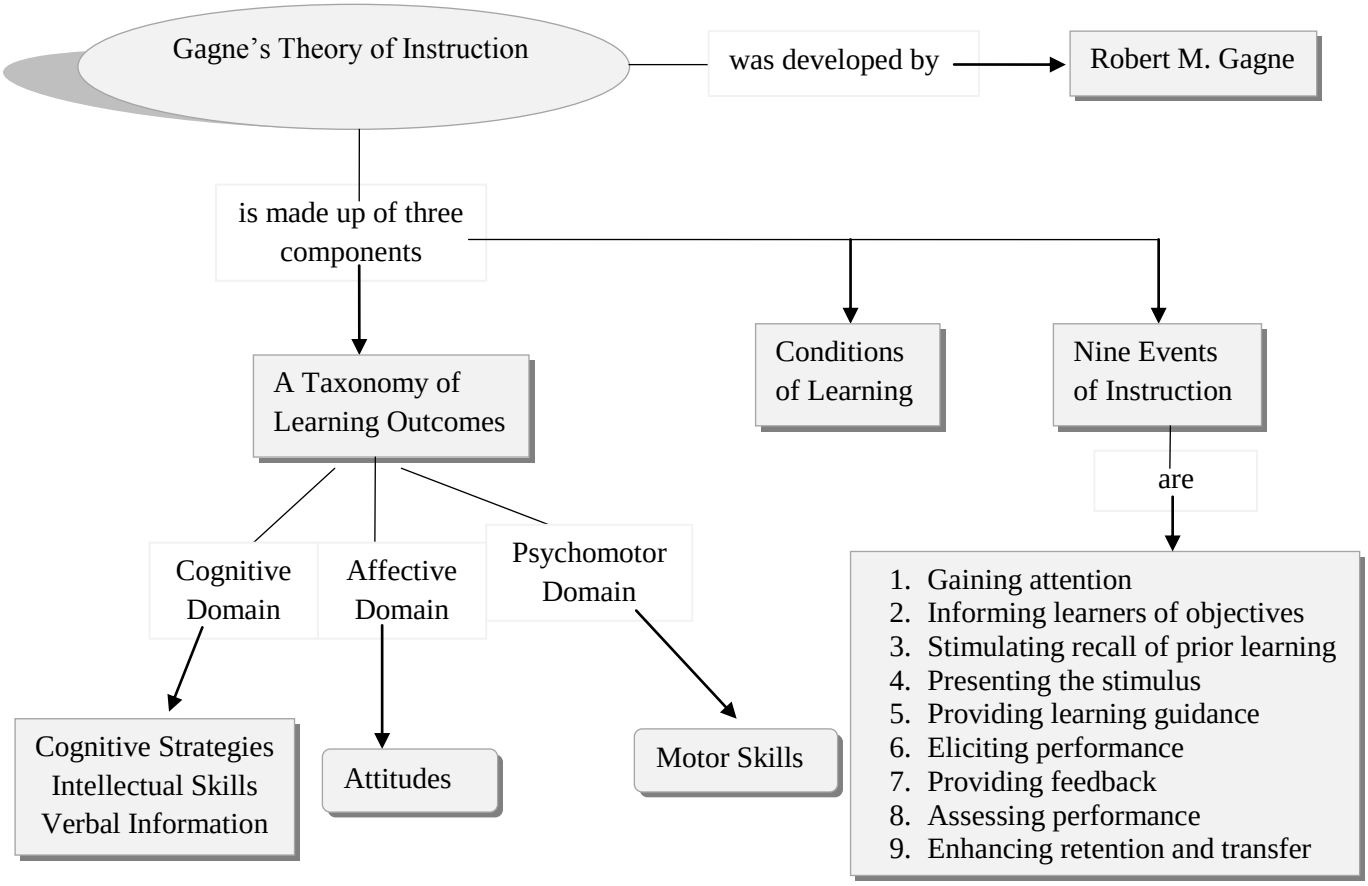


Figure 1: Gagne's Instructional Theory - Adapted from https://www.boundless.com/education/textbooks/boundless-education-textbook/curriculum-and-instructional-design-3/instructional-design-14/what-is-pedagogy-48-12978/

2.3.3 Cultural-Historical Activity Theory

Cultural-historical activity theory as developed by Eric Meyers (2007) addresses human activities as they relate to artefacts, 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, play, think and solve problems together they demonstrate an accumulated set of habits and values. Learning is not an 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 the present research because

solving of certain economic problem using discussion and project methods brings about social interaction which plays a fundamental role in the development of cognition.

2.4 National Economics Curriculum for Senior Secondary Schools

Economics is one of the elective subjects to be studied at the Senior Secondary School level as prescribed by the National Policy on Education. Economics curriculum was first developed in 1985 by the Comparative Education Study and Adaptation Centre (CESAC) and reviewed in 2008 by the National Education Research and Development Centre (NERDC). The curriculum is based on the principle of equipping SSS graduates with basic knowledge and skills to appreciate the nature of economic problems in any society and adequately prepare them for the challenges in the Nigerian Economy. It is designed thematically and structured in spiral form to spread from SSI-SSIII in a simple to complex way with in-built teachers and learners activities for each topic.

Curriculum refers to the total experiences that are given to students via the agency of the school. The curriculum consists of content, objectives, materials and methods, (learning-experiences) and evaluation. The philosophy of Economics curriculum is to present Economics as a subject that has relevance in every day life and could prepare graduates for an entrepreneurial career in future (NERDC, 2008). The 21st century has witnessed landmark economic reforms and stratification globally. In Nigeria, the last decade has also witnessed unprecedented economic reforms that have influenced different sectors of the economy. These reforms have ushered in different concepts, models and theories not only into Economics but also into other disciplines. There is therefore need to make the post-basic Economics curriculum responsive to make it relevant to Nigeria's quest to be among the top 20 players of the world economy come 2020. Development of

the human capital and the entire country is the hall mark of the new Economics curriculum.

The objectives of Economics curriculum according to NERDC (2008) include to enable students: Understand basic economic principles and concepts as well as the tools for sound economic analysis; Contribute intelligently to discourse on economic reforms and development as they affect or would affect the generality of Nigerians; Understand the structure and functioning of economic institutions; Appreciate the role of public policies on national economy; Develop the skills and also appreciate the basis for rational economic decisions; Become sensitized to participate actively in national economic advancement through entrepreneurship, capital market and so on; Understand the role and status of Nigeria and other African countries in international economic relationships; and Appreciate the problems encountered by developing countries in their effort towards economic advancement.

The achievement of broad aims and objectives of teaching economics is the sole responsibility of the teacher. The teacher's goal therefore will be to improve his competence in teaching the subject in the classroom in order to assist the student to learn and understand the basic economic concepts. In order to achieve this task, economics teacher not only plans, but also determines appropriate objectives for the students; devices strategies that would assist students in the achievement of the objectives, implement the strategies, and determine how effective they are in the accomplishment of the set goals. Planning of what to teach and how to get about teaching it is paramount in the heart of every committed and competent economics teacher. A competent teacher is one who understands the place of learning experiences in the total curriculum, carefully plans and systematically varies students learning. He/she does this by planning his daily lessons

from a pre-planned scheme of work which is a reflection of his/her understanding of the syllabus and the total curriculum organization. From the scheme of work, units are drawn and taught according to the level of the students as well as to the syllabus and curriculum specification. Therefore, the major themes and their topics in the Economics curriculum according to NERDC (2008) are as follows:

Table 1: Senior Secondary Class I Economics Curriculum

S/N	Theme	S/N	Topics
i.	Principles of economics	1.	Meaning of Economics and related concepts
		2.	Basic tools of economics
		3.	Concept of demand and supply
		4.	Theory of production
ii.	Economic systems	5.	Meaning of economic system
		6.	Basic economic problems of society
iii.	Business organizations	7.	Firm and industry
iv.	Population, Labour Market and Human Capital Development	8.	Population
		9.	Labour market
v.	Structure of Nigerian Economy	10.	The Nature of the Nigerian Economy
		11.	Agriculture
		12.	Mining
vi.	Financial Institution and Regulatory Agencies	13.	Meaning of Financial Institutions
vii.	Money and Inflation/Deflation	14.	Money: meaning, characteristics and functions
viii.	Distributive Trade	15.	Channels of Distribution
ix.	Business Finance	16.	Instruments of Business Finance

Source: National Education Research and Development Council (2008).

Table 2: Senior Secondary Class II Economics Curriculum

S/N	Theme	S/N	Topics
i.	Principles of economics	1.	Tools of Economic Analysis
		2.	Concepts of Demand and Supply
		3.	The Production Possibility Curve (PPC)
		4.	Cost concepts
		5.	Revenue concepts
ii.	Economic Systems	6.	Types and Features e.g. Economic systems
iii.	Population, Labour Market and Human Capital Development	7.	Labour market
iv.	Consumer Behaviour, Price Determination and Market Structures	8.	Elementary treatment of Utility Theory
		9.	Price determination
		10.	Market Structures
v.	Nigerian Economy and Major Natural Resources	11.	Industries in Nigeria
		12.	Agriculture
vi.	National Income and Public Finance	13.	Elementary treatment of fiscal policy
		14.	Balanced and unbalanced budget
		15.	Elements of National Income Accounting
v.	Financial Institution and Regulatory Agencies	16.	Types of financial institutions and their functions
ix.	Money and Inflation/Deflation	17.	Money: Demand for and supply of money
		18.	Money: Inflation and Deflation.

Source: National Education Research and Development Council (2008).

Table 3: Senior Secondary Class III Economics Curriculum

S/N	Theme	S/N	Topics
i.	Comparative Economics	1.	Economic lessons from Asian Tigers, Japan, Europe and America
ii.	Population, Labour market and Human Capital Development	2.	Human capital development
iii.	Structure of Nigerian Economy	3.	Petroleum and the Nigerian Economy
		4.	Manufacturing and Construction
		5.	Service Industries
iv.	Financial Institutions and Regulatory Agencies	6.	Agencies that regulate the financial markets
		7.	Functions and Role of Regulatory Agencies
v.	International Trade and Balance of Payments	8.	International Trade
		9.	Balance of Payment (BOP)
vi.	Development Economics	10.	Economic growth and development
		11.	Economic development planning
vii.	International Economic Organisations	12.	International Economic Organizations
viii.	Applied Economics and Contemporary Economic Organisations	13.	Current Economic plans MDG's NEEDS, Vision 2020
		14.	Economic Development challenges
		15.	Economic Reforms Programmes

Source: National Education Research and Development Council (2008).

2.4.1 Teachers' Quality and the Implementation of Economics Curriculum

The subject of teacher effectiveness is now a perennial one in educational discourse. The teachers today occupy a paramount position in the teaching-learning situation. It is an agreed position now that no education can rise above the quality of its teachers. Teacher quality is an indicator of the importance of teacher training. The

difference in the performance levels of students is majorly dependant on the quality of teachers as research confirms that a positive difference in the performance level of students is mainly traceable to teachers (Gbenu, 2012). Also, Gbenu (2012) asserts that the index of teacher quality are the academic capabilities of the entrants into teaching workforce, the education and preparation of teachers preparatory to teaching, consistency or inconsistency between teachers' schooling and subject content allocated each teacher and the experience level of the teachers.

There was a controversy about which one is more important, is it knowledge of what to teach, or how to teach it? Some educators contend that knowledge of what to teach is more important than knowing how to teach it, while others feel that knowing how to teach is more important than knowledge of what to teach. An effective or good economics teacher must have a sound knowledge of what to teach that is, good knowledge of the content and also how to teach it coupled with a good knowledge of the content, is the pedagogical skills. A good teacher is he/she who is able to impart knowledge into his/her students. Many of us will remember that our subject teacher in secondary school; how bad he was. Many of these 'bad' teachers ordinarily possessed a good knowledge of the content; however, they were not able to impart same into their learners. Teachers are expected to master the teaching methods and strategies to enable them facilitate effective interaction between their learners and the content (NOUN, 2006).

It is worth noting that instruction is an inter-personal affair, different teaching styles work on different students. An abrasive performer might drive his more timid students into their shells. According to Ajiboye (2003), one learns more from a good scholar in a rage than from a score of lucid and laborious drudges. An economics teacher is equally an administrator, functioning at a level different from that of a principal, vice-

principal and head of department. He is a classroom manager, because in performing his routine responsibilities he engages in the process of administration. The process of administration involves: Planning, organizing, staffing, directing, leading and controlling. Hence, the prosperity of the economy of a nation is dependent on the quality of the teacher workforce. It has been affirmed that the quality and quantity of education provided is the rationale for the distinctiveness in the economics of developed and undeveloped nations (Gbenu, 2012).

Ololube (2006) contends that a country can only develop significantly and attain greater heights in the committee of nations through a comprehensive teacher education programme. In some countries (such as Finland) the teaching profession is an enviable one. Also, in Singapore, potential teachers are chosen from the best students in the secondary schools (Sahlberg, 2010; Asia, 2006) cited in Stewart (2011) thereby limiting the number of entrants into the teacher training programmes. In England, the teaching profession rose from its position as the 2nd occupation choice to the best career choice within a period of five years (Bamber & Mourshed, 2007). It has been noted by Pitan (2012) that the major consideration of the policy of any country should be the sufficient production of skilful teachers.

It has been reported by Ajelayemi (2005) that majority of the graduates from the Nigerian education system in the last 15 years are incompetent as teachers. He also concluded that there is a dearth of teachers in the nation and that effective teaching which is a consequence of quality teachers and teaching is non-existent and that efficient teachers have not been produced by teacher education programmes. Effective implementation of the curricula and teaching of the syllabi contents rest on the calibre of teachers handling them. It therefore follows that such teachers must be sufficiently knowledgeable in the

discipline they profess to teach. Observation has however shown that some of the Economics teachers barely edge their students in the knowledge of the subject matter.

Otunga (2007) cited in Kirui (2015) was of the opinion that the critical factor that directly affected effective implementation of Economics curriculum at school level was teacher preparation. Consequently, Serem (2009) posited that educators agreed that the quality of education provided in any institution, by and large, depended on the quality of teachers which in turn depended on the quality of the training they received. Findings by UNESCO (2004) observed that unless the teacher could be able to interpret the curriculum properly, they could be ineffective in implementing it. Other studies done by Cohen and Hills (2001) pointed out that expecting teachers to embrace new approaches without sufficient involvement, training and information on why changes are necessary or warranted was a tall order which often resulted in inadequate adoption of the curriculum mandate. This sometimes resulted into shelving a curriculum innovation. Carl (2002) argued that teachers are critical in determining the quality of implementation of any curriculum innovation introduced in their schools. They should be in a position to justify their beliefs and decision not just to themselves but also to the public that they serve.

According to UNESCO (2006), various formats for training staff in curriculum innovation in various subjects are spelt out. Such as written directions, periodicals, teachers guide books, live or videotaped lectures, demonstrations, in-service workshops and site supervisions. But no matter how well educated and professional teachers are, they need teaching aids and a conducive physical environment for themselves and their learners (Bakhda, 2004 cited in Kirui, 2015).

2.4.2 Significance of Teaching Methods in the Implementation of Economics Curriculum

What a teacher does in the classroom depends to some degree upon his approach to learning situations. This important initial step is not fully appreciated by many educators. However, students' negative attitudes toward learning may be related to the method of instruction. Though teachers with high moral, motivation, mastery of knowledge and capacity to facilitate learning are important (Zadra, 2000), correct use of an appropriate teaching method is critical to successful teaching and learning. Knowledge of how teaching methods affect students' learning may help educators to select methods that improve teaching quality, effectiveness, and accountability to learners and the public. Organizing for effective teaching of Economics is centred on certain factors such as what to teach, when to teach and how to teach. The teacher does not only teach the most relevant, meaningful and useful materials for specific students, he must also recognise and adopt a good and well-researched method of teaching that guarantees better understanding and also stimulates and motivate the students.

Several methods of instruction have been employed for students' interest depending on the situation. Varying factors ranging from socio-economic background, intelligence, attitude of students to teaching methods employed by teachers have been attributed to this poor achievement. Teaching methods that encourages students-centred activities for developing reasoning and process slides through scientific approach are conspicuously lacking. For effective teaching to take place, the teacher must stimulate, encourage and maintain active participation of the students through the selection of appropriate teaching methods. This would require a balance between what is taught and how it is taught. Thus, successful teaching in Economics does not depend only on the teachers' mastery of the subject matter but also the teaching method employed.

In view of this, Ogbonna (2000) opines that one of the most influential factors in teaching is the teacher's method of teaching. The discussion method is the method of teaching where the central and essential characteristic is interaction. During discussion session, students participate in the learning process by contributing problems, analysing the factors associated with the problems, developing possible solutions to the problems, placing the solution(s) into action, and evaluating the results of the solution. Nowak, Watt and Walther (2004), articulated this position and present evidence that, demonstration method is generally effective in teaching sciences, mathematics (including mathematical Economics and statistical Economics). A demonstration provides the link between knowing about and being able to do. Research reveals that demonstrations are most effective when they are accurate, when learners are able to see clearly and understand what is going on, and when brief explanations occur during the demonstration. Teachers establish the pattern of general conduct during a lesson, while on their part students establish certain types of behaviour to coincide with this pattern (Kalu, 2010). In Nigeria, the study conducted by Domike (2002) indicated that some relationship exists between classroom interaction pattern and students' performance.

Conventional (teacher-centred) method does little to advance conceptual understanding and critical thinking. In Nigeria, however, evidence shows that this is the dominant pedagogical mode. Oduolowu (2007) mentions that among other outdated instructional methods, rote learning which focuses on the "memorization and regurgitation of facts", is still in use. Ajibola (2008) points out that this form of instruction and learning hampers creativity and does little to foster innate abilities for problem solving and decision-making. He calls for the need to incorporate student-centred approaches in curriculum development. These approaches foster cooperation, tolerance, self-reliance,

and self-expression. According to Ajibola (2008), when teaching and learning is directed towards the needs of the student, there is an accompanying tendency to make sure that he fully understands the material he is being taught. The focus is no longer on how much a student can remember, but how he understands; what meaning he makes of his understanding; and, whether he can apply the knowledge and meaning in real-world situations. This is the measure of an effective educational system.

According to Adams and Onyene (2001), they posited that the Nigerian secondary school curriculum implementation, which is the focal point in curriculum design, does not give the students the necessary skills to earn a living in the society. In support of the above findings, Adeleke (2006) believes that one of the problems of Nigeria secondary school curriculum content is effective finishing of a product (implementation). He further opined that the poor implementation of the secondary school curriculum in Nigeria has caused the link between the goals of Nigeria education and the achievement of the goals missed.

2.4.3 Factors to be considered before the choice of a Teaching Method for Economics

Economics involves the use of appropriate teaching methodology in enhancing the understanding of economics as a concept and facilitates the in-depth residual knowledge of the learners in order to make them contribute meaningfully to the growth and development of the society. Economics involves imparting knowledge effectively by making use of learner-centered approaches to promote learner self-confidence in tackling economic problem. Before choosing a teaching method to be used for teaching economics, teachers of economics according to NOUN (2006) must take the following factors into consideration:

1. The age and level of intelligence of the learners: The age and level of development of the learners' intelligence should be considered before the choice of a method for teaching economics is made. The method of teaching economics at the university level should be different from that employed to teach the secondary school students.

2. The previous knowledge: The previous knowledge of the learners is important in the learning of a new task and this must be taken into account before the choice of teaching methods for economics. However, the knowledge gained in the previous lesson may not necessarily be the previous knowledge of a new task. A related idea/experience could be considered as a previous knowledge.

3. The size of the class: The teaching/learning of economics will be a success if the appropriate method for the size of the class is employed. For example, there will be a meaningful teaching if discussion/project method is used in a class of about one hundred students.

4. The time of the lesson: If the lesson is to take place in the afternoon, the teacher should select method that requires student's participation. But if he selects the one that makes the student sit passively, the class will not be interesting and the students will not be involved in the lesson.

5. The method should be suitable for the topic: Teaching methods can be considered the pedagogic approach utilised by instructors to facilitate a set of learning outcomes expected of an "ideal curriculum". Appropriate method should be chosen for each topic and each level. There are many teaching methods that are perfect for different topics. The choice of a particular teaching method is entirely teachers'

choice and should be guided by the content, assessments and the desired outcomes. Students will also affect teacher's choice, for example in early classes students may be tentative to engage in more intimate or critical problem based activities.

6. Teaching Materials: Teaching materials are the resources a teacher uses to deliver instruction. Each teacher requires a range of tools to draw upon in order to assist and support student learning. These materials play a large role in making knowledge accessible to a learner and can encourage a student to engage with knowledge in different ways. It is important that students with visual impairments or other print disabilities such as dyslexia have access to electronic versions of reading material. Flexibility in teaching materials and the use of multimedia make it possible to reach out to all learning styles. Multimedia via Blackboard or a course web site can provide the syllabus, assignments, discussion groups, projects, class notes, video material and the power points for the lectures. The teacher is expected to get or organize relevant teaching aid /materials for the different topics. Relevant and appropriate teaching materials stimulate students' interest in the subject.

2.5 Instructional Methods and their applications in Economics

Instructional method comprises the principles and methods used by teachers to achieve the desired learning in students. These methods are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Westwood (2008) suggests that the design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn. In today's school the trend is that

it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity. The approaches for teaching can be broadly classified into teacher-centered and student-centered.

In teacher-centered approach to learning, teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments (Westwood, 2008). In student-centered approach to learning, while teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction (Westwood, 2008).

The history of teaching methods can be traced back to the period when Greek Philosophers used methods such as discussion method, field trip, debate forum, dialectic and intuitive, observation, sense impression and investigation to teach having taking into consideration the age of the learner, the previous knowledge, the social environment and so forth. The word "method" is often used very loosely. It has been supposed to involve a body of fixed and stereotyped modes of procedures each applicable to its appropriate subject as a kind of ritual to be observed by all teachers, and in all circumstances. In this sense, method has been rightly scorned and is now becoming discredited. It is important to

remember that good method can result only from the constant observation of certain broad principles, these include orderly procedure in teaching, an arrangement of subject matter which will avoid waste of time and energy and a redistribution of emphasis which will secure the greatest cooperation from the students and maintain their active interest.

Teaching methods are the tools/means through which practicing teachers engage their students into meaningful activities as a result of which ideas, values and facts are learned. Methods are the procedures by which objectives or goal can be easily attained. The use of method in teaching economics conserves the energy of the teacher, enhances his success and quicken the learner understanding. According to Ajoma (2009), teaching method is the professional technique teachers adopt in their instructional exercises to enable them impart relevant knowledge and skills to their students. Obi (2005) opined that teaching techniques are strategies employed by the teacher to enhance teaching. Also, Omosewo (2004) considers teaching method as the art of creating learning situations and making pupils think by providing books, equipment, materials and questions to be answered. From the definitions given, it could be deduced that the responsibility of the selection and adoption of teaching method to be used in the teaching of a subject or a particular topic lies on the shoulder of the teacher since there is no stereotyped method or strategy to be adopted. It is in the light of this that Omosewo (2004), opined that, it is difficult to give a simple answer to the question, "what is the best way to teach" or to say, "teach this way, follow these rules and all will be well." So much depend on the teacher needed to have a good understanding of the several methods of teaching available to the teacher in presenting his lessons to students. These methods of teaching as listed by Baba (2007) are lecture method, project method, group method, questioning method, discussion method, resource persons method, field trip/excursion method, problem solving method,

demonstration method and assignment method. Hence, these teaching methods are briefly discussed below:

2.5.1 Lecture Method

A lecture is an oral presentation of information by the instructor. It is the method of relaying on factual information which includes principles, concepts, ideas and all theoretical knowledge about a given topic. In a lecture the instructor tells, explains, describes or relates whatever information the students are required to learn through listening and understanding. It is therefore teacher-centred (NOUN, 2006). The instructor is very active, doing all the talking. Students on the other hand are very inactive, doing all the listening. Despite the popularity of lectures, the lack of active involvement of trainees limits its usefulness as a method of instruction.

The lecture method of instruction is recommended for students with very little knowledge or limited background knowledge on the topic. It is also useful for presenting an organised body of new information to the learner. To be effective in promoting learning, the lecture must involve some discussions and, question and answer period to allow trainees to be involved actively. This is when a teacher lectures straight either from notes or from a prepared lecture or speech, the second combines lecture with illustration. The lecture method is mostly used by teachers in their teaching. The teacher teaches directly from prepared notes with little or no movement, and sometimes with charts or graphs. It is a one-way flow of communication from the teacher to the student. It is teacher-centered as teacher dominated approach. Most of the talking is done by the teacher, while the students remains passive listeners taking down notes. It is referred to as didactic approach or talk-chalk (NOUN, 2006).

The lecture method of teaching is an economic means of transmitting factual information to a large audience though there is no guarantee that effective learning will take place. The teacher may ask few or no question in the process. It does not require the use of instructional materials or resource. To this effect students are denied the opportunity of developing manipulative skill. The lecture method is only concerned with verbal presentation of concept and ideas to the learners. Lecture method is automatic in form, it allows little or no room for active students participation, and gives little or no feedback to the teacher as to the effectiveness of his presentation (Ann, 2004). Lecture method is widely used in Nigerian Secondary School system, but it does not result in a noticeable change in attitude held, while retention of information after lecture by students are minimal in terms of content.

The lecture method of teaching irrespective of the different views of authors is still the most widely used form of teaching. Therefore, the method (NOUN, 2006) has the following advantages: It allows a teacher to deal extensively with the topic being treated; It is cheap to operate; It is more appropriate with adult groups because it require the ability of an audience to assimilate information as it is presented; It can be used to handle large class; The teacher can deliver his lecture in any type of classroom situation. It may be in an open space, or in a hall without teaching aids for instance, sports pavilion; It can be used to introduce new topic; and It saves time and energy: It is not expensive as only the chalk is required. Good command of English and boldness saves the teacher a lot of challenge in the class.

Lecture method is not effective for the following reasons: It is not suitable for children especially in the primary and secondary schools if the topic being treated is not interesting, the student can sleep-off in the class; It does not promote meaningful learning

of economics concepts; Students are passive listeners that is, they do not participate in the teaching/learning process, so retention is difficult; The teacher may become the centre of attention because students did not participate in the class; and It encourage memorization of information (rote learning) without actually promoting meaningful understanding economics concepts. In view of the above stated reasons, lecture method should be used with other methods of teaching to help the students' participate fully and be active in the lesson. The teacher should avoid coverage of too much topics as coverage of too many topics leads to boredom and confusion on the part of the learners. Encourage student participation in class by asking them questions and giving them time to make comments. At the end of each lesson, the teacher should summarize and give assignment.

2.5.2 Project Method

Project method is used by teachers to individualize instructions. Here, students are required to look for topics of special interest to them and investigate solutions using projects. Project is one of the activity-based of teaching economics which local resources can be effectively utilized in teaching process. Project method is derived from the educational idea of one of the great educators John Dewey, an American, Dewey argued that education should not prepare a child for future that is unknown, but rather that it should fit him rightly into his society. One of the best ways to do this is to allow the child to take full part in the life of community and wider neighbourhood. Later, the followers of Dewey further developed this idea into what we called in schools "the project method: put it in another form, a school projects it is the cooperative study of real life situation over situation by either a class or the whole school, usually under the expert guidance of a teacher (Bello, 1996 cited in Iwuji, 2012). Sometimes students obtain topics for the project

work from the sources available. The teacher is expected to guide them where necessary. The project method could take a week, month, or even some years (Abdullahi, 2005).

Ajoma (2009), described the project method as a student-centre method of teaching and learning of Economics in which learners are allowed a great deal of involvement right from the beginning to the end of the project. The method enhances student's full participation and quick assimilation of skills. Mill (2007), saw the project method of teaching as the most effective ways of arousing students interests. The use of the project method of teaching can help students to be innovative, thoughtful and creative, since they are fully engaged in the learning process. Howell and Mordini (2003), affirmed that the project method of teaching serves the interest of the students best by utilizing problem-solving to encourage critical thinking, progressing through the steps of investigation, planning, testing, evaluation and improving during their project fabrication.

Project method of teaching according to Ahmed (2007) has the following advantages: It creates and sustains the learner's interest because they will be engaged in meaningful activities; It is a problem-solving exercise/method; and It makes learning of Economics real and as practical as possible. Project method has been criticised on the ground that: It may create confusion and disorder if the planning, organization and supervision are faulty; Identification and selection of projects is difficult for most teachers; and It may be costly in terms of human and material resources that may be required for the identified project.

2.5.3 Field Trip/Excursion Method

Field trip is any learning activity carried out by a group of learners outside the classroom under a close supervision of the teacher. It involves taking students outside the classroom setting to have first hand experience of what happens in our environment or real

life situation (NOUN, 2006). Field trip/excursion provides outdoors experiences and observations from which the students learn. It could cover a few hours and could last as long as a couple of weeks. Field trip could take the form of a mere walk from the school to public places of interest such as the kings' palace, railway station, financial institutions, airport and post-office all within the neighbourhood. Experiences acquired during field trip are usually long lasting and cannot be easily forgotten by the students. In preparing for a field trip, the purpose must be clearly stated; permission must be obtained from the school authority, parents and the place of visit. If a trip will last more than one day, adequate preparation must be made for accommodation, feeding and other facilities. It is also essential to take along a first aid box (Adu, 2004). The teacher must carefully supervise the students during the trip. The assistance of a guide is also needed. After the trip students should discuss and report their findings.

Field trip/excursion provides opportunities for direct observations and develops the skill for keen observation in the students. Field trip provides the student with the opportunity of having first hand knowledge of happening in our environment; It helps to generate and sustain student interest in the subject; It aids retention of information since the experiences are long lasting; and It can help the student to develop interest in certain professions. However, it is time consuming; it could be expensive and disruptive especially when the field trip lasts several days; it may be a waste of time and resources if not well planned; it is externally difficult to carry out especially when it requires long distance; accident may occur in the course of field trip; it results in extra financial expenses on the part of the school, parents and even the students; and discipline among students may be eroded if care is not taken.

The following suggestions were made for the effective use of field trip:

i. The economics teacher should first discuss the idea of a field trip with the school management;
ii. He/she should write the Chief Executive/Managing Director, if it involves organization/industries for permission to visit;
iii. He/she should discuss with the students the aims of the trip, their involvement and what they need for the trip;
iv. The students should be informed about the guiding rules of the place, dangers, what to look out for and how to report their observation;
v. The teacher should carry along first aid box in case any of the students sustain minor accidents;
vi. The teacher should make accurate transport arrangement and lodgement in case the trip will last more than one day; and
vii. After the trip, examine the student on the specimens and information collected from the trip. This has to be in connection with the report of the trip in order to facilitate relation of the experience from the trip.

2.5.4 Group Method

Group method enables the teacher to divide the students into groups for the purpose of instructions. Each group may be assigned a task, reading, recording and production of items in case of practical activities (Ahmed, 2007). The groups are given definite tasks, enough instructions and the necessary conditions, sometimes group leaders are appointed. They will be reporting to the teacher the observations, problems or question that may arise while doing the work. The teacher in this arrangement serves as a consultant or guide. He goes round the groups giving them the necessary assistance or answering their questions. The task assigned to the group if arranged well will keep the

learners busy for the period of the lesson and beyond. Group method poses challenges to students because they have to understand or accomplish the work given. According to Mishra (2007), group learning is often called collaborative learning or peer teaching he explained that this teaching technique fosters student's face-to-face interaction, interpersonal and small group skills, group processing, individual accountability and personal responsibility, and positive interdependence. It also gives students the opportunity to affirm their learning through teaching others and provides students with other styles of teaching that may be more accessible to them.

The Dynamic Flight Handbook (2003) defined the group learning method as an instructional strategy which organizes students into small groups so that they can work together to maximize their own and each others learning. It was further stated that numerous research studies in diverse school settings and across a wide range of subject areas, indicate promising possibilities for academic performance with this strategy. For example, advocates have noted that students completing group learning, group tasks tend to have higher test scores, higher-self-esteem, improved social skills and greater comprehension of the subject they are studying. Group learning method ensures students participation in the teaching and learning process instead of being passive and waiting for whatever the teacher has for the lesson, the students in this learning method contribute maximally. Some elements are responsible for the success of this method which according to Johnson cited in Mishra (2007) are:

i. Positive independence: Students feel responsible for their own and group's effort;
ii. Face-to-face interaction: Students encourage and support one another; the environment encourages discussion and eye contact;

iii. Group behaviours: Group members gain direct instruction in the interpersonal, social and collaborative skills needed to work with others occurs; and
iv. Group processing: Group members analyze their own and the group's ability to work together.

Group learning method changes students' and teachers' roles in classrooms. The ownership of teaching and learning is shared by groups of students and is no longer the sole responsibility of the teacher. The authority of setting goals, assessing learning and facilitating learning is shared by all. Wachanga and Mwangi (2004) emphasized that the shared responsibility and interaction are likely to generate better inter-group relations, and result in better self-images for students with histories of poor achievements. Again, there is need for proper planning when using group learning method to teach students, else the efforts put in by both the teacher and the students will be fruitless. Mishra (2007) opined that group learning requires good planning in order to be successful. He stated that the following points should be noted: Group work as a learning strategy must be appropriate for the course objective. Moreso, the group task must be clearly outlined, feasible and relevant to the course objectives. It often helps to provide students with an explicit rational for group work.

Furthermore, group membership must be determined carefully and positive social interaction within the groups based on instructor awareness of student abilities or social skills, some teachers assign specific roles such as task director, time keeper, social monitor and reporter to group members. Finally, group work must be assessed appropriately. Some instructors ask students to rate each other's performance and some ask for self-evaluation. Most instructors give students some combination of individual and group grade, although for some tasks, one or the other is chosen.

2.5.5 Resource Persons Method

One invaluable method of teaching economics is the use of resource persons. They can be drawn from individuals within the community who have good knowledge or adequate information on particular topics either as professional or through practical experience. The resource person is expected to explain certain topics to the students as an expert with specialized knowledge in that aspect. This motivates and enriches students of economics and other related subjects in schools. Examples of resource persons in the teaching of economics are artisans, economists, bankers, tax collectors, et cetera.

This method of teaching is fascinating to children who are usually exerted to see professionals like bankers, experts in international trades, artisans coming to speak to them on economics concepts. This also motivates and sustains the interest of the students in the Subject. It exposes students to broad knowledge of subject matter when experts on certain fields give them first hand information which the teacher might not have included in his own teaching. Information from resource persons are usually more current and authentic than those contained in textbooks.

The time may not be sufficient for the resource person to exhaust the information he has for the students. The time allocated to him may encroach on another lesson and create problems. Sometimes, getting an appropriate resource person can be difficult. The resource persons may also disappoint the school by not turning up. The teacher puts in so much to get the resource person to agree to come. The resource person might not have the requisite pedagogical skills for handling enthusiastic children and this could mess him/her up.

2.5.6 Questioning Method

Questioning method is sometime referred to as the Socratic Method because it took its root from Socrates. According to Aliyu (2008), questioning method is where the teacher develops concepts and thinking by students through developmental questioning. The questions asked by the teacher help the students to think, reason and organize their thoughts to be able to give answers. Fajemidagba (2004), also expressed that Socratic Method is translated to mean "question and answer thus: "the teacher asks a question: one students answers" the teacher reacts and ask another question which is responded by a second student and so forth". The believe is that the method is extremely valuable as a way to guide developmental thinking, to stimulate creativity, problem-solving, to initiate discussion and to stimulate quick recall of requisites needed for the day's lesson.

Siagh and Rana (2004) reported that questioning is an important part of the teaching process without which no teaching can be effective. They went further to state its advantages: one is that the teacher can easily know through the questions whether his students have followed him or not. Second is that it keeps the students alert and therefore, keep their attention intact. Besides good questions can generate healthy discussions that may lead to a better understanding of the material by the students. Questioning breaks the passivity and monitoring that often pervades in a class as most teachers use lecture method only. Mishra (2007) asserts that posing questions can be an effective technique. The author further gave the following tips for the effective use of questions:

i. Wait long enough to indicate that you expect students to think before answering. Some students know that if they are silent the teacher will give the answer.
ii. Solicit the answer from a volunteer or a selected student.
iii. Determine the student's confident level as you listen to the answer.

iv. Solicit alternative answers or elaboration to provide material for comparison, contrast and assessment.

v. Direct the ensuing discussion to the comparison, evaluation and extension of the offered answers rather than simple validation or refutation of right and wrong answers.

vi. Pose a second or follow-up question to continue the exploration.

From the foregoing, it could be deduced that the questioning method could be combined with any other method of teaching. Fajemidagba (2004) is of the view that the question and answer method can be used effectively in combination with every other method.

2.5.7 Discussion Method

Discussion is an interactive process involving the teacher and the student or among the student themselves. In this case, a problem or topic for the lesson is presented for discussion while the teacher helps to direct the students' views towards this objection of the lesson. Discussion method is different from lecture method, while lecture method is a one-way flow of communication from the teacher to the student, discussion method involves new triple flow of communication from and with the members of the class (NOUN, 2006). Discussion method encourages student's active participation in the class. Students generate varieties of ideas, which will lead to the solution of the problem while the teacher moderate.

For a successful implementation of discussion method, every student should have background knowledge of what is to be discussed; otherwise, it will become a waste of time which may lead to lack of interest in the students. Discussion method promotes meaningful teaching learning of economics (Adu, 2004). Group discussion can be planned

by the teacher in order to get the students to interact with each other or to work together to achieve certain goals. This can be done in two ways: we have the whole class discussion or small group discussion. In the whole class discussion, the teachers arrange the class either in a circle, semi-circle or square with him/her at the centre and all the students facing him/her. This is usually done so that the teacher from his/her vantage position in the centre can see and encourage all class members to participate actively in the discussion.

On the other hand, the small group discussion requires the teacher breaking the class into small groups of ten students per group. The purpose being to ensure that issues or topics are effectively discussed, each group is normally made to choose a leader. The leader directs the course of the discussion while the recorder jots down all points discussed. The teacher is expected to find a helping hand to student's discussions. At the end of the discussion, group leaders or recorders give their summaries for the class.

Discussion method enables the teacher to have better knowledge of his students abilities and attitudes; Students are given opportunities to express their own view on issues; It afford them opportunity to be corrected when they make mistakes; It can lead to development of leadership qualities; It enhances individual thinking and brain storming; It develops in students self control; It helps to develop self-reliance, tolerance, respect for other people's opinion and leadership skills; It can be used to introduce a lesson, which provides motivation for student's activities. Both the teacher and the students discuss procedure- for the activities; It develops positive understanding between teacher/student and student/student, which motivates a desire to gain more knowledge; and It provides the students with the sense of confidence through frequent exchange of ideas between their teachers and students. Despite these advantages, discussion method has been criticised because it is uninteresting when topic are unfamiliar; It takes a considerable length of time

because each student will be given opportunity to contribute to the discussion; and It does not favour students with low language ability and the introverts.

2.5.8 Problem Solving Method

It is quite similar to the project method but while project method demands a practical accomplishment in a real situation, the problem solving method emphasizes a mental conclusion. Problem solving is very relevant in economics teaching because it helps the development of reasoning power. Olalekan and Jerome (2006) defined problem solving as a skill that requires finding a solution that is unique and novel to identified problems and it is also the ability to adopt relevant techniques from task only marginally related to the task at hand and to generate possible strategies to solve problems that are familiar. It demands strong background knowledge of concept, facts, structures, principles and computational skills that enable them to tackle problem in the classroom. Teachers and parents play significant roles in the growth and development of learners in the society to acquire skills for problem solving. This will also enable learners to acquire cognitive styles towards tackling of problems with little or no assistance from fellow students or teachers.

Problem solving calls for an initial identification of problem, relation of problem to known idea or a problem earlier solved structure of the problem, carryout necessary computation, obtaining solutions, generalizing and analysis of solution procedure. According to Inekwe (2002), to teach problem solving skill successfully, Economics teachers must provide a more conducive learning atmosphere that will allow students for thinking, analysing, experimenting and be willing to entertain and answer questions to improve students' performance in the concept.

Problem Solving method has the following advantages: It conforms to life because life itself is problem solving; It arouses interest which aid the educational process; It trains students in the art of good judgment formation; It fosters student's creativity; and It motivates students to learn by providing them opportunity to satisfy the need to talk and interact with their peers. The disadvantages of Problem solving method are that: Student of low intelligence quotients may find it difficult to contribute effectively during Economics lesson; Materials and resources needed for problem solving are not often available to the students; Problem solving method is time consuming; Students are often too immature to really recognize problems of social significance; and Students might develop some psychological problems especially that the world they live in is full of nothing but problem.

2.5.9 Demonstration Method

Demonstration method is one of the major methods of teaching that is widely used in teaching and learning process. Taylor in Aliyu (2008) defined a demonstration as an "illustration of a point in a lecture or lesson by means of something other than conventional visual-aid apparatus". Demonstration implies the presentation of a pre arranged series of events to a group of students for their observation. Texts and web sites proffer a philosophy underlying the use of classroom demonstrations; that because demonstrations are entertaining, they will spark deeper interest in the current topic and prompt students to further study the subject. Many published articles relating to demonstrations take up this theme, for example, Meyer (2003) state that, educators can generate and review vital interest in economics through the use of well planned and effectively presented classroom demonstrations that attract and engage the active and

visual learners in today's classrooms. Some of the important guidance for a successful demonstration are given below (Taylor, 1988 cited in Aliyu, 2008):

1. Plan all the activities relating to demonstration in great detail.
2. Ensure that all the equipment, illustrations and other relevant materials are procured in time and kept ready before the demonstration begins.
3. Breakdown the demonstration into suitable steps so that it can be easily understood by the students.
4. Proceed with the demonstration slowly so that all the students may grasp the details.
5. Wherever possible, involve students in demonstration.
6. Ascertain after every step whether the students have grasped the meaning, contents and explanation. Repeat if they have not followed it.
7. Give suitable verbal explanations for heightening the interest of the students.
8. Encourage students to analyse, record and tabulate the results of their observation.
9. Make an assignment based on the demonstration.

There are certainly valid reasons for including demonstrations in introductory Economics: Swanson cited in Aggarwal (2006) highlight one ostensible benefit to learners "just as an artist uses a paintbrush to reveal an underlying concept, economics educator uses a demonstration as his or her tool to illustrate economics principles. In both cases, the picture is worth a thousand words." Milne and Otieno (2007) have found lecture demonstrations important in forging personal relationships between the instructor and students, particularly for "urban students belonging to marginalized groups" where the inclusion of lecture demonstrations produced greater student engagement during and after the introduction of concepts. More so, Cantrell (2004), grouped demonstration method of

teaching as a method that is leader-centred, leader-active, learner-passive and content emphasis. The teacher demonstration method helps students to understand the concepts that are being taught before they are required to perform any task. This reduces the likelihood of trial and error learning.

Omosewo (2004) defined demonstration method as a process of presenting or establishing facts or principles; a procedure of doing or performing something in the presence of others, either as a means of showing them how to do it themselves or illustrate a principle. He added that demonstration help to illustrate a fact or principles, visualize processes, show materials, portray methods or techniques, create a problem situation, stimulate interest finding information and evaluate pupils' achievement. Sola and Ojo (2007) referred to the teacher-demonstration method as lecture-demonstration. They believe that a good demonstration is always accompanied by explanation which is usually a lecture. They concluded by defining lecture demonstration method as a teaching technique that combines oral explanation with "doing" to communicate processes, concepts and facts. It is particularly effective in teaching a skill that can be observed.

In the opinion of Coffey (2009), demonstration can be used to provide learning opportunities in classes. He added that when using demonstration method in classroom, the teacher performs the tasks step-by-step so that the learner will eventually be able to complete the same task independently. After performing the demonstration, the teacher's roles become supporting students in their attempts, providing guidance and feedback and offering suggestions for alternative approaches. These are some of the ways students can benefit from demonstration method.

Demonstration methods have several benefits as stated by Aliyu (2008). The following are the benefits of demonstration method:

a) It uses the textbook as a teaching aid, not as the major instructional medium. The textbook becomes a reference source and supplements the class presentation.
b) It gives students confidence. They turn to their textbook reducing the problem work with a feeling of assurance.
c) It centres upon the teacher the responsibility for teaching.
d) It permits the use of sound teaching principles. The concept of population in Economics may be related to student's experience, new meaningful experiences, provided, concepts dramatized and principles visualized.
e) It places a premium understanding as opposed to memorization, copying is discouraged because students have confidence in the ability to do the work on their own. Colburn (2000) observes that this method allows the teacher to gain better understanding about how the students view the phenomena so as to modify their teaching accordingly.

2.5.10 Assignment Method

Assignment is the method in which teachers assign certain sections of the textbook to students as homework. Normally the teacher would require the students to read the assigned section and provide answers to the questions that follow. The answers provided by the students will form part of the next lesson. The teacher will call on each student to read out their answers to the questions. The modern concept of textbook assignment method is intended to find out the level of students understanding of concepts taught. The purpose of the exercises is to induce students to find out more information to argument those taught in the class. The assignment method is the most common method of teaching especially in teaching of social science subjects. It is an instructional technique which comprises the guided information, self-learning, writing skills and report preparation

among the learners. The assignment method is an important step in teaching and learning process (Douglas cited in Aggarwal, 2006).

The assignment method inculcates the learning experience and information retrieval and report writing skills. According to Bates cited in Aggarwal (2006), the assignment given in the lesson concerned to the students must train them in self-learning and to acquire the presentation skills of the learners. The following objectives can be derived from the assignment method. The diverse and multiple learning experiences must be coordinated with a common method. Hence, the assignment method can integrate and coordinate the different learning experiences of a learner from different approaches.

a. It provides good training for information seeking and retrieval behaviour.
b. It inculcates the self-learning attitude among the students.
c. It provides information analysis and research attitude to the learners.
d. It develops the learning experiences from various sources.

In order to achieve the desired objectives from the assignments, the teacher should mind the following steps/stages before assigning the work to the students.

1. The assignment must be lesson concerned and related with the textbooks and curriculum.
2. The topic/unit of the assignment must be explained with the availability of resources.
3. The core of the subject or unit must be clarified.
4. The hard and difficult portions of the assignment need to be explained well.
5. The topics/units irrelevant to the assignments must be defined very well.
6. Questions must investigate the learners/students attitude.

7. Questions need to express whether the students have gone through the entire questions and assignment instructions.
8. The answers must be simple and smaller in nature.
9. The questions must allocate space for diagrammatic illustrations by the students.
10. Questions can provide experimental work and tools for the students.

Qualities/Features of a Good Assignment

The significance of the assignment has not been felt by the students because they were given by the individual without having proper understanding of the objectives of assignment method. According to Tram cited in Aggarwal (2006), assignments given with ambiguous instruction and lesser time to complete the task can also results into sub-standard work by the students. A good assignment has the following best features and provides a good learning experience that is, assignment must;

i. Be relevant to the subject taught to the students.
ii. Reflect the affinities with the subject contents in the textbook concerned.
iii. Be simple and enable the students to complete it within the stipulated time.
iv. Avoid ambiguous, complex information and instructional structure.
v. Have clear and definite objectives.
vi. Be given with other methods of teaching to enable the good learning experiences.
vii. Ensure the level of the students' age, attitude, skills and availability of resources for the topic/unit.
viii. Develop the creativity and capability of individual learning by doing.
ix. Challenge the students thinking and analytical power.
x. The group assignments may encourage the coordinated learning among the students (Tram cited in Aggarwal, 2006:14).

Types of Assignment

Generally, the assignments are classified into two types viz Home Assignment and School Assignment.

Home Assignments: Are the assignments given by the teacher and completed by the students in their home with the help of reference books and instructions/information provided by the teacher. The completed assignments were evaluated by the teacher. **School Assignments:** Prior to the experiments to be done or any difficult tasks, the teacher interrogates some questions regarding the experiment or tasks. The students have to find the answer with the help of textbooks and library books and report it in written form. The teacher observes the information collected by the students for the assignment. If the information collected is relevant and sufficient, the students will be allowed to proceed further towards the experiment or tasks. Otherwise they are again instructed with further information and clarification to resubmit the assignments, such assignments are termed and known as school assignments.

2.6 Overview of Conventional Method

This method is otherwise referred to as the "talk and chalk" method. It is characterized by the one-way flow of information. From the teacher who is always active, to the students who will always be passive. In conventional method of teaching, the teacher prepares the content to be learned in advance. Materials are prepared bearing in mind, the age, ability and educational background of the students. The teacher gives instruction by way of talking, explaining and citation of examples to support the content of the lecture. Aliyu (2008) opined that conventional method is a situation where the teacher talks and tells while students listen. The conventional method of teaching irrespective of the different views of authors is still the most widely used form of teaching. Abimbola

(2004), was of the view that the conventional method is still the best method for teaching students new concepts and principles. Also in the view of Siagh and Rana (2004), the conventional method has received more criticisms than any teaching strategy yet it continues to be used extensively; they believe that the conventional method is undoubtedly one or the most efficient means of purveying large quantities of information in short period of time.

Harden and Crosby (2000) described conventional teaching method as the focus on the teacher transmitting knowledge from the expert to the novice. The teaching strategy is often called traditional or teacher-centered approach of teaching which sometimes resembles a one person show with a captive but largely uninvolved audience. Classes are usually dominated by lectures or direct instruction. The idea is that there is a fixed body of knowledge that the students must come to know. Students are expected to blindly accept the information they are given without questioning the instructor (Sofflett, 2008). The teacher seeks to transfer thoughts and meanings to the passive students, leaving little room for students initiated questions, independent thought or instruction between students (Virginia Association of Science Teachers-VAST, 2008). The conventional teaching method pays more attention on teachers which in turn helps to decrease students' learning interest to a greater extent. This conventional method of teaching is often boring for students because their job in classroom is to passively sit and watch the teacher work economic problems on the board and then copy what the teacher did. There are just as many disadvantages to the conventional method as there are advantages, though. This research will enable the students, teachers, parents and stakeholders in education industry to learn the characteristics of the conventional method, both its pros and cons, and provide

some practical alternatives for instructors who do not think the method fits their teaching philosophy.

2.6.1 Pros and Cons of Conventional Method

The conventional method has a few advantages that has kept it as the standard method to teaching for so long. Below according to Paris (2015) is a list, followed by some descriptions of each of these.

1. **Teacher control:** Because the lecture is delivered by one authoritative figure – a teacher, professor, or instructor of some other kind – that person has full reign of the direction of the lesson and the tone of the classroom. They alone are able to shape the course, and so conventional method remains highly consistent when it comes to what kind of information is delivered, and how it is delivered.

2. **New material:** Lectures are literally just long-winded explanations of information, deemed important by the teachers. As such, students can absorb large quantities of new material.

3. **Effortless:** The conventional method makes the learning process mostly effortless on the part of the students, who need only pay attention during the lecture and take notes where they see fit. Because so little input is required from students, it's the most clear, straightforward, and uncomplicated way to expose students to large quantities of information – as explained above – and in a way that is controlled and time sensitive. Students just need to know how to take good notes.

4. The conventional method is one of the most efficient teaching methods for presenting many facts or ideas in a relatively short time. Material that has been logically organized can be presented concisely in rapid sequence.

5. It is particularly suitable for introducing a subject. To ensure that all students have the necessary background to learn a subject, we can present basic information in a lecture. By using the lecture in this manner, we can offer students with varied backgrounds. A brief introductory lecture can give direction and purpose to a demonstration or prepare students for a discussion.

6. The conventional method is a convenient method for instructing large groups. If necessary, we can use a public address system to ensure that all students can hear us. The conventional method is sometimes the only efficient method to use if student-to-faculty ratio is high.

7. It is often useful to supplement material from other sources or for information difficult to obtain in other ways. If students do not have time for research or if they do not have access to reference material, the conventional method can fill the bill. In subject areas where information is available in widely scattered places (textbooks, journals, tapes), the conventional method allows the instructor to summarize and emphasize pertinent material. Reports, current research, and information, which change frequently, may not be easily available in written form, and the conventional method can give students the most up-to-date information.

8. The lecture allows a large number of students to receive information from real experts in a subject. In general, a person who can speak from actual experience or a scholar who has carefully analysed the results of research will have great credibility with students. The conventional method is often the most effective way of communicating the energy and enthusiasm of a person who has actual experience in a field, thus motivating students.

What's funny about the conventional method is many of the pros listed above could actually be seen as cons, as well. Many do not see the nature of the conventional method as helpful in the least, and you will find the explanations as to why listed below:

1. **One-way:** People who are against the conventional method see it as a one-way street. Teachers dictate information to students, who have little to no opportunity to provide their own personal input, or protest the information being delivered. What if the teacher is wrong, or what if the student disagrees with the teacher on a fundamental ideology in their lecture? Well, the student just has to sit down and take it; sometimes, the student will even be forced to agree with the lecture if they want a passing grade. If the lecture is on a sensitive topic, over which there is much conflicting discourse, you can imagine the problems this might cause (Paris, 2015).

2. **Passive:** Not only do people see the conventional method as a biased, one-way road, but they also see it as a wholly passive experience for students. This isn't just harmful because of the ways it is described above. Not being actively engaged in a discussion over certain material can make the material itself seem worthless to a student. After all, the point of an education isn't to be programmed to think a certain way, according to the instructor's lectures, but to critically analyze the information being provided and learn how to apply it in different contexts. If a student has no place to opportunity the course material with the person delivering the lecture, they will receive only a shallow understanding of the subject being discussed. Simply put, they might even be bored by the material because they will have no opportunity to learn how the subject applies to them on a personal level.

3. **Strong speaker expectations:** The conventional method can be disadvantageous to the teacher, as well. Not all academics can be expected to have the same level of public speaking skill. What if a teacher is a genius in his or her field, knows the material from every angle, and is enthusiastic about the subject, but has trouble speaking in front of large groups? The quality of a teacher's course should not suffer because they are unable to prepare a decent lecture. Just as being lectured to might not be the learning method of choice for many students, being the one that is expected to do the lecturing might not be the best way for every instructor to present their course material (Paris, 2015). But because the range of academic teaching methods are so limited, they are usually expected to do exactly that, potentially losing the elements of their lesson plan that makes it so strong.

4. The conventional method does not lead to maximum achievement in certain types of learning. Speech skills, cooperative group thinking, and motor skills, for example, are difficult to teach with the conventional method. Students can develop such skills well only through practice. Moreover, the formal lecture alone is generally not appropriate for presenting material above the comprehension level of the cognitive domain (The Air Force Instructor's Guidebook, 2008). Because it allows for little or no student verbal participation, the conventional method may also be inefficient for comprehension-level lessons in which concepts and principles are developed.

5. The conventional method does not provide teachers with an opportunity to estimate student progress before an examination. Within a single lecture period, we may unwittingly present more information than our students can absorb, and we

have little accurate means during the lecture of determining what they have learned.

6. Too often, the conventional method makes no provision for participation by the students. As a result, many students willingly allow the instructor to do all the work. Learning is an active process, but the lecture method tends to foster passiveness and dependence on the instructor.

7. Instructors may have to spend much time preparing for the lectures. With the demonstration-performance method of instruction, students participate actively. With the case study and guided discussion methods, students participate verbally. The teaching interview relies heavily on the knowledge of an expert and provides for student involvement through a question-and-answer period. But, with conventional method, a greater burden for the total lesson rests on the instructor.

8. Finally, many instructors find it difficult to hold the attention of their students when they lecture for an entire class period. To use the conventional method effectively, teachers obviously need considerable skill in speaking.

2.6.2 Qualities of Conventional Method

As stated earlier, during the lecture, the students merely listen to the teacher. It is therefore very important to consider the attention span of students when preparing a conventional class. The attention span is the period of time during which the students are able to pay full attention to what the teacher is talking about. It is estimated to be 15-25 minutes only. It is difficult to hold the students attention for a long period of time and careful preparation of lectures is very necessary. The teacher should have a clear, logical plan of presentation. He/she should work out the essentials of the topic, organise them

according to priorities and logical connections, and establish relationships between the various items. Careful organisation of content helps the students to structure and hence, to store or remember it. When developing a theme in a lecture, the teacher should use a variety of approaches. A useful principle in any instruction is to go from the "known" to "unknown"; from "simple" to "complex", or from "parts" to a "whole" (Paris, 2015).

Knowing the students and addressing their needs and interests is very important. For example, in explaining production processes the teacher should search for illustrations that will be familiar to the students. Unfamiliar production words should be introduced cautiously. New terminologies should be defined and explained and examples given. In order to gain and focus the attention of students, the teacher should be adequately prepared, fluent in his/her presentation and should use various teaching aids and illustrations such as charts, transparencies, codes and even the real objects during presentation. Question and Answer periods should be included in the lecture. The specific qualities of conventional method according to Gamoran and Nystrand (2001) are listed below:

i. A good conventional method should not be too long as to exceed the students attention span (up to 25 minutes).
ii. A good conventional method should address a single theme.
iii. In a good conventional method, technical terms are carefully explained.
iv. Familiar examples and analogies are given.
v. A good conventional method establishes fluency in technical content.
vi. A good conventional method uses illustrations and examples.
vii. A good conventional method builds on existing knowledge.
viii. A good conventional method employs a variety of approaches.

2.6.3 Factors that contribute to excess use of Conventional Method

The following have been revealed by Sakala (2013) as the factors that contributed to the excessive use of conventional method and inhibited the use of learner-centred methods:

a. Class size

Large class sizes had an adverse effect on the use of learner-centred methods. The blame for these large classes as Lifalalo (2005) points out is placed on the high national population growth rate which has resulted into high demand for school places. Most teachers were discouraged from using learner-centred methodologies because in doing so they lost the grip on class control and organisation of the lesson. For example, some teachers pointed out that it was difficult to put students in groups of the right size suitable for group work in order to have meaningful group activities in an overcrowded class. Similarly, a teacher would need to organise a lot of teaching aids such as books and apparatus to effectively conduct an activity-based lesson. Therefore, to capture the attention of most students during a lesson in such a classroom situation there was need to lecture (like the way preaching was done in church) – where students kept quiet and listened as the teacher talked loudly to deliver the material to them. Lifalalo (2005) suggests that among other solutions, the provision of facilities such as libraries, computers with internet facilities and reading/study facilities would help alleviate the problems of congestion. In addition to this, it was observed that reducing the teacher-students ratio by reducing enrolment or stepping up construction of more schools and deployment of more teaching staff would be a solution to the problem.

However, not all learner-centred methods would be affected by the factor of class size. For instance, a variation of the discussion method known as directed listening-thinking activity could be done by pairing students or using groups of up to thirty

members such that a class of sixty students might be divided into two groups only. Different kinds of groups are, suitable for different purposes, for instance; individual work may be best for drill and practice, paired work for cognitive project tasks, groups of 4-6 students for application and extension tasks while whole class for discussion and transmission (expository) teaching. Every method used in a lesson should contribute towards the transformation of a learner following the steps: anticipation, building on knowledge and consolidation (Crawford, 2005). Therefore, there was a possibility of going round the challenge of an overcrowded class to implement the student participatory activities.

b. Wide syllabi

It has been argued that teachers who would like to use the learner-centred methodologies risk not being able to cover the wide syllabi because these methods consume a lot of time. Muma (2007) pointed out that subjects such as Economics, Biology, Mathematics, Geography and Geometric and Mechanical Drawing had a lot of content that was to be covered in a limited period. Teachers were therefore, 'forced' to use methodologies that enabled them to teach the content as quickly as possible to leave some time at the end of the period for revision and preparation for examinations. According to Muma (2007) the problem of wide syllabi was real and it manifested itself in many subject areas apart from the social sciences. Teachers found themselves with a lot of work to cover within the time frame of a year. As a result of this, one would have to make a decision to teach using the learner-centred and remain behind or use the conventional method and complete the syllabus in time. During the face-to-face interview with a teacher conducted by Sakala (2013), it was said that administrators did not accept such excuses as 'not finishing a syllabus because of the methodology used'. It was argued that it was not

worthwhile to spend a lot of time on straight forward material in the name of engaging the 'best practice'. The teacher added that some teachers combined the conventional method with question and answer method of teaching as a way of trying to imply that they were using the learner-centred approach.

Though it seemed to be a good initiative, in the opinion of Sakala (2013), this approach was a serious misapplication of methodologies and a violation of pedagogical skills – the two are different methodologies and should be applied as appropriate as necessary. From the revelation above, it was clear that teachers were torn apart in terms of what and how to teach. Thus, we can say that the concept of learner-centred teaching was defined according to the teacher's own practice, that is, teachers constructed their own classroom practice of activity based lessons that served as a means of controlling the learning pace as well as implementing the learner participatory methodologies.

c. Learning/teaching materials

It has been reported by Sakala (2013) that, it was indeed difficult to implement learner-centred methodologies in the classroom in the absence or shortage of a variety of teaching/learning materials. The availability of facilities such as classroom and study space, chairs, desks and tables is indeed crucial to both teachers and students. In addition, the school should have books, paper, copiers, apparatus, laboratory or workshop equipment, models, charts, computers, projectors, printers and so on. Coupled with the teacher's inspirational approach, all these teaching/learning facilities and equipment create what is commonly referred to as a conducive classroom environment. For instance, Crawford (2005:7) says "the arrangement of the space makes it easy and natural for the students to work together and to talk to each other". These educationists further postulate that:

> "if we want to stress the idea that students are important, that what they have to say is interesting and should be shared, then we should arrange the classroom space in such a way to allow them to talk to each other and work together freely".

In a study conducted by Sakala (2013), students felt that a good teacher was one who was well prepared, used a variety of teaching methods, was confident, passionate to the profession, simple in outlook and did better in class even with limited resources. They felt mutual teacher-students relationship enhanced student understanding and digestion of taught material because of a peaceful and tolerating environment. That would have more influence in lesson delivery than the use of materials. Sakala (2013) insisted that a teacher could be resourceful through improvising teaching/learning materials. Teachers could still achieve a lot. What was required most was adequate preparation for lessons through which some teaching/learning resources could be organised. This meant that most teachers did not plan their lessons. Some teaching methodologies did not require a lot of teaching/learning materials, for instance, role play and discussions. All that was needed to implement them successfully was adequate planning by the teacher. Of course another important characteristic of a good teacher that students pointed out was the teacher's ability to effectively use the teaching/learning material at an opportune time during a lesson. Appropriate use of charts, models, apparatus, text books or indeed audio teaching aids in addition to adequate explanations and correct demonstrations would add to achieving a lot in a lesson. Teachers complained that those were not available or were inadequate thereby posing a serious threat to the use of some methods of teaching especially learner-centred while administrators were calling on teachers to be innovative and creative (Sakala, 2013).

d. Calibre and Background of Students

Calibre and background of students was one of the elements mentioned by Sakala (2013) when considering factors contributing to the excess use of the lecture method of teaching. Teachers interviewed associated 'calibre' with the quality and ability of students enrolled in secondary schools as individuals or groups to critical thinking. In other words, what value does a student add to the learning/teaching process when they could not read or write as expected? Some student did not understand basic information, how could they engage themselves in higher order thinking? Teachers and administrators talked to regretted that most students who 'passed' and were enrolled in senior secondary schools were of low calibre. They hardly could read a sentence fluently or speak English (medium of instruction) fluently. One teacher interviewed by Sakala (2013) said:

> "How can I ask a student to explain and later on discuss something when all she/he does is look at you and smile when you ask her/him to say something? It is as if you are talking to a dumb person or one whose language is so different from yours" (p.72).

This situation is quite unfortunate for high schools. Language acquisition, especially second language acquisition was always interfered with by the mother tongue (first language or language of play). Thus the language problem had serious effects on the activeness of a learner in class and that inactivity put off most teachers. Many teachers therefore, resorted to using the conventional method of teaching because apart from being demoralised by such students, it was found difficult to motivate them to do activity- based classwork. Administrators acknowledged that there were such students in schools with very poor academic background except that they were very few. Kasanda (2005) also acknowledged the fact that there were students who go up the ladder of education with head knowledge which could not be used in effecting activity-based situations. For such student, there was more development of the cognitive skills at the expense of manipulative

and communicative skills. During classwork that 'handcaptcy' made it difficult for such student to effectively take part in activity-based lessons.

On that account, Sakala (2013) felt that, that was more of the reason why learner-centred methodologies were needed to develop the communicative skills of the student. Expository methods such as lecture, demonstration, question and answer or indeed learner-centred methods such as discovery, research and project that used questionnaires would not help improve the predicament in those students. They required a lot of practice through role play, simulation games, discussions and debates. Those slow learners had some prior knowledge and the main task for teachers at the high school level should have been to work on the old habits of thinking by showing such pupils how to inquire, question, seek and examine information in order to turn them around to become active students both within and outside class. They were confident enough that with intense practice the results were usually remarkable.

e. College/university lecturers and missionary teachers

College and university lecturers have the task of moulding the personality of individuals into professionals; in our case moulding up individuals to become teachers. Lecturers are subject (content) specialists and they teach teachers various methods of delivering that subject content to students. They teach how to teach content. Sakala (2013) described lecturers as 'teachers of teachers' or guides and advisors (mentors) of teachers. Missionary teachers, as presented by Sakala (2013), were the first Christian missionaries who brought Western education to Africa and in particular to Nigeria. They taught in mission schools or colleges. They taught mainly to educate Africans so that they could read the Bible and eventually the graduates would help them spread the word of God (Snelson, 1974 in Sakala, 2013).

As for college and university lecturers of nowadays, Sakala (2013) revealed that teachers were using the same methodologies their lecturers used to train them to teach. Teachers in the field performed their class duties in the same way they saw their lecturers teach while in colleges rather than what the lecturers said the teachers should do when attending to their students in high schools. In colleges, lecturers do lecture to students and in schools teachers teach students – that is the difference. It has been found in this investigation that teachers lecture to students, why? This is because teachers emulated what their mentors did when they were being coached as student teachers in colleges. It was also proved by Muma (2007), in his study on activity-based science teaching, that for the students in college "the most prominent activities student teachers were exposed to by their science teacher educators were mainly group work and lecture note-taking" and that is how the teachers eventually conducted their lessons in schools. According to Kasanda (2005), it can therefore be said that, there was a problem of contextualising what was learnt theoretically in college and what was practically applicable in schools. This confirms further the fact that most secondary school teachers prefer to use the conventional method of teaching because they did not have enough practice on methodologies. Most of the time they saw their lecturers lecture and therefore, thought that it was the best way of conducting lessons.

As for missionary teachers, it has been proved beyond doubt with a record of 64.9% (Sakala, 2013) that missionary teachers' methodologies have had influence on modern teachers' classroom practices. Teachers agree that there has been influence from the methods of teaching that missionaries used in the past on the modern teachers. Though each missionary group had its own teaching approach, there were similarities. The methods were inclined towards the expository (teacher-centred) techniques – and sometimes teachers (missionaries/priests) coerced their learners to get educated. This

research takes note of the fact that those methodologies used for teaching lessons in mission schools in pre-colonial and colonial days (in Nigeria) have had influence on teaching methodologies of nowadays. Teachers enjoy 'preaching' to the students in the same way evangelists taught their students in the mission schools of the past. The methodologies missionary teachers were using could have been more inclined to lecturing because they were trained priests and so their manner of teaching was as if they were preaching in church.

Some teachers, just like some parents believed that there were better teachers those days than there are now despite the economic, social, political, and technological developments and changes that have taken place since. Just as the old adages go, it is believed that "The first cut is the deepest" and that "Old habits die hard". This revelation implies that the missionary legacy (conventional) has had a lasting impact on the methodologies used in schools and colleges or universities in Nigeria up to now (for over a century). Aisedu-Akofi (1981) cited in Sakala (2013) concludes on this with this contribution:

> it is difficult to change established attitudes because the learner-centred teaching is a challenge on the part of the teacher because its organisation is labour intensive and a drain on one's time …teachers had already formed their attitudes that were enduring up to date. As a result of this they were being haunted … it requires a particular mind-set and readiness in order to be appreciated (p. 37).

f. Examinations and Tests

Through this study, the researcher found that one of the major reasons for the use of the teacher-centred methods was the need to drill learners for the purpose of passing examinations especially national examinations. Examination results were acting as a major yardstick in the assessment of teaching and learning in schools. So, it had been felt that the better the examination results for a students or school, the better the teaching and learning

had been during the academic period. This view from one administrator spoke volumes on this subject:

> 'As a Head of this institution, if I do not make the students pass examinations my stay in this school and my job in general is at stake. Supervisors from the district and province, parents, students or even teachers themselves do not take it kindly when the results for a school are poor. A teacher whose subject results are poor is a laughing stock among fellow teachers and parents or community. It's like you don't know what your profession demands (Sakala, 2013, p. 87).

Through the expository methodologies the teacher drilled students to such an extent that rote learning (memorisation) was promoted – after all, students were expected to bring out what they were drilled on in the tests or examinations, and if they are able to, that's fine. That view is supported by Loughran (2006) who said that students enjoyed lessons from old teachers, especially those labelled 'good' as they made them understand content easily and pass examinations. Teaching was biased towards enabling students pass examinations and by students going through over and over again certain topics and past papers (questions) whose content was expected in the coming examination. They 'spoon-fed' students by drilling them, thereby promoting rote learning which in turn promoted the application of the lowest level of thinking (recalling of facts). What was paramount was 'passing' examinations or tests rather than making students wholesomely gain knowledge, skills and values necessary for the present and future survival – developing students holistically who, in addition to recalling and understanding would apply, analyse, evaluate and be creative. Teachers nonetheless, were going for the former at the expense of the later.

g. Supervision of Teaching

During interviews conducted by Sakala (2013), administrators brought out the qualities of good and effective teachers. They said effective teachers were those who had the following qualities: were willing to be flexible; had capacity to perceive the world

from the students' point of view; had the ability to 'personalise' their teaching; were willing to experiment on new ways of doing things; developed/had the skill in asking questions appropriately; knew their subject matter; were willing to provide study help to students; had capacity to be reflective; and, had the conversational manner in their teaching. Overall, the qualities listed above are the classroom practices (performances) that were considered in this study. The ratings of the practices by both administrators and teachers were quite high meaning that all events in class went on very well, even though in terms of learner-centred methods, the majority of the teachers agreed that female teachers were fond of using them than their male counterparts (Sakala, 2013). Students claimed that female teachers usually motivated students more towards creativity and free thinking than their male teachers. Male teachers usually forced students to be creative and thoughtful through such expressions as "Maths is for hard thinkers. Work hard or you will fail".

However, responding to the assertion that "teachers needed close supervision in order to implement learner-centred methodologies in their lessons", all teachers were almost neither for nor against as they were split into almost two equal groups. With this revelation therefore, almost all teachers believed that teachers who used learner-centred strategies were still as effective as those who used the teacher-centred strategies of teaching and thus there was no need for strict supervision except that teachers needed self-regulation (Sakala, 2013). Nonetheless, a group of teachers felt that their colleagues who used learner-centred approaches were lazy because they enjoyed sitting back while they engaged students in activities that they themselves were supposed to perform. One member of staff asked: 'If you are a trained teacher, why ask students to teach themselves?' This group of teachers was for the idea of close supervision of teachers by the administrators. On the other hand, another group contended that assuming that they

were accomplished masters of their trade; teachers would do a lot of ground work on behalf of their students before classwork thereby providing effective organisation appropriate, relevant and objective for lesson delivery. Thus, this group felt there was no need for someone to be watching over them as they taught students since they were well trained in methodology (Sakala, 2013).

Another consideration, Sakala (2013) reported that, it had been observed that most newly appointed teachers were more flexible in their styles of approach rather than being critics and desk observers. Young teachers took students as co-operating partners who were dynamic and creative in classroom practices. Hence, they were seen studying content, preparing lesson plans and/or charts, rendering personal attention to students and sometimes giving rewards to outstanding and hardworking students. It was also observed (Sakala, 2013) that they had been marking/correcting students' work in the staffroom together with old teachers (especially the teachers of languages and Mathematics). They also mingled freely with students in recreation and club activities. Administrators felt such teachers needed supervision to moderate their activities even though they were already self-motivated.

On 'old' teachers, administrators reported that they were well endowed with the subject content and to some extent the strategies of delivery. For a number of reasons 'old' teachers went to class without planning for their class activities. They relied mostly on their greatest asset – experience. Students described most of them as self-centred and closed-up because most of them rarely had time for students to discuss problems or welfare. Administrators said that 'old' teachers believed that a successful lesson was one where at the end of it students were able to satisfactorily perform a certain task, for instance, students performing a demonstrated practical lesson successfully and attaining more than fifty percent in a written or oral exercise (the behaviourist perception). These

teachers needed supervision as they were slowly degenerating in their professional performance and seemed demotivated. Therefore, it can be deduced that lack of supervision was one of the factors that led to the excessive use of the conventional method in secondary schools.

2.7 Exploring the Origin of Project Method

A project 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. Usually, students are given considerable autonomy over how, where, when and in what order the task will be carried out (Sakala, 2013). Project as a methodology is not a new concept; in the United States pioneers were John Dewey (Dewey, 1966) and William Heard Kilpatrick (Kilpatrick, 1918 cited in Schneider, 2005). The project method is a genuine product of the American progressive education movement. It was described in detail and definitively delimited for the first time by William Heard Kilpatrick in his essay, "The Project Method," which became known worldwide (Schneider, 2005). The notion of project is central to socio-constructivism and other related activity-based approaches. A project allows learners to identify and formulate their own problems. The goals they set as well as the unexpected discoveries they will make during their interaction with the environment serve as guides (Collins et al., 1989 cited in Schneider, 2005). It is therefore important to divide scenarios into sequences and to divide problems into sub-problems so that learners perform only one task at a time and that these tasks are flexible enough in order for learners to be able achieve them whatever their basic level. Project method is a model which distinguishes from traditional teaching since the focus is put on the learner and his project. Learners have the opportunity to work more autonomously and build their knowledge.

For over 100 years, educators such as John Dewey have reported on the benefits of experiential, hands-on, student-directed learning. Most teachers, knowing the value of engaging, challenging projects for students, have planned field trips, laboratory investigations, and interdisciplinary activities that enrich and extend the curriculum. "Doing projects" is a long-standing tradition in American education (Markham, 2003:3). In Europe, project is being revised and redefined as a method that supports many of the tasks that teachers face today such as incorporating authentic assessment, infusing higher-order thinking skills, guiding students in life choices, and providing experiences that tap individual student interests and abilities.

Projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen & Moffitt, 2007). Other defining features found in the literature include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, (Moursund, 2009), cooperative learning, reflection, and incorporation of adult skills (Diehl, Grobe, Lopez & Cabral, 1999). According to Blumenfeld, Soloway, Marx, Krajcik, Guzdial, and Palincsar (2001), previous attempts at hands-on and discovery learning curricula failed to reach widespread acceptance because developers did not base their programmes on "the complex nature of student motivation and knowledge required to engage in cognitively difficult work," nor did they give sufficient attention to students' point of view. Other authors mention authenticity, constructivism, and the importance of learning "new basic skills" in attempting to describe the difference between project method and prior models that involved projects (Diehl et al., 1999).

A project can be said to be anything accomplished under student motivation. Projects are organized activities in which students are allowed to investigate or research on their own. It can be used for individualized instruction as it can be used on a group of students. For example, five students, ten students or the whole class can be asked to execute a project. The project method is characterized by students planning physical activities resulting in physical creation while the teacher guide. Project includes such things as construction, displays, murals, charts, exhibitions, reviews, making models and others. The project method can be seen as the technique which engages students in a task centred learning activity with a concrete result or end product. The use of project method for teaching/learning can be in the form of: Preparing wall charts; Preparing project booklets; Carrying out special enquiries; and Making models (NOUN, 2006). Under the project method, everything has to be done by the students while the teacher simply inspires and guide them.

2.7.1 Elements of an Authentic Project

Project-based instruction is an authentic instructional method in which students plan, implement, and evaluate projects that have real-world applications beyond the class-room (Blank, 2007; Harwell, 2007). Learning activities that are interdisciplinary, long term, and student-centred are emphasized, rather than short, isolated lessons (Challenge Multimedia Project, 2000). Project instructional method has its roots in the constructivist approach evolved from the work of psychologists and educators such as Lev Vygotsky, Jerome Bruner, Jean Piaget and John Dewey. Constructivism views learning as the result of mental construction; that is, children learn by constructing new ideas or concepts based on their current and previous knowledge (Karlin & Vianni, 2001). Most important, students find projects fun, motivating, and challenging because they play an active role in

choosing the project and in the entire planning process (Challenge Multimedia Project, 2000; Katz, 2004).

There are a wide range of project types such as; service learning projects, work-based projects, and so forth, but authentic projects all have in common the following defining features (Dickinson, Soukamneuth, Yu, Kimball, D'Amico, Perry, 2000; Martin & Baker, 2000):

a. Student-centred, student directed;
b. A definite beginning, middle, and end;
c. Content meaningful to students; directly observable in their environment;
d. First-hand investigation;
e. Sensitivity to local culture and culturally appropriate;
f. Specific goals related to curriculum and school, local, or state standards;
g. Have a driving question that is challenging and constructive;
h. Long-term (more than a couple of class days and up to session);
i. Are integrated with real world issues and practices;
j. Have an impact on "life skills" like self-management, group process, and problem-solving skills;
k. Opportunity for feedback and assessments from expert sources;
l. Opportunity for reflective thinking and student self-assessment; and
m. Authentic assessments (portfolios, journals, and so forth).

2.7.2 Implementation of Project Method

In using project method, firstly the concepts, learning aims and duration of the subject matter are set. Before implementation of this method, students are informed about project method. Small student groups comprising of 5 or 10 persons are formed. Students

are given opportunity to examine and recognize problems by distributing prepared problem scenarios to them. If students have information about the problem, they are expected to propose solutions to this problem. If they do not have information about the problem, they are encouraged to make research using various data sources. All of the information obtained in this process is shared, discussed and evaluated among group members. Then, the solution of the problem is reached. This solution is presented to other groups. All information related to the targeted concept is revealed by discussing the acquired results at the guidance of the teacher (Duch, Groh & Allen, 2001; Kılıç, 2006).

In project method, main tools which are used can be stated as the case-study method, problem-solving based method, and cooperative learning method. The project method which is closely connected to these learning methods seems to be enriched by increasingly spreading new methods such as 'portfolio-based learning' and 'experimental learning' (Dicle, 2001). Therefore, before proper implementation, the following are the characteristics which call attention in project method: Learning process must be started with a problem; especially a problem which is evidently critical/still unsolved must be used; Contents and practices must include situations which attract students' attention; Teacher must merely be a guide in the classroom; Students must be given necessary time to think or gather information and to set their strategies in project activities, and their creative thoughts must be encouraged in this process; The difficulty of the subject matters to be studied must not be at a high level which could discourage students; A comfortable, relaxing and safe learning environment must be established in order to develop students' skills on thinking and problem-solving by themselves (Greenwald, 2000; Taşkıran Musal & Atabey, 2001; Parim, 2002; Yaman & Yalçın, 2004).

Although project method is considered to be a profitable instructional method, its implementation faces several challenges (Synteta, 2001; Thomas, 2000; Synteta, 2003) as projects are complex endeavours involving many different activities. In particular, students have difficulty to:

i. Initiate inquiry; have coherent research questions;
ii. Define a research project; good research design and appropriate methodology;
iii. Direct investigations; find resources;
iv. Manage complexity and time; keep deadlines, estimate time needed to do a task;
v. Collaborate and give feedback; articulating the work of others and give regular feedback. Known problems concern planning, operationalization and monitoring; and
vi. Follow-up the project; revise products and things that requires critical thinking skills and cognitive self-awareness (Schneider & Paraskevi, 2005).

In addition to the difficulty of setting clear goals for various phases, students have trouble relating data, concept and theory. A teacher should orchestrate a project into several more or less sequential scenarios that in turn can be broken down to smaller phases. This will insure that learners will focus on smaller sub-problems, will do things in the right order (such as, define research goals in the beginning of the project and not in the middle).

On the other hand, teachers have difficulty to:

1. Design a project course; design projects that support learning of specific concepts and skills and sustain such highly demanding pedagogical approaches like project method;

2. Follow-up several projects; monitor progress, give feedback and support where and when is needed and generally classroom management;
3. Use technology especially as a cognitive tool; incorporating technology is challenging; and
4. Design assessment; assessment that require students to demonstrate their understanding.

2.7.3 Advantages and Disadvantages of Project Method

The project method covers all levels of the domains that is, cognitive, affective and psychomotor. This method motivates students to learn by allowing them to select topics that are interesting and relevant to their lives (Katz & Chard, 2000). Additionally, 20 years of research indicate that engagement and motivation lead to high performance (Brewster & Fager, 2000). Teachers are increasingly working with students, who have a wide range of abilities, come from various cultural and ethnic backgrounds. Schools are seeking ways to respond to the needs of these students. Project method provides one way to introduce a wider range of learning opportunities into the classroom. It can engage children from diverse cultural backgrounds because children can choose topics that are related to their own experiences, as well as allow them to use cultural or individual learning styles (Katz & Chard, 2000). Therefore, incorporating projects into the curriculum can have the following particular benefits:

1. Preparing students for the workplace. Students are exposed to a wide range of skills and competencies such as collaboration, project planning, decision-making, and time management.
2. Increasing motivation. Teachers often note improvement in attendance, more class participation, and greater willingness to do homework.

3. Connecting learning at school with reality. Students retain more knowledge and skills when they are engaged in stimulating projects. With projects, students use higher order thinking skills rather than memorizing facts in an isolated context without a connection to how and where they are used in the real world (Blank, 2007).
4. Providing collaborative opportunities to construct knowledge. Collaborative learning allows students to bounce ideas off each other, voice their own opinions, and negotiate solutions, all skills that will be necessary in the workplace (Reyes, 2008).
5. Increasing social and communication skills.
6. Increasing problem-solving skills.
7. Enabling students to make and see connections between disciplines.
8. Providing opportunities to contribute to their school or community.
9. Increasing self-esteem. Students take pride in accomplishing something that has value outside the classroom.
10. Allowing students to use their individual learning strengths and diverse approaches to learning.
11. Providing a practical, real-world way to learn to use technology (Nadelson, 2000).

Disadvantages of Project Method

Researchers (Synteta, 2002; Thomas, 2000) have investigated the impact of project method (and related instructional method) in a wide variety of educational contexts ranging from early childhood education to higher education. They have generally been shown to be effective in increasing student motivation by engaging them in their own learning, in improving student problem-solving and higher order thinking skills.

Unfortunately, there is only evidence for most of the advantages mentioned above, given the complexity of project method coupled with the diversity of defining features and the lack of a universally accepted model or theory. In addition, it requires a great deal of time which may be expensive. It disrupts the time-table and is too difficult to evaluate. Also, it requires the maintenance of students' interest over a long period. It is beneficial to students who have the potentials to independent study.

2.8 Essentials for Structuring Projects Effectively

Projects come from different sources and develop in different ways. There is no one correct way to implement a project, but there are some questions and things to consider when designing effective projects (Edwards, 2000). It is very important for everyone involved to be clear about the goals so that the project is planned and completed effectively. The teacher and the student should develop an outline that explains the project's essential elements and expectations for each project. Although the outline can take various forms, it should contain the following elements (Bottoms & Webb, 2008):

a. *Situation or problem*: A sentence or two describing the issue or problem that the project is trying to address. Example: Some factors brings about inflation and deflation in the country. What are these factors?
b. *Project description and purpos*e: A concise explanation of the project's ultimate purpose and how it addresses the situation or problem. Example: Students will research, conduct surveys, and make recommendations on how to avoid these factors. Results will be presented in a newsletter, information brochure, community fair, or Web site.
c. *Performance specifications*: A list of criteria or quality standards the project must meet.

d. *Rules*: Guidelines for carrying out the project. Include timeline and short-term goals, such as: Have interviews completed by a certain date, have research completed by a certain date.

e. *List of project participants with roles assigned*: Include project teammates, community members, school staff members, and parents

f. *Assessment*: How the student's performance will be evaluated. In project method, the learning process is being evaluated as well as the final product.

The outline is crucial to the project's success—teachers and students should develop this together. The more involved the students are in the process, the more they will retain and take responsibility for their own learning (Bottoms & Webb, 2008).

2.8.1 Identified Project Learning Goals and Objectives

Before the project is started, teachers should identify the specific skills or concepts that the student will learn, form clear academic goals, and map out how the goals tie into school, state, and/or national standards. Herman, Aschbacher and Winters (2002) have identified five questions to consider when determining learning goals:

1. What important cognitive skills do teacher want students to develop? (for instance, to use Demand and Supply equation solve everyday problems, to write persuasively). Use state or local standards as a guide.
2. What social and affective skills do teacher want students to develop? (for instance, develop teamwork skills).
3. What metacognitive skills do teacher want students to develop? (Examples are, reflect on the research process they use, evaluate its effectiveness, and determine methods of improvement).

4. What types of problems do teacher want students to be able to solve? (for instance, know how to do research, apply the scientific method).
5. What concepts and principles do teacher want students to be able to apply? (for instance, apply basic principles of economics and conservation in their lives, understand cause-and-effect relationships).

While identifying the specific goals and objectives, teachers need to be as specific as possible in determining outcomes so that both the student and the teacher understand exactly what is to be learned. Other things that teachers and students need to consider are:

i. Do the students have easy access to the resources they need? This is especially important if a student is using specific technology or subject-matter expertise from the community.
ii. Do the students know how to use the resources? Students who have minimal experience with computers, for example, may need extra assistance in utilizing them.
iii. Do the students have mentors or coaches to support them in their work? This can be in-school or out-of-school mentors.
iv. Are students clear on the roles and responsibilities of each person in a group?

Effectiveness is not guaranteed if the teacher simply asks students to do projects, to engage in writing activities, to learn together or at least to profit from each other's ideas. It's assumed that the risk is quite high to observe that students cannot start, get lost or are otherwise unproductive. It might therefore suggest creating semi-structured pedagogical scenarios that define an orchestrated sequence of learning activities. Such a scenario is often called a "script" in the literature, and in particular, in the field of computer-supported collaborative learning (CSCL), that Dillenbourg, Schneider and Synteta (2002) define as a

story or scenario that the students and tutors have to play just in the same way as actors play a movie script. Such pedagogical scripts can become very sophisticated for each phase, the script specifies the tasks that students have to perform, the composition of the group, the way that the task is distributed within and among the groups, the mode of interaction and the timing of phase. Phases are ordered and connected, that is, outputs of one phase become inputs of the next phase.

Pedagogical scripts are mostly sequential, at least from the student's perspective. However, it does not mean that these are merely instructions that the learners have to follow. Tasks can and should often be defined as mere goals, for instance, that at some point the teacher can ask students to hunt out and to formulate definitions of the objects they will have to study although the way they do it is left open. In other words, when designing and executing pedagogical scenarios the teacher has to respect a harmonious equilibrium between the freedom left to students that is necessary for intellectual development and motivation on one hand, and certain guiding principles on the other hand.

2.8.2 Cross Curriculum Project Planning

Many projects can involve teachers from several subject areas. Cross-curriculum projects allow students to see how knowledge and skills are connected in the workplace (Bottoms & Webb, 2008). These projects require advance planning and teamwork among teachers, but can be well worth it. The principal plays a key role in the success of across-the-curriculum projects. If teachers are given the resources and time to develop such projects and have the enthusiasm and backing of the principal, they will feel freer to launch into projects. Here are some ideas for successful cross-curriculum project planning:

a. Start early. Staff members might need to spend more staff development time to plan adequately for complex projects.
b. Be clear about alignment of content to standards. Teachers could map out what concepts each teacher plans to teach month by month, so that teachers can see overlap in different classes and can identify what content will be covered to ensure that the students learn a concept necessary for a project. Teachers can see clearly how working together on a project will tie in with their curriculum goals (Bottoms & Webb, 2008).
c. Schedule time for students in different classes to work on projects together. If this is not possible during the day, teachers may find that as students get more involved and excited about working on projects, they are more willing to come in before or after school to meet with other students.

Structured project teaching involves sequencing scenarios and therefore breaking the "problem" into parts so that the students are challenged to master as many tasks as they are ready to handle. From a more abstract perspective, scenarios evolve in cycles, for example, a typical teaching/learning phase has more or less the following elements (in whatever order):

1. Do
2. Deposit
3. Look
4. Discuss

Resources, tools and products play an important role. Each time a student does something, there should be a product (even as small as a little message) that is deposited somewhere and that can be looked at and discussed. Below is an alternative but very

similar loop showing that there are variants of the same principle: Things are looked at, things are produced and discussion happens. It is the principle of information seeking, production and interaction that counts.

1. Look (discovery)
2. Discuss (interaction)
3. Do (production)
4. Deposit (sharing)
5. Feedback (discussion of results).

The teacher's manager role is to make sure that such loops are productive, for example, that the students produce something, that it is task related, that they engage themselves in meta-reflection (look critically at their own work) and that they discuss and share with others. The teacher's facilitator role is to help students with their tasks, e.g. help them to select resources and tools, explain difficult concepts and procedures, "debug" when they are stuck and so forth. The teacher's orchestrator role is to implement (or most frequently also to create) the scenarios or scripts as they are also called. This means basically to define a scenario as a sequence of clearly identifiable phases in a way that learners focus on a smaller amount of tasks at the same time and that these tasks are not too difficult to be solved at some point. Imagine that for a given purpose, students need references for a project. For instance, (Schneider, 2005) teacher can turn this into a pedagogical project activity with a scenario that includes the following steps:

1. The teacher introduces the theme, gives clues and asks students to consider the different aspects of the subject (Discuss).
2. Students search the web with various search engines and bookmark the links they find interesting (Look, Deposit).

3. Students then try to work out a certain amount of categories and sub-categories for this theme (Look, Do, Deposit).
4. The results are put in common and a hierarchy is worked out (Look, Do, Discuss).
5. The approved categories are entered in a common space (for example, the classroom wall, a sheet of paper or an electronic links management system) (Deposit).
6. Students classify, enter and describe their links (Do, Deposit).
7. Teacher provides an evaluation (Discuss).

Therefore, the scenarios should not be "over-scripted", the student should in general be its own master of the tasks and tasks should have some flavour of authenticity. Along similar lines, the teacher should not directly interfere with student's products, but only give feedback and evaluation and let the student fix things himself. Defining a scenario therefore is a workflow design problem, but with the idea that pedagogical workflows are different from the ones in industry. In industry the goal is the product, in education the goal is apprenticeship, that is, what the student has learnt from performing a set of activities (Schneider, 2005).

2.9 Project Ideas, potential pitfalls and how to avoid them

There are many types of effective projects. Some projects can address a specific community or school need, transform existing work experiences or jobs into projects, or develop a project based on classroom curriculum (Martin & Baker, 2000). Other projects can focus on career research (Bottoms & Webb, 2008). Here are some ideas for projects: Design the different types of naira denominations; Design and plan a way to establish an industry; Develop an economic model with a specific issue relevant to the school or community (school safety, recycling, how businesses can save energy and reduce waste,

and so forth); Conduct a survey of historical financial institution; Create a book on tape for senior centre or elementary school class; Create a demand and supply chain for a local commodity; Compile oral histories of the local area by interviewing community elders; Create an exhibit in a local museum or community centre, produce audiotapes, videotapes, and books with historic barter system.

The possibilities for projects are endless. The key ingredient for any project idea is that, it is student driven, challenging, and meaningful. It is important to realize that using project method does not mean doing away with a structured curriculum. Project method complements, builds on, and enhances what students learn through systematic instruction. Teachers do not let students become the sole decision-makers about what project to do, nor do teachers sit back and wait for the students to figure out how to go about the process, which may be very challenging (Bryson, 2004). This is where the teacher's ability to facilitate and act as coach plays an important part in the success of a project. The teacher will have brainstormed ideas with the students to come up with project possibilities, discuss possibilities and options, help the students form a guiding question, and be ready to help the students throughout the implementation process (for example, setting guidelines, due dates, resource selection, and so forth).

Potential Pitfalls

Here are some possible problem areas to be aware of when undertaking project method (Harwell, 2007; Moursund, Bielefeldt & Underwood, 2007; Thomas, 2000):

1. Projects can often take longer than expected.
2. Projects often require a lot of preparation time for teachers.
3. Teachers sometimes feel a need to direct lessons so students learn what is required.

4. Teachers can give students too much independence— students have less than adequate structure, guidelines, coaching, and so forth.
5. Teachers without experience using technology as a cognitive tool may have difficulty incorporating it into the projects.
6. Non-traditional assessment may be unfamiliar to some teachers.
7. Arranging parents and community members to be important parts of the project is not easy to arrange and can be time-consuming.
8. Intensive staff development is required; teachers are not traditionally prepared to integrate content into real-world activities.
9. Resources may not be readily available for many projects.
10. There might be a lack of administrative support—the school focus is covering the basics and standards in traditional curriculum methods.
11. Aligning project goals with curriculum goals can be difficult.
12. Parents are not always supportive of projects.

How to Avoid Pitfalls

Teachers who are worried about not covering the curriculum content, should make sure that basic content is covered before students embark on the projects. Teachers should not let the activity drive the instructional content, but should let the instructional content drive the activity. Students might want to choose a project and then try to fit it into the instructional content. Likewise, teacher should make sure the project's purpose is tied to the curriculum or performance standards. Provide sufficient time for students to learn new skills or technologies. For collaborative projects, teacher should help the students define their roles in project planning and implementation so that everyone is able to gain the critical skills and knowledge as outlined by the project goals. For example, everyone in the

group can be an interviewer, and take part in the presentation of the final project. Set up timelines and project deadlines in advance to provide a structure for project activities. Finally, teacher should work together with other teachers to share resources and consider cross-classroom projects (Bottoms & Webb, 2008; Thomas, 2000).

2.9.1 Assessment of Project Work

Assessing students' performance on project work is quite different from assessing traditional classwork. Because students are working on different projects with different timelines, the teacher's task of assessing student progress is more complex than for typical classroom instruction where everyone is evaluated together. Classroom assessment and evaluation have become important aspects of teaching to better structure learning activities. They are effective means of knowing more about the level of understanding of learners (Heffner, 2004). Information from classroom assessment and evaluation helps students to attain optimal learning as well as the teacher to assess teaching quality and effectiveness and adapt teaching to students' needs. In effect, assessment provides feedback which enables teachers refine and clarify objectives, select a new teaching method, reorganize activities and review the evaluation instrument and process. Therefore, before determining what assessment strategies would work best, the teacher needs to determine what the purpose of the assessment is. Most purposes fall into two general categories (Bonthron & Gordon, 2009):

a. Performance: Focus on outcomes of student learning to monitor progress and determine grades.
b. Diagnosis and Improvement: Focus on process and look at student strengths and weaknesses to identify appropriate programmes and students' learning strategies.

Assessments measure how well the students have met the instructional goals. If the instructional goals are identified before starting the project, both the teacher and student will better understand what needs to be learned and how the learning will be assessed. Here is an example. A project is entitled: "How do inflation affect money in circulation? Identify the causes of increase in inflation, and find out how to decrease inflation to improve money in circulation." The identified instructional goal is to understand the effects of inflation on the economy; specifically, to determine how inflation increase over time. Assessment in education is an aspect of the curriculum process which has to do with the determination of the success or failure of the educational enterprise by means of some measurement of change in behaviour. It is seen as integral part of the curriculum; hence it is extended to all the steps in the process. It is necessary that at each stage a decision should be made on whether or not what is being done contribute effectively to the realization of the objectives of the curriculum.

Assessment therefore is a very important component of the teaching and learning situation, and hence is one of major activities taking place in the school system, where students (and equally teachers) are assessed on what they had been taught and what they have taught with the aim of determining how well such students or teachers have attained and or achieved the set instructional objectives of the course of studies respectively. The word assessment however is probably not a very precise word in that it involves more than mere assessment of particular behaviour and skills (Gero, 2011).

2.9.2 Selection of assessment tasks and Student self-assessment

Assessments measure how well the students have met the instructional goals. If the instructional goals are identified before starting the project, both the teacher and student will better understand what needs to be learned and how the learning will be assessed.

Teachers are expected to select tasks that require students to demonstrate specific skills and knowledge. Here are some questions to answer when specifying tasks (Bonthron & Gordon, 2009; Bottoms & Webb, 2008). Do they:

i. match specific instructional intentions? (use models, graphs to solve problems, analyze relationships).
ii. represent skills students are expected to attain?
iii. enable students to demonstrate progress and capabilities?
iv. match real-world activities?
v. cut across disciplines?
vi. provide measures of several goals?

For example, an assessment task can be, using graphs to compare inflationary rate in various economy sector. The graphs are a visual representation of the student's attaining the instructional intentions: analyzing relationships among variables and mathematical analysis. The graphs match real-world activities by measuring real-world data from the community. Explanation of what the graph shows (whether verbal or written) not only demonstrates mathematical ability, but also reasoning and interpretive skills, and the ability of students to use the graphs to analyze social implications of the data. Ongoing assessment on the part of the teacher and students is important so that the students can adjust projects to meet expectations and keep on track with timelines and goals. Teachers should determine if there are checkpoints at various stages, if students are expected to meet certain milestones while working, and if students are receiving timely feedback on work-in-progress from teachers, mentors, and peers.

Project learning is student driven, assessment should be student driven as well. Students can keep journals and logs to continually assess their progress. A final reflective

essay or log can allow students and teachers to understand thinking processes, reasoning behind decisions, ability to arrive at conclusions and communicate what they have learned. Some questions the student can answer in a reflection piece are (Edwards, 2000:28):

a. What were the project's successes?
b. What might I do to improve the project?
c. How well did I meet my learning goals? What was most difficult about meeting the goals?
d. What surprised me most about working on the project?
e. What was my group's best team effort? Worst team effort?
f. How do I think other people involved with the project felt it went?
g. What were the skills I used during this project? How can I practice these skills in the future?
h. What was my final project evaluation rating? Horrible, OK, pretty good, great? Why?

2.9.3 Professional Development for Teachers

Developing and planning project instructional curricula is quite different from planning traditional curricula. Teachers who are not experienced with implementing project method may feel overwhelmed at first. Administrators can provide essential support to teachers by providing coherent, sustained professional development that focuses on teachers building the skills needed to plan and manage project class (Bottoms & Webb, 2008). Teachers need to know how to formulate guiding questions for students, help provide resources and community members who can relate the project to real-world issues and problems, encourage students to work productively in small groups and independently, and use appropriate assessment tools. In addition, staff meeting and project

planning time need to be allocated so teachers can share ideas and discuss problems. Teachers are much more enthusiastic about implementing new strategies when they have the backing of the administration.

The teacher's role in project method is very important. The teacher often acts as a coach in guiding students through the process. Some necessary skills include (Martin & Baker, 2000):

a. Analyzing tasks and skills needed to carry out the project;
b. Facilitating the process of analyzing project tasks, setting up the plan of action, and implementing and evaluating the project;
c. Determining how the project will contribute to the students' learning;
d. Facilitating decision-making, thinking, and problem-solving skills;
e. Facilitating students' demonstration of personal responsibility, self-esteem, and integrity; and
f. Facilitating students' growth of interpersonal skills, such as working as teams, working with community members, and working with people who are of diverse backgrounds.

2.10 Discussion Method

Discussion method of teaching involves a group of people in a class who come together to exchange ideas, facts, opinions and expressions orally about a topic of mutual concern and interest under a guide (Wilkinson, 2009). In a discussion class, the students talk to each other about the concept or problem until there is an agreeable understanding to it mentally. This method encourages the learner to be independent of the teacher and discover knowledge and also see relationship on their own. As a teaching method, discussion encourages learning through active involvement of students in the lesson.

Discussions offer students a chance to express opinions and exchange information safely within the classroom. Discussions take place after the facilitator has provided material through a lecture, digital media, or reading (Wilkinson, 2009).

Apparently, the discussion class is intended to be a free give and take between teacher and students and among students on the current topic of concern in the course. It is characterized by probing questions from the teacher designed to elicit student interpretations, opinions, and questions. Petty and Jenson (1980) cited in Rahman, Khalil, Jumani, Ajmal, Malik and Sharif (2011) have added that students learn to deal with facts through discussion method. Discussion is the thought of taking a problem and investigating all options with an ultimate objective to reach a mutual understanding of the problem. Teaching by discussion can be an effective means of helping students apply abstract ideas and think critically about what they are learning. It is important to be clear about the objectives of holding the discussion and how it fits into the overall course. If possible, rearrange the seating to allow students to face one another and not make the teacher the focus of the group. If students need to prepare beforehand, provide them with appropriate materials and thought questions to guide their preparation and this was stressed by Edger and Stanley (1958) cited in Rahman et al. (2011) by saying that, elaboration is essence of discussion.

Discussion is one of the most widely used and valuable method in the teaching of economics. It represents a type of teamwork, based on the principle that the knowledge, ideas, and feelings of several members have great merit than those of a single individual. Lowman (1987) cited in Rahman et al. (2011) highlighted this view point that two types of teacher-student interchange are sometimes called discussion. In one, the teacher gives students an opportunity to clarify content or ask for opinions on related topic. In the other,

the teacher asks questions requiring specific knowledge of course content. In a discussion class the students are actively involved in processing information and ideas. Since student-initiated questions are more common in discussion classes, their needs and interests are dealt with more readily and spontaneously than in other methods as pointed out by Gage and Berliner, (1988) cited in Rahman et al. (2011) that, discussion is a forum in which students can practice expressing themselves clearly and accurately, hearing the variety of forms that expression of the same idea can take, and criticizing and evaluating successive approximations to an adequate statement.

Hyman (1980) cited in Rahman et al. (2011) highlighted that discussion is used to arrive at the solution of problems and is characteristics of democratic societies. It occurs in a group form and usually involves six to ten persons. These persons perform one of two roles: leader-moderator who is typically the teacher, and participant: typically the students. Participants use the time to communicate with each other. Another student follows the group leader addresses his/her remark to the whole group and each group member has the right to speak. A group member communicates with other members in the group by speech, and by facial expressions, gestures and body movement. Other members receive his/her message by listening and by seeing the non-verbal signs. These processes of listening, speaking, and observing are the bases of discussion method (Vedanayagam, 1994 cited in Rahman et al., 2011).

Discussion is thought to be a useful teaching method for developing higher-order thinking skills; skills that enable students to interpret, analyse, and manipulate information. Students explain their ideas and thoughts, rather than merely recounting or reciting memorized facts and details. During discussion, learners are not passive recipients of information that is transmitted from a teacher. Rather, learners are active participants.

As they interact during the discussion, students construct an understanding about the topic (Johnston, Anderman, Milne & Harris, 1994; Tharp & Gallimore, 1988 cited in Larson, 2000). For discussions to educate students, there should be serious interactions where students support their ideas with evidence, where their opinions are subject to challenge by their peers as well as the teacher, and where the teacher's ideas are equally open to criticisms (Engle & Ochoa, 1988 cited in Larson, 2000). The purpose of probing questions and discrepant viewpoints is to encourage interactions and to encourage students to respond with the most powerful evidence available to them.

The very process of discussing a topic may facilitate abstract learning processes (Bridges cited in Larson, 2000). Bridges suggested that discussions contributed to discussants' understanding of a topic by expanding each discussant's information on a topic with information from other discussants; fostering different perspectives on a topic; providing opportunities for discussants to present alternative ideas about a topic; providing opportunities for other discussants to criticize, accept, or refute these alternative ideas; and encouraging mutual modifications among discussants' opinions to produce a group decision or consensus. Group interaction is the important component for each of these as it shapes and directs the exploration of a topic.

2.10.1 Forms of Discussion

Discussion as a teaching method works on the principle that many people are to put heads together in terms of knowledge and ideas to find solutions to specified problems. The activities of the discussion group are to be regulated and directed by the teacher or an appointee of the class. Group discussion may take a variety of forms such as small group, devil’s advocate, round table, panel discussion, opposing panel and debate (Adewuya, 2003). Some of the advantages of the method are sharing of ideas by students,

development of social skills of talking and listening, clarification of ideas and promotion of team work. Despite all the above mentioned advantages, the demerits are numerous. Discussion can get out of hand if not properly controlled, the class may turn to a market place and confusion may arise as a result of poor management and informal nature of the organization. Therefore, the different forms of discussion as mentioned by Jerolimek (1986) cited in Rahman et al. (2011) are discussed as follow:

a. Round table discussion: It involves small number of persons nearly three to eight. It needs a moderator to introduce the members of the discussion group, present the problem to be discussed and keep the discussion moving. The leader's role is one of guiding the group rather than one of dominating it. The responsibilities of a moderator included the introduction of the topic, keep the discussion moving, avoid having the group become sidetracked, avoid quibbling over irrelevancies, summarize and draw conclusions. While the responsibilities of members of the discussion group are to be well informed on the topic, speak informally while avoiding arguing and quibbling, stay with the topic under discussion, have sources of information available, back up statements with facts, and help the group summarize its conclusions. In this type the responsibilities of the audience (students) are to listen attentively, withhold questions until presentation is completed, ask for clarification of ideas, ask for evidence on questionable statements, confine remarks to the topic under discussion, and extend customary audience courtesies to members of the round table.

b. Panel discussion: A panel discussion is similar to a round table discussion in many ways, but difference exists. The responsibilities of the moderator are the same as in round table discussion. The procedure is more formal than that of the round table. It begins with a short statement by each discussion member. Panel is more audience oriented

than round tables and each panelist is considered to be more or less an expert (Vedanayagam, 1994 cited in Rahman et al., 2011). It is summarized that there are certain objectives of the discussion as pointed out by Emmer, Evertson, Clements and Worsham (1997) cited in Rahman et al. (2011). The major purpose of using discussion is to encourage students to evaluate events, topics, or results; to clarify the bases for their judgments; and to become aware of others points of view.

Gage and Berliner (1988) cited in Rahman et al. (2011) also described the objectives of discussion to include: Thinking critically; Democratic skills; Complex cognitive objectives; Speaking ability; and Ability to participate; Attitude change. It is the responsibility of the teacher to encourage students to participate in discussion. There cannot be a single answer to the questions of what to do with child who dominates the discussion. But through careful and patient teaching, a teacher can bring the class to a point where they interact courteously with one another, without always agreeing with each other, and do so without raising their hands to speak. According to Emmer et al. (1997) cited in Rahman et al. (2011), "Giving students to paraphrase, clarify, and elaborate upon their own or other students' remark is a useful way to keep a discussion moving along and on target." Skills and attitudes may be stated as standards or guides that characterize harmonious, productive discussion. Therefore, one participating in a discussion should:

a. Listen with attention when others are speaking. Remain objective, open-minded, respect and accept the contributions of others, but think independently. Not dominate the discussion. Assume responsibility for contributing ideas and for moving the group toward its goal.

b. Prepare adequately for the discussion and be able to support ideas with factual evidence. Speak loudly and clearly enough for all to hear. Not be offended when the group does not accept one's ideas or suggestions.

c. Ask for clarification of ideas that are not understood. Have confidence in the ability of the group to come to a satisfactory decision and support the decision of the group once it has been made.

2.10.2 Teachers responsibilities or role in discussion

The teacher must keep a balance between controlling the group and letting its members speak. The goal of a discussion is to get students to talk purposefully about the course material. Teacher's role becomes that of facilitator. He/she moderates the discussion rather than convey information. For a purposeful discussion, teacher should not do all the talking; or talk to one student at a time. It should be remembered that the discussion is not just a matter of teacher's communication with students; it is a chance for them to share ideas. Individual style will influence the amount of control a teacher will use, but in general the teacher's role in a discussion is not to dominate, but rather to get the discussion started, set goals, summarize, mediate, clarify, and allow all to be heard. The Pennsylvania State University (1996) cited in Rahman et al. (2011) has recommended some responsibilities of a teacher in discussion such as:

1. Make sure that everyone has a chance to contribute

It is emphasized that once a question is posed; teacher should wait long enough for someone to answer it. Teacher might occasionally try having students write down an answer first, which gives more reserved students a chance to think about their thoughts before speaking.

2. Organize, summarize, and synthesize

These help to structure the conclusions the class has reached and to keep them on track. A teacher should restate the correct portions of comments made by a student. He/she can show attention by building on a student's points, by withholding judgment until several student responses, or by listing the multiple responses on the board and asking the students to group them. At the end of the class, summarize the points they have made and connect them to the original questions posed at the beginning of the class. It allows students to come to their own conclusions, and to help structure and analyze them.

3. Tolerate opposition

If students are disagreeing in interpretation or conclusion, but are backing their arguments up, that's the nature of discussion. Sometimes, finding out what students are thinking and how they will respond to a given question is more important than momentary control. Discussion is a reflective, educative, and structured group conversation with students. It emphasizes social intercourse between familiar people; encouraging students to think critically and creatively at higher cognitive levels; requires that the discussion is organized and conducted by a leader. In discussion the teacher plays his role as a model, as an enquirer, as a listener, and as a questioner. On the other hand, Stenhouse as cited in Rahman et al. (2011) presented role of a teacher in discussion as:

i. Asking questions, presenting problems, and clarifying or asking group members to clarify what has been said;
ii. Summarizing the main trends in discussion and keeping the discussion relevant and progressive;
iii. Helping the group to use and build on each others ideas, and to decide on its priorities in discussion; and

iv. Through careful questioning helping the group towards a habit of reflection and self-criticism.

It is also the responsibility of the teacher to encourage the passive members of the group to participate. Through careful teaching a teacher can bring the group to a point where they discuss with one another in a friendly environment without always agreeing or disagreeing with each other. But it requires a good teaching practice and a due course of time. Jarolimek (1986) cited in Rahman et al. (2011) has described the guidelines for effective discussion as given below:

i. Participants should come prepared for the discussion session and should listen attentively when others are speaking;
ii. Participants need to remain objective, open-minded, avoid getting emotional and should contribute their ideas;
iii. They should respect and accept the contributions of others but keep independent thinking. They should not be offended in case the group rejects their ideas;
iv. Participants should speak loudly and clearly and should ask for clarification of ideas that are not understood;
v. One member of the group should not be allowed to dominate the discussion; and
vi. The group should have confidence in their ability come to a satisfactory decision.

Debates about whether discussion or lecture is the preferred method for teaching are a common feature in academic circles and are divided along disciplinary lines. Teachers in the applied physical sciences generally learn more heavily toward the lecture format while those in the humanities and some areas of the social sciences rely more on discussion. Here is a brief summary of the views and findings of different researchers about usefulness and limitations of both the methodologies: Lowman (1987) cited in

Rahman et al. (2011) says that discussion is especially stimulating for students who speak, but thinking is also stimulated in those who merely listen to their classmates and consider what they might have said themselves. Thus discussion increases attention and motivation that ultimately enhance memory. Increased arousal and motivation are the essential ingredients for learning and are often more important for retention than intelligence.

Bligh cited in Rahman et al. (2011) concluded that discussion methods are more effective than didactic methods for stimulating thought, for personal social adjustment, and for changing attitudes, and are no worse than the lecture for effectively transmitting information. Gage and Berliner (1988) cited in Rahman et al. (2011) were of the opinion that comparison with the lecture on measures of retention, higher level thinking, attitudes and motivation tended to favour the discussion method. However, some of the researchers were of the opinion that the question of lecture versus discussion, however, is actually less an issue of discipline or of class size than one of purpose. When the primary objective is to supply information, the lecture format is generally more effective. Conversely; discussion teaching is better suited when goals are oriented more toward changing behaviour and acquiring new skills or approaches to problems (Moore, 2009). He further elaborated that one aspect of the lecture method which causes some concern is that its effectiveness is dependent on the skills of the individual lecturer. The ability to organize and explain a topic does not come naturally except to a fortunate few individuals. Virtually everyone who has education will have encountered poor lecturers, and will have seen the damage that they can do to their students.

Similarly, Capon (2004) says that lecture method allow more material to be covered, in particular the multiple and varied exemplars that have been associated with superior acquisition and transfer. It is the most economical method of transmitting

knowledge, but it does not necessarily hold the student's attention or permit active participation. However, lectures can be effective, if supported by texts and other references but it is significantly less common in primary and secondary schools. He opined that discussion sessions are more effective in stimulating the students' interests and assessing their understanding of the material. On the other hand, lectures also communicate the intrinsic interest of the subject matter. The speaker can convey personal enthusiasm in a way that no book or other media can. Enthusiasm stimulates interest and interested people tend to learn more. However, it may be kept in mind that only well prepared and well presented students welcome lectures. It cannot be used in teaching higher cognitive and effective processes such as attitude. As a means of teaching, it is suitable only for mature students and only in specific subjects. It can be used where the teacher does not require establishing each and every point in his lecture during instruction. But it is generally not suitable for younger students, as in teaching them the teacher must know that each point is understood before proceeding to the next.

Hussain (2004) quotes Bloom as the value of lecture method depends on the specific objective of the teacher. If the teacher wishes to communicate information, the lecture method is reasonably efficient, but if the teacher desires to develop the power of critical thinking, problem solving ability and attitudinal change, the discussion method is superior. Nacino, Oke and Brown (1982) cited in Rahman et al. (2011) say that there are many studies which compare one general teaching method to another, but the results are so difficult to interpret that the evidence to date gives little or no encouragement to hope that there is a single, reliable, multipurpose approach which can be regarded as the best.

Meanwhile, instead of searching for a single right way, we should therefore focus on the possibility of combining a variety of teaching methods to improve learning. Almost

all classes require both the acquisition of skills and information as well as the opportunity to apply them, teachers, therefore, use a combination of both formats within the same course or even within the same class period in fact, many teachers use combined methods without realizing that they are doing so. Any adequate comparison between the lecture and the discussion methodologies necessarily requires a comparison of their underlying philosophies and effectiveness as put forwarded by Good and Brophy (1997) cited in Rahman et al., (2011) that assessment of students' factual knowledge is important, but if it is over emphasized in discussion, students may believe that the teacher is interested only in finding out who knows the answers. Thus, discussion becomes a fragmented ritual rather than a meaningful, enjoyable process.

If teaching effectiveness is viewed in terms of the teacher's ability to bring about desired student learning or educational outcomes, then two dimensions of teaching should be considered; that is, teacher's ability to teach in a way in which learning is viewed by students as meaningful and significant, and teacher's ability to adjust teaching strategies according to the changes in the teaching and learning situation. Teachers need several different kinds of knowledge like, knowledge about the subject matter, knowledge about curriculum goals; knowledge about the challenges students are likely to encounter in learning these ideas; knowledge about how ideas can be represented effectively; and knowledge about how students' understanding can be assessed. The above discussion concludes that an important element is the ability and potential of the teacher, which should never be overlooked. This is the teacher who affects students learning as indicated by Haas (2002) who says that these characteristics may include teachers' knowledge, experience with teaching, rapport between teacher and student, and classroom

management practices. Any of these teacher characteristics can enhance or detract students' learning.

Presently, there is no known single approach that can succeed with all kinds of students or all instructional goals. Teaching has to be approached in a variety of ways that facilitate learning or development. Teachers in the teaching of economics at senior secondary school level used different methods. These include lecture method, textbook method, discussion method, and study tour and so forth. The conventional methods are lecture method and book recitation method. The discussion method is now used by some teachers in the teaching of economics. However, some of the teachers use a combination of both lecture and discussion methods. But a widely used method in economics teaching is the discussion method. Teachers preferred this method in economics at secondary level as it promotes positive attitude and develops interpersonal skills.

2.10.3 Merits and Demerits of Discussion Method

To discuss is to examine, analyse carefully and give reasons, pros and cons, merits and demerits or advantages and disadvantages. In using this method, the teacher introduces a problem (topic) and allows students, as a whole class or in smaller groups, to participate in solving it or arriving at a common conclusion agreeable to all. Therefore, discussions according to Gauri (2010) have the following merits:

a. Emphasis on learning instead of teaching. Discussion Method emphasises student-activity in the form of discussion, rather than simply telling and lecturing by the teacher. Thus, this method is more effective.
b. Participation by everybody. In this method, everybody participates in the discussion, and therefore thinks and expresses himself. This is a sure way of learning.

c. Development of democratic way of thinking. Everybody cooperates in the discussion, and the ideas and opinions of everybody are respected. Thus, there is a development of democratic way of thinking and arriving at decision.

d. Training in reflective thinking. Students, during the course of discussion, get training in reflective thinking, which leads to deeper understanding of the historical problem under discussion.

e. Training in self-expression. During discussion, everybody is required to express his ideas and opinions in a clear and concise manner. This provides ample opportunities to the students for training in self-expression.

f. Spirit of tolerance is inculcated. The students learn to discuss and differ with other members of the group. They learn to tolerate the views of others even if they are unpleasant and contradictory to each others' views. Thus, respect for the view points of others is developed.

g. Learning is made interesting. Economics is considered to be a dry subject. The learning of economics is made interesting through discussion method. More effective learning is possible when the students discuss, criticise and share ideas on a particular problem. Active participation by the students in the discussion makes learning full of interest for the students. This also ensures better and effective learning.

h. It helps the teacher to find leadership quality among students.

Classroom discussions create an opportunity for teachers to lead a class through a subject and build upon students' knowledge. Unfortunately, this is sometimes at the expense of less active students and creates a time-consuming process that restricts a teacher's ability to plan lessons. The risk of going off track with the discussion is another

problem, and these issues grow as the class size grows. While a classroom discussion is ideal in the right environment, it may not be so perfect for some classes. Hammond (2016) listed the following demerits of discussion method:

i. Class Size: Class discussions become less effective with a class size greater than 20 students. As the class size grows beyond this point, individual voices become unheard and the opportunity for the class to get off topic increases. Skilled teachers begin to notice this problem with fewer than 20 students, but with effective class management teacher can hold their class together.

ii. Few Dominate: The class discussion environment allows a few individual students to dominate the class conversation. This tendency benefits the strongest students, the individuals already most familiar with the subject. Other students are able to relax into the background and participate less often in the class discussion. This freedom leads to a relaxation of the student responsibilities. They are free to assume that they can avoid studying, reading assignments or individual contemplation of the subject. This problem escalates as the class size increases.

iii. Time Consuming: The nature of class discussion makes the process very time consuming. The process of exploring a subject, while keeping students on task in the discussion, requires far more time than classic lecture style instruction. Short class periods may not be sufficient to accommodate a complicated subject matter or to fully explore a daily objective. This forces the teacher to either abridge their lesson plan, leave a subject unfinished or resume the discussion during another class period in which they had intended to discuss another matter. Additionally, it is difficult to judge the necessary length for specific issues, making designing lesson plans very challenging.

iv. Off Track: Classroom discussions naturally open avenues for discussion between instructors and students but also between students and other students. While these discussions are the focus of the class, they can turn toward areas teacher do not intend and even move entirely away from the point of the discussion. While it is possible to redirect an errant conversation back on track, valuable class time is lost and the teacher risk losing his student's focus on the subject matter.

v. The teacher may not be able to guide and provide true leadership in the discussion. In spite of these limitations, discussion method is a very useful and effective method for the teaching of Economics.

2.11 Empirical Studies

Quite number of studies have been carried out on the use of project and discussion methods. Therefore, the following empirical studies were reviewed for the study. A study was conducted by AI-Faleh (1992) titled lecture versus discussion in teaching biology for tenth grade students in Saudi Arabia. The study was conducted with the objectives to: compare the lecture and discussion methods as measured by students' learning achievement, based on students' post-test scores; determine if there is a difference between students' scores of pre-tests and post-tests; and identify the students' level of satisfaction with each teaching method. The study was a quasi-experimental study because there was no randomization. A total of 151 students in six groups were selected to participate in the study. Four tests were given to the students: two pre-tests and two post-tests. The students' test scores were recorded and used as data for measuring students' learning achievement. For measuring students' satisfaction, a questionnaire attached to the second post-test was distributed. The data for measuring both students' learning achievement and satisfaction

level were used to calculate the respective means, standard deviation, percentages, and t-test values. All the examined three null hypotheses in this study were rejected.

The results showed the following: the students gained more knowledge after applying both the lecture and discussion methods; the students obtained higher scores when taught by the lecture method; and 83% of the students preferred being taught by the discussion method. In view of the finding, recommendations were made that high school teachers in Saudi Arabia should use both lecture and discussion methods in teaching biology, with more emphasis in using the former method. In addition to the lecture and discussion methods, high school teachers should use other methods (such as small groups, project method, problem solving, and so forth) when appropriate. The similarities of the research conducted by AI-Faleh (1992) to the present study is that, both studies adopted quasi-experimental research design and data was analysed using percentages, means, standard deviation and t-test which was used in the present study. The differences that existed is that, the previous study was conducted using tenth grade students in Saudi Arabia, while the present study was carried out in Senior Secondary Schools in Ekiti State, Nigeria.

Another study was carried out by Larson (2000) on the topic "Classroom discussion: A method of instruction and a curriculum outcome in USA". The purpose of this paper was to examine teachers' thinking about classroom discussion. Teachers have multiple conceptions of classroom discussion, but these conceptions often intersect with two purposes for using classroom discussion: (1) discussion as a method of instruction, where the purpose is to help engage students in a lesson, and learn academic content by encouraging verbal interactions; and (2) discussion competence as the subject matter, where the desired outcome is for students to learn to discuss more effectively. To better

understand teachers' use of discussion in the classroom, this study examined teachers' thinking about discussion with these two purposes in mind. Six high school social studies teachers were purposively selected to permit data collection from a theoretically interesting sample. Data were collected through in-depth interviews and a think-aloud task, and were analysed using grounded theory's constant comparative technique. Implications of these findings for teachers, teacher educators, and researchers interested in classroom discussion are examined. The study recommended that considering how teachers use discussion is insufficient when exploring teachers' purposes for classroom discussion. Instead the focus should explore how teachers use and teach discussion.

However, this study is related to the present study as it was conducted on discussion method, but this study is criticized for being mostly exploratory and descriptive in nature and lacking in empirical rigor. What does exist are qualitative data based on verbal interactions and analysis of student and teacher perceptions that suggest a positive impact of discussion on learning. Also, the previous study differs as it was carried out in the USA while the present study was carried out in Ekiti State, Nigeria.

Akinoglu and Tantogan (2007) probed into effects of problem-based active learning in science education on students' academic achievement, attitude and concept learning, Istanbul, Turkey. The study was conducted with the aim to: find out of teaching of 7th grade science classes by means of the Problem-Based Active Learning Model bring about significant differences with regard to students' academic achievement; establish if teaching of 7th grade science classes by means of the Problem-Based Active Learning Model bring about significant differences with regard to students' attitudes towards science class; and determine if teaching of 7th grade science classes by means of the Problem-Based Active Learning Model have any impact on students' concept learning. In

the study, both quantitative and qualitative research methods were utilized. Quantitative data were obtained via the pre/post-test, treatment-control groups test model. Qualitative data were obtained via document analysis. The research was conducted on 50, 7th grade students in 2004-2005 school year, in a public school in Istanbul. The treatment process took 30 class hours in total. In the research, three measurement instruments were used: an achievement test, open-ended questions, and an attitude scale for science education. The reliability coefficient of the achievement test was calculated to be KR20=0.78. Cronbach α-value of the attitude scale was 0.89. In the face of the data collected and the evaluations made in the research, it was determined that the implementation of problem-based active learning model had positively affected students' academic achievement and their attitudes towards the science course. It was also found that the application of problem-based active learning model affects students' conceptual development positively and keeps their misconceptions at the lowest level.

The relationship of the previous study to the present research is that; the previous study was an experimental study involving problem-based active learning. Also, data collected was analysed using t-test. The two studies also differs in the sense that the previous study was conducted at Istanbul, Turkey using the 7th grade science classes as respondents, while the present study was carried out using SSII Economics Students in Ekiti State. The previous study also differs as it was conducted with three research objectives, while the present study was carried out with five objectives.

Dike (2008) explore the effects of problem-solving strategy and lecture method on socio-cultural beliefs hindering science learning at the junior secondary school in FCT Abuja. The study was embarked upon to: find out the effect of problem-solving strategy and lecture method on the socio-cultural beliefs of junior secondary students in the

learning of science; find out if there is any difference between the socio-cultural beliefs of male and female students when taught using problem-solving strategy; and find out if there is any relationship between the academic achievement and Socio-cultural beliefs of students in integrated science after using the problem-solving strategy to teach them. The pre-test post-test quasi experimental design was used. Two instruments were used for data collection which are: the Social Cultural Beliefs Scale (SCBS) and Integrated Science Achievement Test (ISAT). The SCBS was a 40 – item questionnaire and ISAT a 40-item achievement test. The sample was made up of one hundred Junior Secondary School one (JSI) students randomly selected from two co-educational public secondary schools. Six Null Hypotheses were tested in this study. The data collected were analysed using Wilcoxon signed ranking statistics, t-test and spearman rank statistics at $P< 0.05$ level of significance. The major findings obtained from the study among others were: there was significant difference in pre and post-test mean scores of the students in socio-cultural belief scales when taught integrated science using problem solving strategy. Based on these findings; the following recommendations were made: Problem of solving strategy should be encouraged in the teaching and learning integrated science; Science teachers should be aware of socio-cultural beliefs of students and relate to students preconception before teaching science concept; and Science curriculum planners should include courses that will provide scientific explanations to natural phenomena observed in Africa society.

Nonetheless, the relevance of the previous study to present research is that, both studies adopted quasi-experimental, pretest/posttest control group design; data collected through the use of test instrument was analysed using t-test which was also used in the present study. Despite the similarities, the two studies differs as the previous study was conducted in Zaria, Kaduna State, while the present study was carried out to find out the

effects of project and discussion methods on students' performance in Economics in Senior Secondary Schools in Ekiti State, Nigeria.

Abdu-Raheem (2011), investigated the effectiveness of discussion method of teaching on students' achievement and retention in Social Studies in Ekiti State. The study was carried out with four research objectives among which are to determine the difference between the achievement mean scores of students in the experimental and control groups; and to find out the difference between the pre-test mean scores and achievement mean scores of students in the experimental and control groups. The study adopted quasi-experimental, pre-test, post-test control group design. The sample for the study consisted of 240 Junior Secondary School Class II Students. Simple random sampling was used to select 40 students each from six secondary schools in Ekiti State, Nigeria. The instrument used for the study is the Social Studies Achievement Test (SSAT) designed by the researcher. Four hypotheses were formulated and tested at 0.05 level of significance. The data were analysed using t-test and ANCOVA statistical tools. The result indicated among others that there was a significant difference between the pre-test and achievement mean scores of students in the experimental and control groups. On the basis of the findings, it was concluded that discussion method was better than the conventional lecture method in improving students' achievement and retention in Social Studies. It is therefore recommended that the teachers of Social Studies should always use discussion method to impart knowledge to students to enable them participate actively in the lessons, interact with instructional materials and colleagues. The principals should create an enabling situation for the teaching of Social Studies in schools and the government should enforce through supervision the use of discussion method to teach Social Studies in schools. The government should also organize on-the-job trainings, workshops, seminars, symposia and

conferences at intervals for the teachers of Social Studies in secondary schools to update their knowledge on the application of the discussion method of teaching the subject.

The similarities of the previous research to the present study is that, both studies adopted quasi-experimental design; the previous study was carried out to determine the effectiveness of discussion method of teaching on students' achievement and retention in Social Studies in Ekiti State while the present study was carried out on the effects of project and discussion methods on students' performance in Economics in Senior Secondary Schools in Ekiti State. The previous study also used t-test and ANCOVA for hypotheses testing which was used in this study. Despite these similarities, the two studies differ as the previous study was conducted with four research objectives, while the present study was carried out with five research objectives. Also, dissimilarity existed in the sense that, the previous study used the junior secondary school class II students as respondents while the present study used the senior secondary school class II students as respondents.

Rahman, Khalil, Jumani, Ajmal, Malik and Sharif (2011) conducted a research on the impact of discussion method on students' performance in Social studies in Pakistan. The main objective of the study was to assess the impact of discussion and lecture method in terms of students' performance in subject of social studies. The study was experimental in nature and a pretest/posttest control group design was used. The sample of the study consisted of 62 students of grade 10th. The students were grouped into control and experimental groups equally. Both groups were pre-tested. Two teaching methods (discussion and lecture method) were used in the study. The experimental group was taught using discussion method along with lecture while the control group was taught using lecture method only. Four lessons were selected in the subject of social studies. Duration of each period was 45 minutes. Pre-tests and Post-tests were developed for each

topic. Data collected through the use of test instrument was analysed using t-test. The results of pre-tests revealed that there was no significant difference in the performance of both groups. While the results of post-tests revealed that there was significant difference in the mean score of both experimental and control group. The results of the study indicated that mean score of the experimental group was higher than the control group. It was concluded that discussion method was more effective than lecture method. The study recommended that teachers may prefer discussion method in teaching of social studies.

Nonetheless, the relevance of the previous study to present research is that, the study was conducted to ascertain the impact of discussion method on students performance in Social studies in Pakistan, while the present study was carried out to find out the effects of project and discussion methods on students' performance in Economics in Senior Secondary Schools in Ekiti State, Nigeria; both studies adopted quasi-experimental, pretest/posttest control group design; data collected through the use of test instrument was analysed using t-test which was used in this study. Despite the similarities, the two studies differs as the previous study was conducted using only discussion method in Pakistan, while the present study was carried out using project and discussion methods and was carried out in Ekiti State, Nigeria.

Another study was conducted by Tsoho (2011) on the effects of problem solving and student-centred teaching strategies on students' geometry performance and retention in junior secondary schools in Kano State. The purpose of the study was to: explore the effect of problem-solving approach using student-centered teaching strategy within the confines of classroom teaching of Geometry at Junior Secondary Schools Classes in Kano State; compare the effectiveness of problem-solving approach using student-centered teaching strategy through students' performance in Geometry at junior secondary schools

in Kano state; determine the effect of problem solving and student-centered teaching strategies on gender in Geometry at junior secondary schools in Kano state; and investigate the effect of problem solving and student-centered teaching strategies on students' retention ability in Geometry so as to assess which best leads to retention at junior secondary schools in Kano state. The design used was quasi-experimental specifically non-randomized control group design involving three intact classes. The sample for the study consisted of 80 junior secondary school students from three different schools in Kano State. An instrument; Geometry Achievement Test (GAT) was constructed by the researcher and validated by experts, whose reliability was computed and found to be 0.89 using Cronbach Alpha. Descriptive analysis was done using means and standard deviations. The hypotheses were tested at 0.05 level of significance using Analysis of Covariance (ANCOVA), F statistics. The result indicated that PS strategy had significant effect on students' performance; also gender was a significant factor in the student's overall performance in Geometry, whereas the effect of retention was found to be insignificant. These findings implied that there is the need for mathematics teachers to adopt PS method in teaching Geometry at junior secondary schools in Kano State since it is found to be more effective in improving students' performance in Geometry.

The similarity of the previous research to the present study is that, both studies adopted quasi-experimental research design and ANCOVA was used for data analysis which was used in the present study. The differences that existed is that, the previous study was carried out to determine the effects of problem solving and student-centered teaching strategies without specifying the type of student-centred strategies in teaching Geometry at junior secondary schools in Kano State. Hence, the present study was carried

out to ascertain the effects of project and discussion methods on students' performance in Economics in Senior Secondary Schools in Ekiti State.

Another study was conducted by Iwuji (2012) on the effect of activity-based teaching strategy on academic achievement and retention in basic science concepts among junior secondary school students in Kaduna State. The study was conducted with the objectives to: determine the effect of using Activity-Based teaching strategy on students' academic achievement among Basic Science Students of Junior Secondary schools; establish whether Activity-Based teaching strategy of teaching Basic science enhances retention ability among Basic science students of Junior Secondary Schools; and find out whether the effect of Activity-Based teaching strategy is appropriate for learning Basic Science concepts among male and female students. A sample of 80 JS 2 Basic Science students were randomly selected made up of 37 male and 43 female, pre–tested and categorized into experimental and control groups. Three hypotheses were tested using t-test statistics of P-value 0.05 and the following major findings were made: Students exposed to Activity-Based teaching strategy that is, (Experimental group) achieved significantly higher than their counterparts taught using lecture method. Students exposed to Activity-Based instructional strategy retained the learnt concepts significantly better than their counterparts exposed to lecture instructional strategy; there was no significant difference in academic achievement between the male and female students exposed to Activity-Based and lecture instructional strategies. On the basis of these findings, some recommendations were made, one of which is that teachers of Basic science should use Activity-Based instructional strategy in their teaching as it enhances achievement and retention among JS2 students.

Hence, this study is similar to the present study as it was conducted to determine the effect of activity-based teaching on students' performance which is similar to project method. Similarities also existed as it adopted quasi-experimental research design which was used in this study. Also t-test was used to test all the three hypotheses in the previous study which was also used in this study. But this study was criticized for being mostly on Activity-Based teaching strategy and differs as it used the Basic science students of Junior Secondary Schools in Kaduna State, while the present study used the senior secondary school, class II students as respondents.

Ogbeba (2013) conducted a study titled "Comparative effects of the laboratory and discussion methods on senior secondary students' achievement in chemistry" in Benue State. The study was conducted with three research objectives, which are to: determine the mean achievement scores of chemistry students taught using the laboratory method and those taught using the discussion method; ascertain the difference in the mean achievement scores of students taught using the laboratory method with small class sizes and those with large class sizes; and find out the difference in the mean achievement scores of students taught using the discussion method with small class sizes and those with large class sizes. Also, three corresponding research questions and three hypotheses guided the study. A sample of 196 students out of a population of 1,924, SS II students from zone B of Benue State, Nigeria was used for the study. A validated 30 item Chemistry Achievement Test (CAT) was the instrument used to collect data. Reliability coefficients of 0.78 and 0.68 were established using Kuder-Richardson (KR – 21) formula. Mean (M) and Standard Deviation (SD) scores were used to answer the research questions while Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. The results indicated that students taught using the laboratory method

achieved significantly higher than those taught using discussion method F(1,195 = 31.90), P<0.05. The study further revealed that students taught using both laboratory and discussion methods achieved significantly higher with a small class size in terms of student population than those with a large class size F(1,97) = 166.66,P< 0.05 and F(1,97) = 79.89, P<0.05 respectively. The study therefore recommended among others that laboratory method should be used in teaching chemistry and small class sizes (40 students) is being advocated for all schools' offering chemistry instead of large (populated) classes.

The similarity of this study to the present research is that; the previous study was experimental study and the use of SS II students as respondents which was used in the present study. Also, all the three hypotheses raised in the previous study were tested using Analysis of Covariance (ANCOVA), while hypothesis 4 and 5 in the present study was tested using ANCOVA. The two studies was also different in the sense that the previous study was conducted in order to determine the comparative effects of the laboratory and discussion methods on senior secondary students' achievement in chemistry in Benue State, while the present study was carried out to determine the effects of project and discussion methods on students' performance in Economics in Senior Secondary Schools in Ekiti State. The previous study also differs as it was conducted with three research objectives, while the present study was carried out with five objectives.

Sakala (2013) investigated factors contributing to excess use of the lecture method of teaching among high school teachers in selected high schools of Kitwe and Kalulushi districts in the Copperbelt Province of Zambia. The study was conducted with the objectives to: find out the teaching methods high school teachers are exposed to while in Colleges of Education or Universities; explore the extent to which the lecture method is excessively used; establish factors that lead high school teachers to overuse the lecture

method of teaching; and find out measures put in place by administrators to encourage teachers to use a variety of teaching methods in high schools. The data was collected using questionnaires and interviews. The key respondents were pupils, teachers, Heads of department and Head Teachers. Qualitative data was thematically analysed using the themes and sub-themes that emerged from the data. Quantitative data was processed electronically using SPSS that generated frequencies, percentages and tables. The findings from the study showed that teachers had been exposed to a variety of teaching methods during their initial teacher training. However, down the line as they practiced their career very few of those teaching methods were used. In most cases, teachers resorted to using the lecture method. This study revealed that the factors that contributed to that apathy include: large class sizes, wide syllabi, lack of/inadequate teaching/learning materials, low and demotivating participation of learners due to their background, college/university lecturers and missionary teachers manner of teaching, the need to prepare learners for examinations and tests, lack of supervision, need for teachers to control strictly the learners' academic freedom and the fact that the older the teacher became in the teaching profession, the less one prepared for lessons. In view of the findings, recommendations were made. There was need to procure teaching/learning materials, formulate and implement policy on enrolment and enhance the pre- and in-service training for teachers. These recommendations were directed to educational administrators including policy makers and executives such as the Ministry of Education as a whole, and in particular Head teachers, teachers and teacher training institutions.

The previous study is relevant to the present study as it revealed the strength, weaknesses and reasons for the use of conventional (lecture) method. But this study was criticized for being mostly exploratory and descriptive in nature and lacking in empirical

rigor. What does exist are qualitative data based on observations and analysis of student, Head teachers, teachers and administrators perceptions that suggest a positive impact on learning. Hence, the study differs as it was carried out in Copperbelt Province of Zambia while the present study was carried out in Ekiti State, Nigeria. Also, the previous study adopted survey while the present study was carried out using quasi-experimental research design.

Another study of interest was conducted by Isuwa, Dauda and Abubakar (2015) on the Effect of Computer Assisted Instruction and Discussion method on the academic performance of Agricultural Science students in senior secondary schools in Nasarawa State. The study was carried out with the objectives to: determine the difference between the academic performance of agricultural science students in computer-assisted instruction and discussion method; and determine the difference between academic performance of male and female agricultural science students in computer-assisted instruction and discussion method. Pre-test. Post-test quasi-experimental research design was adopted for the study. Three schools were randomly selected and from each school, one SSII class was selected. One hundred and twenty participants were selected from the three classes using random sampling method. A 25 item Achievement Test in Agricultural Science (ATAS) was administered to the two groups before and after the treatment. The data obtained were analysed with mean, standard deviation and t-test. The findings revealed that, students taught with computer-assisted instruction performed better than those taught with conventional discussion method and there was no significant difference between male and female performance in both computer-assisted instruction and discussion method. The researcher recommended that, agricultural teachers should deliver their lessons using

computer-assisted instruction to facilitate better understanding and easy recalling of the topics taught.

The similarity of the previous research to the present study is that, both studies adopted quasi-experimental research design and the use of t-test for data analysis. The differences that existed is that, the previous study was carried out to determine the effect of Computer Assisted Instruction and Discussion method on the academic performance of Agricultural Science students in senior secondary schools in Nasarawa State. Hence, the present study was carried out to ascertain the effects of project and discussion methods on students' performance in Economics in Senior Secondary Schools in Ekiti State.

Adamu (2016) investigated the effect of project method on performance of students in social studies in junior secondary schools in Jigawa State, Nigeria. The study was carried out with the objectives to; determine the difference between the academic performances of students taught social studies using project method and those taught with conventional method in junior secondary schools in Jigawa state; examine the extent to which gender difference affect the academic performance of students taught social studies using project method in junior secondary schools in Jigawa state; and find out the extent to which age differences affect the academic performance of students taught social studies using project method in junior secondary schools in Jigawa state. Three research questions and three null hypotheses were postulated in line with the stated objectives. The study was conducted using quasi-experimental research design, the population of the study consisted of all junior secondary school social studies students in Jigawa state, there are 12,326 student of junior secondary schools spread across 55 junior secondary schools in Dutse education zone, Jigawa state. The total of 52 students were sampled as experimental group, while 65 students were sampled for the control group making the total of 117

students, comprising of 72 male and 45 female students. Data for the study was collected through the pre-test, treatment and post-test using a teacher made instrument (Test), which consisted of 30 objective test items and a treatment package. Data collected were analysed statistically through the use of the descriptive (mean and standard deviation) and inferential statistics of independent sample t-test. Finding among others showed that, there was a significant difference in the academic performances of students taught social studies using project method and those taught with conventional method in junior secondary schools in Jigawa State. Finding also revealed that, there is no significant difference in the extent to which gender difference affect the academic performance of students taught social studies using project method in junior secondary schools in Jigawa State. Based on the findings, recommendations were made that project method should be incorporated into the teaching of Social studies at the secondary school level since it stimulates students to effectively learn and retain the concepts presented to them. Teachers should ensure they plan their lessons with equal learning opportunity for both male and female students in junior secondary schools in Jigawa State.

The commonness of this study to the present research is that; the previous study was conducted to investigate the effect of project method on performance of students which is one of the variables of this study. The previous study was a quasi-experimental research design similar to the present study. Also, data collected in the previous study was analysed using t-test which was also used in the present research. The two studies also varies in the sense that the previous study was conducted using the junior secondary school students in Jigawa State as respondents, while the present study was carried out using SS II Economics students in Ekiti State. The previous study also varies as it was

conducted with three research objectives, while the present study is carried out with five objectives.

2.12 Summary

This chapter has reviewed relevant literatures on the effects of project and discussion methods on students' performance in Economics in senior secondary schools in Ekiti State, Nigeria. The chapter discussed the conceptual overview of Economics, conventional (lecture) method, project method and discussion method as it relate to students' performance in Economics. Then the chapter reviews the best-known and most studied theories, which are: Constructivist Learning Theory; Gagne's Theory of Instruction; and Cultural-Historical Activity Theory. The chapter also highlighted and discussed the factors that contribute to excess use of conventional (lecture) Method; its advantages and disadvantages; origin of project method; advantages and disadvantages of project method. Attention was also paid to discussion method; its merits and limitations. The chapter concludes with the discussions of empirical studies. Hence, this study is unique as compared to other studies reviewed because, some of the previous study was conducted using survey research design, even those conducted using experimental was either carried out at primary schools or junior secondary schools and none was conducted in Ekiti State. Also, despite the numerous researches reviewed on the use of project and discussion methods, none was conducted on the use of project and discussion in teaching economics. Hence, the conduct of this study becomes imperative in order to identify the effects of project and discussion methods on students' performance in Economics in senior secondary schools in Ekiti State, Nigeria.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter was designed to give a description of the method and procedures used in carrying out the study. These include: research design, population, sample and sampling techniques, instrumentation, table of specification, treatment package, validity of the instruments, pilot study, reliability of the instruments, procedure for data collection, treatment plan, control of extraneous variables and procedure for data analysis respectively.

3.2 Research Design

This research work was carried out using quasi-experimental research design. This design, according to Olayiwola (2007), provides some degrees of control for possible extraneous or confounding variable that might affect either the internal or external validity (or both). Quasi-experimental design does not use random assignment of subjects rather, intact classes are usually used. This design is a 2x1 factorial. This paradigm represents two experimental groups: the Project Method (experimental group 1), Discussion Method (experimental group 2) and Conventional (lecture) Method (control group). The methodology involves using one or more elements of different teaching-learning, and assessment tools (both experimental and control groups) and in-class activities to engage the students in active learning. Consequently, the research design is illustrated in figure 2:

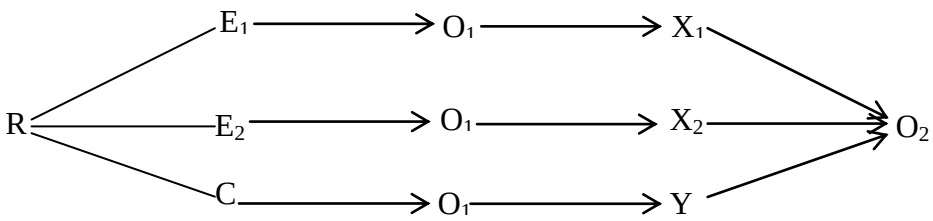


Figure 2: Research Design Illustration

The symbols are denoted as follows:

E_1 = Experimental group 1 (Project Method), X_1 = Treatment using PM

E_2 = Experimental group 2 (Discussion Method), X_2 = Treatment using DM

C = Control group (Conventional Method), Y = No Treatment

O_1 = Pre-test O_2 = Post-test

In the context of this study, the research design signifies that students in both experimental group (project and discussion methods) and the control group (lecture method) were exposed to pre-test using the Economics Students Project and Discussion Test (ESPDT) before those in experimental group were given treatment. After the treatment, the ESPDT was rearranged and administered as post-test on both the experimental and control groups in their respective schools.

3.3 Population

The target population of this study was made up of ten thousand, seven hundred and eighty four (10,784) SSII students of public senior secondary schools in Ekiti State, Nigeria, consisting of five thousand three hundred and eighty one (5,381) male students with five thousand four hundred and three (5,403) female students from the entire one hundred and eighty three (183) public secondary schools in Ekiti State (Ekiti State Teaching Service Commission, 2016). Table 4 shows the population distribution of students in each of the sixteen (16) Local Government Areas of the State.

Table 4: Population Distribution of Respondents

S/N	Population Distribution of Schools by Local Governments	No of Schools	Population of SSII Students		
			Male	**Female**	**Total**
1.	Ado-Ekiti Local Government	14	651	566	1217
2.	Efon Local Government	6	197	186	383
3.	Ekiti West Local Government	13	370	399	769
4.	Ekiti East Local Government	11	430	414	844
5.	Ekiti South-West Local Government	10	250	236	486
6.	Emure Local Government	5	134	120	254
7.	Gbonyin Local Government	13	406	380	786
8.	Ido/Osi Local Government	15	263	285	548
9.	Ijero Local Government	17	589	530	1119
10.	Ikere Local Government	10	215	298	513
11.	Ikole Local Government	16	420	443	863
12.	Ilejemeje Local Government	6	155	165	320
13.	Irepodun/Ifelodun Local Government	13	373	412	785
14.	Ise/Orun Local Government	8	266	279	545
15.	Moba Local Government	11	242	251	493
16.	Oye Local Government	15	420	439	859
Total		**183**	**5381**	**5403**	**10784**

Source: Ekiti State Teaching Service Commission (2016).

3.4 Sample and Sampling Technique

The sample size for the study consisted of two hundred and twelve (212) SSII students offering economics from six intact classes of Ekiti Baptist High School, Igede-Ekiti, Ekitiparapo College, Ido-Ekiti, Itapa High School, Itapa-Ekiti, Doherty Memorial Grammar School, Ijero-Ekiti, Aisegba Community Grammar School, Aisegba-Ekiti and Corpus Christi College, Ilawe-Ekiti. This sample size is in accordance with central limit theorem and in tune with Tuckman in Dike (2008), which proposed that 50 sample size and above is viable for experimental research. This sample was arrived at using purposive

sampling technique. Ekiti State is divided into three senatorial districts, hence two schools each was sampled from each of the three senatorial districts that is, one school from rural and one from urban for both experimental and control groups.

In view of this, Ekiti Baptist High School, Igede-Ekiti and Ekitiparapo College, Ido-Ekiti was sampled as control group while Doherty Memorial Grammar School, Ijero-Ekiti and Itapa High School Itapa-Ekiti was used as experimental group I and Corpus Christi College, Ilawe-Ekiti and Aisegba Community Grammar School Aisegba-Ekiti was sampled for the experimental group II. Hence, experimental group was made up of one hundred and thirty three (133) students. This comprised 77 male students with 62 female students, while the control group was also made up of seventy three (73) students, consisting of 40 male students and 33 female students. The classification of samples into control and experimental groups is presented in Table 5:

Table 5: Sample Distribution of Respondents

S/N	Schools	Group	Male	Female	Total
1.	Doherty Memorial Grammar School, Ijero-Ekiti	Experimental I (Project Method)	19	21	40
2.	Itapa High School Itapa-Ekiti	,,	16	12	28
3.	Corpus Christi College, Ilawe-Ekiti	Experimental II (Discussion Method	25	19	44
4.	Aisegba Community Grammar School Aisegba-Ekiti	,,	17	10	27
5.	Ekiti Baptist High School, Igede-Ekiti	Control (Conventional)	20	18	38
6.	Ekitiparapo College, Ido-Ekiti	,,	20	15	35
	Total		**117**	**95**	**212**

3.4.1 Determination of Samples Homogeneity

The students sampled for this study were from different Local Government Areas of the Senatorial Districts within Ekiti State. Their homogeneity was determined by considering the fact that the students share similar characteristics like school type (co-educational), admission requirements, they operate the same syllabus, use the same type of

textbooks, the students are taught by competent and experienced economics teachers, having the same school physical structures and belonged to the grade 'A' schools in the state. This was done in order to reduce the chances of bias, error variance with either group and inaccurate measurement and evaluation.

3.5 Instrumentation

The instrument tagged "Economics Students Project and Discussion Test (ESPDT)" was used in this study for the purpose of data collection. After due consultation with economics teachers from six secondary schools in Ekiti State, topics like (a) Tools of Economic Analysis (b) Labour Market (c) Industries in Nigeria (d) Demand and Supply and (e) Financial Institution were chosen for the study from the SSII 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 discussion, project 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 ESPDT was drawn from the previous economics examination questions conducted in the 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

Table of specification also known as a test blueprint is a two-way chart designed based on the list of course objectives, the topics to be covered in class, the amount of time to be spent on these topics, and the emphasis and space provided in the text. Therefore, the topics taught during the experiment in this study are specified in Table 6.

Table 6: Table of Specification

Topics	**Class Duration on Topic**	**Number of Test Item**	**Lower Levels** - Knowledge - Recall - Identification - Comprehension	**Higher Levels** - Application - Analysis - Evaluation -Synthesis
Tools of Economic Analysis	85	12	4 Multiple Choice	8 Multiple Choice
Labour Market (Demand and Supply)	215	15	6 Multiple Choice	9 Multiple Choice
Industrialization	255	12	6 Multiple Choice	6 Multiple Choice
Financial Institution	295	11	7 Multiple Choice	4 Short Answer
Total	**850**	**50**	**23**	**27**

Table 6 specified the plan for writing test items based on some selected aspect of cognitive domain. The table identified the expected recalling knowledge of students, their ability to grasp or construct meaning from the material learned, application of the content learned and the evaluation of the teaching-learning process.

3.5.2 Treatment Package

The treatment package helps the teacher to relate their instructional objectives, the cognitive level of instruction, and the amount of the test that should assess each objective (Nortar, Zuelke, Wilson & Yunker, 2004). Since teachers cannot measure every topic or objective and cannot ask every question they might wish to ask, thus, a treatment package allows the teacher to construct a test which focuses on the key areas and weights those different areas based on their importance. The treatment package for this study is presented in Table 7.

Table 7: Treatment Package

S/N	Topics	Cognitive Domain		Affective Domain		Total
		Knowledge	Comprehension	Receiving	Responding	
1	Tools of Economic Analysis	1, 4, 5, 35	36, 37, 46	6, 7	40, 41, 42	12
2	Labour Market (Demand and Supply)	19, 28, 38, 39	8, 16, 27, 29, 32	15, 31	3, 26, 30, 34	15
3	Industrialization	9, 12, 17	10, 13, 33	44, 45, 49	2, 11, 14	12
4	Financial Institution	20, 22, 23, 24	21, 25	18, 43, 47	48, 50	11
Total		**15**	**13**	**10**	**12**	**50**

Table 7 is a mirror of two dimensions instructional process, that is, contents and intellectual procedure. It described the topics covered by the test instrument and the number of items based on some selected aspects of cognitive and affective domain.

3.5.3 Validity of the Instrument

The Economics Students Project and Discussion Test (ESPDT) 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 Ekiti State who ascertained the appropriateness of the instrument. The ESPDT (for pre/post-test), marking scheme, items for discussion and project activity 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 increased from the initial 35 to 50 in line with the corrections and recommendations made by these experts. This supported the view of Berge (1995) cited in Alasoluyi (2015), that for any research instrument to ascertain its validity, it should be given to a panel of experts to

determine if its items (contents) can elicit the desired data they are intended to elicit or not.

3.5.4 Pilot Study

To ensure that the ESPDT 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 intact class of forty two (42) SSII students offering economics at Amonye Grammar School, Ikere-Ekiti (experimental group 1), and thirty seven (37) SSII students from Erinmope High School, Erinmope-Ekiti (experimental group 2), also to an intact class of forty (40) SSII students from Eyemote Comprehensive High school, Iyin-Ekiti (control group) using a test/retest method. The ESPDT instrument was administered to the students on the first occasion and after two weeks of teaching, the instrument was re-administered under the same condition. The choice of Amonye Grammar School, Ikere-Ekiti, Erinmope High School, Erinmope-Ekiti and Eyemote Comprehensive High school, Iyin-Ekiti 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 questions contained in the test instrument would be for students in experimental and control groups before being administered to the actual respondents of this study.

3.5.5 Reliability of the Instrument

The result of the pilot test on Economics Students Project and Discussion Test (ESPDT) was recorded in terms of their overall performance on the test/retest administered. The two sets of scores obtained were subjected to Spearman-Brown formula (see Appendix x) and a reliability coefficient of 0.89 was obtained. The instrument was

therefore considered highly reliable for use because the reliability coefficient falls between 0.5 to positive one (+1). This is in line with the assertion of Cohen, Manion and Morrison (2007) that, instrument can only be considered reliable when a high correlation coefficient exists between the scores on the test and the scores on other accepted tests of the same performance. This is achieved by comparing the scores on the test with one or more variables (criteria) from other measures or tests that are considered to measure the same factor.

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, Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. Data for the study was collected through the administration of pre-test and post-test with the aid of six (6) 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 project activities (treatment 1) and discussion session (treatment 2) under the supervision of the researcher, while the control group was exposed to the conventional (lecture) method on the same content used for experimental groups. This was done by the regular economics teachers who 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 project and discussion methods is presented as follows:

Treatment procedures for project method:- The treatment procedures for project method entails the following steps:

Step 1: The teacher clearly defines the task.

Step 2: Students are assigned into groups. For instance, the entire class of 40 students were divided into four groups of 10 students for easier handling of the project activity. Hereafter, each group will appoint a leader and secretary among its members.

Step 3: 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.

Step 4: Each group were assigned roles and assignments.

Step 5: The teacher gives the various groups of student the right references to consult and in which library or place to get them.

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 secretary or chairman.

Step 7: 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.

Step 8: Students were given assignment. The teacher instructed the students to consult relevant textbooks, library or place on the next project topic.

Treatment procedures for discussion method:- The treatment procedures for discussion method entails the following steps:

Step 1: The teacher introduced the topic for discussion and gave relevant examples to stimulate students' interest in the discussion.

Step 2: Students are assigned into groups. For instance, the entire 45 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group appointed a leader, secretary and time keeper among its members.

Step 3: Students are given rules to follow. Students within the groups should:

i. understand the need to discuss and share their ideas.
ii. respect opposing opinion for a peaceful coexistence.
iii. appreciate the importance of punctuality and constant attendance in school.

Step 4: Each group were assigned task. All the groups were assigned the same task to discuss and share their ideas on the topic already introduced.

Step 5: The teacher moves from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target.

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 secretary or chairman. The teacher guides students as they return to their seats.

Step 7: The teacher calls for the meeting of the entire class to deliberate the various reports. Each group presents the summary of their discussion through the group's secretary or chairman to the entire class. As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Step 8: Students were given assignment. The teacher instructed the students to consult relevant textbooks on the next discussion topic.

3.6.2 Treatment Plan

The treatment plan for the groups covered Ten (10) weeks of teaching using different instructional methods. Table 8 presented the treatment plan.

Table 8: Treatment Plan for the Groups

Week	Periods	Activities/Topics	Comments
BT	2nd	Introduction and Familiarization	This was carried out in both Experimental and Control schools.
BT	5th	Pre-test	Was administered on Exp. & Cont. groups
1st week	2nd, 5th	Tools of Economic Analysis	Students in experimental groups were taught using Project and Discussion methods, while conventional method was used in control group.
2nd week	2nd, 5th	Labour Market (Demand and Supply)	,,
3rd week	5th	Wages and its Determinants	,,
4th week	2nd	Unemployment	,,
5th week	2nd, 5th	Industrialization	,,
6th week	2nd	Localization of Industries	,,
7th week	2nd	Indigenization Policy in Nigeria	,,
8th week	2nd, 5th	Financial Institutions	,,
9th week	2nd	Types of Bank Account	,,
10th week	2nd	Merchant Banks	,,
AT	5th	Evaluative Activities (Post-test)	The researcher administered the post-test with the help of the trained research assistants, mark and record the tests.

Note: BT = Before Treatment while AT = After Treatment.

3.6.3 Control of Extraneous Variables

Extraneous variables are the variables that influence the outcome of an experiment, though they are not the variables that are actually of interest (Richard, 2008). These variables are undesirable because they add error to an experiment. Hence, a major goal in

research design is to decrease or control the influence of extraneous variables as much as possible. Extraneous variables according to McLeod (2008) are of four types:

1. Situational variables deal with the aspects of the environment that might affect the participant's behaviour, such as noise, temperature, lighting conditions, and so forth. In the context of this study, situational variables was controlled by employing standardized procedures to ensure that conditions are the same for all participants.
2. Participant/person variable: This refers to the ways in which each participant varies from the other, and how this could affect the results for example mood, intelligence, anxiety, nerves, concentration and so forth. Participant variable in this study was controlled using random allocation to the conditions of the independent variable.
3. Experimenter/investigator effects: The experimenter unconsciously conveys to participants how they should behave - this is called experimenter bias. The experimenter might do this by giving unintentional clues to the participants about what the experiment is about and how they expect them to behave. This affects the participants' behaviour. The experimenter is often totally unaware of the influence which s/he is exerting and the cues may be very subtle but they may have an influence nevertheless. Also, the personal attributes (such as age, gender, accent, manner and so forth) of the experimenter can affect the behaviour of the participants.
4. Demand characteristics: are all the clues in an experiment which convey to the participant the purpose of the research. Attempt was made in this research to minimize these factors by keeping the environment as natural as possible, carefully following standardized procedures. Also, in this study the importance of

professional demeanour of the experimenter during interactions with the participants was underestimated. Because the quality of data obtained from human participants is directly related to the seriousness with which they assume their role as a research participant. If the experimenter is dressed unprofessionally, appears unprepared, or jokes around with participants, then the participants are less likely to take their participation seriously. They are less likely to follow instructions, attend to stimulus presentations, and do their best. All efforts to design a high-quality experiment can be wasted if the experimenter acts unprofessionally.

3.7 Procedure for Data Analysis

The demographic data collected from this study was analysed with descriptive statistics which involves the use of frequencies and percentages while mean and standard deviation were used to answer the research questions. The justification for the use of descriptive statistics of mean and standard deviation to answer the research questions was based on the fact that the statistics is easily obtainable and can be easily interpreted by the readers without any complication (Abbas, 2006). Inferential statistics of independent sample t-test, Analysis of Covariance (ANCOVA) and Scheffe multiple comparison test were used to analyse the significant variations in mean scores from all the test groups. The reason for the use of t-test was based on the fact that t-test is an appropriate statistical tool that compares the actual difference between two means in relation to the variation in the data (expressed as the standard deviation of the difference between the means) (Clarke & Cook, 2007). ANCOVA was used to determine whether there are significant differences between two or more independent (unrelated) groups on a dependent variable (Laerd Statistics, 2013). Also, Scheffe multiple comparison test was used to identify the most

effective method among the teaching methods researched on. Therefore, the hypotheses advanced for this study were retained or rejected at 0.05 level of significance.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of the data collected in the study. The presentation and analysis were based on the data collected through the administration of pre-test and post-test. Two hundred and twelve (212) copies of test instrument were distributed to students in both experimental and controlled groups which were all correctly answered and returned. Therefore, the analysis was based on this number of respondents. Tables were designed to show the demographic data of the respondents with frequencies (f) and percentages (%). Likewise, tables were designed to present the mean and standard deviation on the research questions, while the independent sample t-test and Analysis of Covariance (ANCOVA) was used to test for the significant variations in mean scores from all the test groups. Hence, all the five null hypotheses were accepted or rejected at 0.05 level of significance.

4.2 Description of Study Variables

The following tables presented the frequencies and percentages of the study variables which include group (that is, experimental and control) and school location (rural and urban).

Table 9: Group of the Respondents

Group	Frequency (f)	Percentage (%)
Controlled Group (Conventional Method)	73	34.4
Experimental Group I (Project Method)	68	32.1
Discussion	71	33.5
Total	**212**	**100**

The descriptive analysis on table 9 showed that a total of 34.4% of the respondents were used as controlled group (conventional method), while 32.1% were used as experimental group I (project method), and 33.5% were used as experimental group II (discussion method). This result depicted that the population was fairly distributed.

Table 10: School Location

Location	Frequency	Percentage
Urban	119	56.1
Rural	93	43.9
Total	**212**	**100**

Table 10 showed the result of the analysis made on school location. Finding revealed that a total of 119 (56.1%) of the students used in the study are from urban schools against a total of 93 (43.9%) from rural schools. This result indicated that the respondents from urban schools were more represented in the study.

4.3 Response to Research Questions

The descriptive statistics of mean and standard deviation were used to analyse the data collected which was meant to provide answer to the stated research questions. The questions and the analysis were presented as follows:

Research Question One: What is the effect of project and conventional methods on the performance of economics students in senior secondary schools in Ekiti State?

In order to provide answer to the stated research question, data collected through the administration of pre-test and post-test were analysed using mean and standard deviation. The analysis of data collected is presented in Table 11:

Table 11: Effect of project and conventional methods on the performance of economics students in senior secondary schools in Ekiti State

		Pre-test Scores		Post-test Scores	
Method	**N**	**Mean**	**SD**	**Mean**	**SD**
Conventional	73	18.93	4.49	23.83	4.87
Project	68	19.94	4.47	23.26	5.10

Table 11 showed the effect of project and conventional methods on the performance of economics students in senior secondary schools in Ekiti State. It showed that there was general increase in the performance mean scores of students taught economics using project and conventional methods. For instance, for project method, students mean score increased from 19.94 to 23.26 with corresponding standard deviation of 4.47 and 5.10, while using conventional method, students' mean score increased from 18.93 to 23.83 with standard deviation ranging from 4.49 and 4.87. These showed that students' mean score gain was 4.9 and 3.32 respectively. The standard deviation at each level implies that students' performance varied very widely from each other.

Research Question Two: To what extent do discussion and conventional methods have effect on the performance of economics students in senior secondary schools in Ekiti State?

In order to provide answer to the stated research question, data collected through the administration of pre-test and post-test were analysed using mean and standard deviation. The analysis of data collected is presented in table 12:

Table 12: Effect of discussion and conventional methods on the performance of economics students in senior secondary schools in Ekiti State

		Pre-test Scores		Post-test Scores	
Method	**N**	**Mean**	**SD**	**Mean**	**SD**
Conventional	73	18.93	4.49	23.83	4.87
Discussion	71	19.71	4.83	25.15	4.80

As indicated in Table 12, it was evident that students taught economics using discussion method performed better than students taught using conventional method in senior secondary schools in Ekiti State. The table showed that there was general increase in the performance mean scores of students taught economics using discussion and conventional methods. For instance, for discussion method, students' mean score increased from 19.71 to 25.15 with corresponding standard deviation of 4.83 and 4.80, while using conventional method, students' mean score increased from 18.93 to 23.83 with standard deviation ranging from 4.49 and 4.87. These showed that students mean score gain was 4.9 and 5.44 respectively. The standard deviation at each level implies that students' performance varied very widely from each other.

Research Question Three: What is the performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State?

In order to provide answer to the stated research question, data collected through the administration of post-test was analysed using mean and standard deviation. The analysis of data collected is presented in table 13:

Table 13: The performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State

	Rural			Urban		
Method	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**
Project	28	23.03	4.85	40	23.42	5.31
Discussion	27	24.59	5.18	44	26.11	4.34

The analysis on table 13 showed the differences that existed in the performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State. The mean scores as displayed revealed that students taught economics using project method in rural schools had the mean score of 23.03 with the standard deviation of 4.85, while in urban schools, students taught economics using project method has the mean score of 23.42 and standard deviation of 5.31. Similarly, students taught economics using discussion method in rural schools recorded the mean score of 24.59 with the standard deviation of 5.18, while students taught economics using discussion method in urban schools has the mean score of 26.11 and standard deviation of 4.34. These showed the students' mean score difference of 0.39 and 1.52 respectively for project and discussion methods in urban and rural schools. The standard deviation at each level implies that students' performance varied very widely from each other.

Research Question Four: What is the performance of students taught tools of economic analysis using project, discussion and conventional methods in senior secondary schools in Ekiti State?

In order to provide answer to the stated research question, data collected through the administration of post-test was analysed using mean and standard deviation. The analysis of data collected is presented in table 14:

Table 14: The performance of students taught tools of economic analysis using project, discussion and conventional methods in senior secondary schools in Ekiti State

Method	N	Mean	SD
Conventional	73	43.22	13.07
Project	68	54.74	10.31
Discussion	71	50.26	12.74

The analysis on table 14 showed the differences that existed in the performance of students taught tools of economic analysis using project, discussion and conventional methods in senior secondary schools in Ekiti State. The mean scores as displayed on the table revealed that the students taught tools of economic analysis using conventional method had the mean score of 43.22 with standard deviation of 13.07, while using project method, it showed the mean score of 54.74 with standard deviation of 10.31, and with the use of discussion method, it revealed the mean score of 50.26 with standard deviation of 12.74. These showed the students' mean score difference of 11.52 for project and conventional methods, and 7.04 for discussion and conventional methods. The standard deviation at each level implies that students' performance varied very widely from each other.

Research Question Five: What is the performance of students taught demand and supply using project, discussion and conventional methods in senior secondary schools in Ekiti State?

In order to provide answer to the stated research question, data collected through the administration of post-test was analysed using mean and standard deviation. The analysis of data collected is presented in table 15:

Table 15: The performance of students taught demand and supply using project, discussion and conventional methods in senior secondary schools in Ekiti State

Method	N	Mean	SD
Conventional	73	21.38	5.28
Project	68	21.59	5.05
Discussion	71	22.45	5.52

The analysis on table 15 showed the differences that existed in the performance of students taught demand and supply using project, discussion and conventional methods in senior secondary schools in Ekiti State. The mean scores as displayed on the table revealed that the students taught demand and supply using conventional method had the mean score of 21.38 with standard deviation of 5.28, while using project method, it showed the mean score of 21.59 with standard deviation of 5.05, and with the use of discussion method, it revealed the mean score of 22.45 with standard deviation of 5.52. These showed the students' mean score difference of 0.21 for project and conventional methods, and 1.07 for discussion and conventional methods. The standard deviation at each level implies that students' performance varied very widely from each other.

4.4 Hypotheses Testing

The result of the null hypotheses tested for the study was presented in this section. Altogether, five (5) null-hypotheses were tested using Independent sample t-test and Analysis of Covariance (ANCOVA). The summary of each of the hypotheses tested was presented in the following order.

Hypothesis One: There is no significant difference between the effect of project and conventional methods on the performance of economics students in senior secondary schools in Ekiti State.

Data obtained from students' post-test scores was analysed using independent sample t-test. This analysis was based on the two hundred and twelve (212) retrieved test items that constituted 100%. The summary of data collected and analysed in respect of null hypothesis one is presented in Table 16.

Table 16: Summary of independent sample t-test on the effect of project and conventional methods on the performance of economics students in senior secondary schools in Ekiti State

Method	N	Mean	SD	df	α	t-cal	t-crit	Sig. (2-tailed)	Decision
Conventional	73	23.83	4.87						
				139	0.05	.150	1.96	.699	Retained
Project	68	23.26	5.10						

Source: *Field Study Data 2016/2017 Academic Session.*

As indicated in Table 16, it was evident that there was no difference in the performance of students taught economics using project and conventional methods in senior secondary schools in Ekiti State. The table showed the mean of 23.83 and standard deviation of 4.87 for students taught economics using conventional method while students taught economics using project method recorded the mean of 23.26 with standard deviation of 5.10. The t-cal is .150 and t-crit is 1.96, while the p-value is .699 (P>0.005). The null-hypothesis is thus retained because there was no significant difference between the effect of project and conventional methods on the performance of economics students in senior secondary schools in Ekiti State. The implication of this result is that, project method do not have effect on the performance of economics students in senior secondary schools in Ekiti State, though the method can be effective when combined with other methods in teaching economics.

Hypothesis Two: There is no significant difference between the effect of discussion and conventional methods on the performance of economics students in senior secondary schools in Ekiti State.

Data obtained from students' post-test scores was analysed using independent sample t-test. This analysis was based on the two hundred and twelve (212) retrieved test items that constituted 100%. The summary of data collected and analysed in respect of null hypothesis two is presented in Table 17.

Table 17: Summary of independent sample t-test on the effect of discussion and conventional methods on the performance of economics students in senior secondary schools in Ekiti State

Method	N	Mean	SD	df	α	t-cal	t-crit	Sig. (2-tailed)	Decision
Conventional	73	23.83	4.87						
				142	0.05	9.04	1.96	.003	Rejected
Discussion	71	25.15	4.80						

Source: *Field Study Data 2016/2017 Academic Session.*

Table 17 showed the effect of discussion and conventional methods on the performance of economics students in senior secondary schools in Ekiti State. The table showed the mean of 23.83 and standard deviation of 4.87 for students taught economics using conventional method while students taught economics using discussion method recorded the mean of 25.15 with standard deviation of 4.80. The t-cal is 9.04 and t-crit is 1.96, while the p-value is .003 ($P<0.005$). The null-hypothesis is thus rejected because there was significant difference between the effect of discussion and conventional methods on the performance of economics students in senior secondary schools in Ekiti State. The implication of this result is that, students taught economics using discussion method performed better than those taught using conventional method in senior secondary

schools in Ekiti State. This could have been as a result of their interaction with classmates which made the students to easily recall the topic taught.

Hypothesis Three: There is no significant difference between the performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State.

Data obtained from students' post-test scores was analysed using independent sample t-test. This analysis was based on the two hundred and twelve (212) retrieved test items that constituted 100%. The summary of data collected and analysed in respect of null hypothesis three is presented in Table 18.

Table 18: Summary of independent sample t-test on the performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State

	Rural			Urban						
Method	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**	**df**	**t-cal**	**t-crit**	**Sig. (2-tailed)**
Project	28	23.03	4.85	40	23.42	5.31	135	1.160	1.96	.000
Discussion	27	24.59	5.18	44	26.11	4.34				

Source: *Field Study Data 2016/2017 Academic Session.*

Table 18 showed the difference between the performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State. The table showed the t-calculated value of 1.160, while the p-value is **.**000 (P<0.005). The decision was to reject the null hypothesis which states that there is no significant difference between the performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State because the observed p-value of **.**000 is less than the probability value of 0.005. The implication of this result is that, students taught economics using discussion method performed better than those taught using project method in both rural and urban senior

secondary schools in Ekiti State. This was because students easily recall the topic taught as a result of their interaction with instructional materials and classmates.

Hypothesis Four: There is no significant difference between the performance of students taught tools of economic analysis using project, discussion and conventional methods in senior secondary schools in Ekiti State.

Data obtained from students' post-test scores was analysed using independent sample t-test. This analysis was based on the two hundred and twelve (212) retrieved test items that constituted 100%. The summary of data collected and analysed in respect of null hypothesis four is presented in Table 19.

Table 19: Summary of Analysis of Covariance (ANCOVA) on the performance of students taught tools of economic analysis using project, discussion and conventional methods in senior secondary schools in Ekiti State

Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	61.616[a]	1	61.616	2.517	.001
Covariate (post-test)	16114.523	1	16114.523	658.312	.000
Groups	61.616	1	61.616	2.517	.004
Error	5140.497	210	24.479		
Corrected Total	5202.113	211			
Total	128276.000	212			

a. R Squared = .012 (Adjusted R Squared = .001)

Table 19 showed the f-value of (2.517) and the group probability level P(.004) at 0.05 level of significance. Since the group probability level P(.004) is less than 0.05 level of significance, this result established that there is significant difference between the performance of students taught tools of economic analysis using project, discussion and conventional methods in senior secondary schools in Ekiti State. Consequently, the null hypothesis which says there is no significant difference between the performance of students taught tools of economic analysis using project, discussion and conventional

methods in senior secondary schools in Ekiti State was rejected. The source of difference is presented in table 20.

Table 20: Summary of Scheffe Multiple Comparison Test on the performance of students taught tools of economic analysis using project, discussion and conventional methods in senior secondary schools in Ekiti State

Methods	Project	Discussion	Conventional
Project	1	19.77	19.15
Discussion	15.99	1	13.81
Conventional	14.93	9.30	1

Table 20 presented the summary of Scheffe multiple comparison test carried out in order to determine the most effective method for teaching tools of economic analysis. The table revealed that the performance mean scores of students taught tools of economic analysis using discussion and conventional methods were close to one another, indicating that the effect of the two methods was not significant. On the contrary, the performance mean score of students taught tools of economic analysis using project method was higher than that of discussion and conventional methods. The implication of this is that, project method seems to be more effective to teach tools of economic analysis than discussion and conventional methods.

Hypothesis Five: There is no significant difference between the performance of students taught demand and supply using project, discussion and conventional methods in senior secondary schools in Ekiti State.

Data obtained from students' post-test scores was analysed using independent sample t-test. This analysis was based on the two hundred and twelve (212) retrieved test items that constituted 100%. The summary of data collected and analysed in respect of null hypothesis five is presented in Table 21.

Table 21: Summary of Analysis of Covariance (ANCOVA) on the performance of students taught demand and supply using project, discussion and conventional methods in senior secondary schools in Ekiti State

Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	81.616[a]	1	81.616	2.918	.004
Covariate (post-test)	26675.778	1	26675.778	953.632	.000
Groups	81.616	1	81.616	2.918	.002
Error	11804.525	210	27.973		
Corrected Total	11886.142	211			
Total	213510.000	212			

a. R Squared = .003 (Adjusted R Squared = .011)

Table 21 showed the f-value of (2.918) and the group probability level P(.002) at 0.05 level of significance. Since the group probability level P(.002) is less than 0.05 level of significance, the result therefore indicated that there is significant difference between the performance of students taught demand and supply using project, discussion and conventional methods in senior secondary schools in Ekiti State. Consequently, the null hypothesis which says there is no significant difference between the performance of students taught demand and supply using project, discussion and conventional methods in senior secondary schools in Ekiti State was rejected. The source of difference is presented in table 22.

Table 22: Summary of Scheffe Multiple Comparison Test on the performance of students taught demand and supply using project, discussion and conventional methods in senior secondary schools in Ekiti State

Methods	Project	Discussion	Conventional
Project	1	24.77	18.92
Discussion	28.01	1	26.76
Conventional	24.19	18.25	1

Table 22 presented the summary of Scheffe multiple comparison test carried out in order to determine the most effective method for teaching demand and supply. The table revealed that the performance mean score of students taught demand and supply using discussion method was higher than the performance mean scores of students taught demand and supply using project and conventional methods. The implication of this is that, demand and supply is better taught using discussion method than project and conventional methods. This is because, the students easily recall the topic taught as a result of their interaction with instructional materials and classmates.

4.5 Summary of Major Findings

The following major findings emerged based on the hypotheses tested for the study that:

1. There was no difference between the performance of students taught economics using project and conventional methods in senior secondary schools in Ekiti State. Consequently, the hypothesis which says there was no significant difference between the effect of project and conventional methods on the performance of economics students in senior secondary schools in Ekiti State was retained (p-value **.**699 > 0.005).
2. Students taught economics using discussion method significantly performed better than those taught using conventional method in senior secondary schools in Ekiti State. Thus, the hypothesis which says there was no significant difference between the effect of discussion and conventional methods on the performance of economics students in senior secondary schools in Ekiti State was rejected (p-value **.**003 < 0.005).

3. The performance of students taught economics using discussion method was better than those taught using project method in urban and rural senior secondary schools in Ekiti State. Consequently, the hypothesis which says there was no significant difference between the performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State was rejected (p-value **.**000 < 0.005).
4. The performance of students taught tools of economic analysis using project method was significantly better than those taught using discussion and conventional methods in senior secondary schools in Ekiti State. Thus, the hypothesis which says there was no significant difference between the performance of students taught tools of economic analysis using project, discussion and conventional methods in senior secondary schools in Ekiti State was rejected (p-value **.**004 < 0.005).
5. The performance of students taught demand and supply using discussion method was significantly better than those taught using project and conventional methods in senior secondary schools in Ekiti State. Therefore, the hypothesis which says there was no significant difference between the performance of students taught demand and supply using project, discussion and conventional methods in senior secondary schools in Ekiti State was rejected (p-value **.**002 < 0.005).

4.6 Discussion of Findings

Findings on research question one revealed that project and conventional methods do not have effect on the performance of economics students in senior secondary schools in Ekiti State. The finding showed that there was general increase in the performance mean scores of students taught economics using project and conventional methods. The

outcome of the test on hypothesis one which states that there is no significant difference between the effect of project and conventional methods on the performance of economics students in senior secondary schools in Ekiti State was retained. The implication of this result is that, project method does not have effect on the performance of economics students in senior secondary schools in Ekiti State, though the method can be effective when combined with other methods while teaching economics. This finding is in line with a number of findings by some previous researchers. Iwuji (2012) for example, discovered that project-based activity can only have effect on students' performance when used complimentarily with other methods. Contrary to this finding, Akinoglu and Tantogan (2007) found that the application of project-based active learning affects students' conceptual development positively and keeps their misconceptions at the lowest level. Along similar line, this finding is in conformity with the finding of Schneider (2005) which revealed that project method is only effective when teaching the specific topics that has to do with practical skills but not effective to teach the general topic. The result also contradict the finding of Bottoms and Webb (2008) as they hinted that, when pedagogical project activities is sequentially planned is capable of enhancing what students learn thereby guaranteed better performance.

In view of the finding on research question two, it was evident that students taught economics using discussion method performed better than students taught using conventional method in senior secondary schools in Ekiti State. Although there was general increase in the performance mean scores of students taught economics using discussion and conventional methods, but students taught economics using discussion method recorded higher mean score gain than their counterparts taught using conventional method. However, the standard deviation at each level implies that there was high variation in the students' scores. Meanwhile, findings on hypothesis two revealed that the

students taught economics using discussion method performed better than those taught using conventional method in senior secondary schools in Ekiti State. Consequently the hypothesis which states that there is no significant difference between the effect of discussion and conventional methods on the performance of economics students in senior secondary schools in Ekiti State was rejected. This finding could have been as a result of students interaction with classmates which made the students easily recall the topic taught. Other correlational studies have shown similar benefits of discussion method. Among which are Abdu-Raheem (2011), whose finding showed that discussion method was better than the conventional lecture method in improving students' achievement and retention in Social Studies. Also, Rahman, Khalil, Jumani, Ajmal, Malik and Sharif (2011) shared similar opinion that discussion method was more effective than lecture method. But on the contrary, this finding opposed the finding of Ogbeba (2013) that students taught using laboratory method achieved significantly higher than those taught using discussion method.

Finding on research question three revealed that there was difference in the performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State. The mean score of students taught economics using discussion method in urban and rural senior secondary schools was higher than the students taught using project method. The students' mean score difference was 0.39 and 1.52 respectively between project and discussion methods in urban and rural schools while the standard deviation at each level implies that students' performance varied very widely from each other. Hypothesis three states that there was no significant difference between the performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State. This hypothesis was rejected because students taught economics using discussion method

significantly performed better than those taught using project method in both urban and rural senior secondary schools in Ekiti State. This was because students easily recall the topic taught as a result of their interaction with instructional materials and classmates. This result is along similar line with the finding of AI-Faleh (1992) which revealed that 83% of the students preferred being taught by the discussion method. In another development, Abdu-Raheem (2011) discovered that discussion method was better than the conventional lecture method in improving students' achievement. Also, Edwards (2000) discovered that the use of discussion method could bring about better improvement in students' performance compared to project and conventional methods. In a contrary study, Larson (2000) pointed out that teachers' use of discussion is insufficient when exploring teachers' purposes for classroom discussion.

Research question four revealed that students taught tools of economic analysis using project method recorded higher mean scores compared to those taught using discussion and conventional methods in senior secondary schools in Ekiti State. The students' mean score difference was 11.52 between project and conventional methods, and 7.04 between discussion and conventional methods. The standard deviation at each level implies that students' performance varied very widely from each other. Hypothesis four which says there is no significant difference between the performance of students taught tools of economic analysis using project, discussion and conventional methods in senior secondary schools in Ekiti State was rejected. The implication of this is that, project method seems to be more effective to teach tools of economic analysis than discussion and conventional methods. This finding is not far away from the finding and recommendation of Adamu (2016), that project method should be incorporated into the teaching of Social studies at the secondary school level since it stimulate students to effectively learn and retain the concepts presented to them.

Findings on research question five revealed that students taught demand and supply using discussion method recorded higher mean scores compared to the students taught using project and conventional methods in senior secondary schools in Ekiti State. The students' mean score difference was 0.21 between project and conventional methods, and 1.07 between discussion and conventional methods. However, the standard deviation at each level implies that there was high variation in the students' scores. Moreover, hypothesis five which says there is no significant difference between the performance of students taught demand and supply using project, discussion and conventional methods in senior secondary schools in Ekiti State was rejected. The implication of this is that, demand and supply is better taught using discussion method than the project and conventional methods. This is because, the students easily recall the topic taught as a result of their interaction with instructional materials and classmates. This is consistent with the findings of Murphy, Wilkinson, Soter, Hennessey and Alexander (2007) that discussion is highly effective at promoting students' comprehension, especially those that were more efferent in nature. Moreover, discussion method was found to be effective at promoting students' critical-thinking, reasoning, argumentation, and metacognition about and around text. This finding however contradict the finding of Cazden (2001) which revealed that above-average ability students could understand a text and think independently about the nuances of meaning even without participating in classroom discussion.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study investigated the effects of project and discussion methods on students' performance in Economics in senior secondary schools in Ekiti State, Nigeria. The study was carried out with five objectives which are to: ascertain the effect of project and conventional methods on the performance of economics students in senior secondary schools, Ekiti State; determine the effect of discussion and conventional methods on the performance of economics students in senior secondary schools, Ekiti State; find out the performance of students taught economics using project and discussion methods in urban and rural senior secondary schools in Ekiti State; explore the performance of students taught tools of economic analysis using project, discussion and conventional methods in senior secondary schools in Ekiti State; and determine the performance of students taught demand and supply using project, discussion and conventional methods in senior secondary schools in Ekiti State. In line with these objectives, five corresponding research questions and hypotheses were formulated for the study.

Relevant literatures on the key variables of the study were reviewed, while the study was anchored on three relevant theories, such as Constructivist Learning Theory, Gagne's Theory of Instruction, and Cultural-Historical Activity Theory. The study adopted quasi-experimental research design. The target population of the study was made up of 10,784 SSII students consisting of 5,381 male students with 5,403 female students from the entire 183 public secondary schools in Ekiti State. The sample size for the study consisted of an intact classes of 212 SSII students. This sample size was arrived at using purposive sampling technique. The instrument tagged "Economics Students Project and Discussion Test (ESPDT)" was used for the purpose of data collection. The instrument

was exposed to pilot test using a test/retest method. The two sets of scores obtained were subjected to Spearman-Brown formula and a reliability coefficient of 0.89 was obtained. The instrument was therefore considered highly reliable for use because the reliability coefficient falls between 0.5 to positive one (+1).

Data for the study was collected through the administration of pre-test and post-test. The demographic data of the respondents was analysed using descriptive statistics which involves frequencies and percentages while mean, standard deviation and standard error mean was used to answer the research questions. Also, independent sample t-test and Analysis of Covariance (ANCOVA) was used to test the hypotheses advanced for the study at 0.05 level of significance. Finding on hypothesis one did not reveal significant difference between the performance of economics students taught with project and conventional methods in senior secondary schools in Ekiti State (p-value **.**699 > 0.005). However, finding on hypothesis two revealed that students taught economics with discussion method had a better performance mean score than students taught using conventional method in senior secondary schools in Ekiti State (p-value **.**003 < 0.005). Finding on hypothesis three also showed that students taught economics using discussion method significantly performed better than those taught with project method in urban and rural senior secondary schools in Ekiti State (p-value **.**000 < 0.005). Meanwhile, finding on hypothesis four discovered that variability in the mean score was statistically different as the students taught tools of economic analysis using project method performed better than those taught with discussion and conventional methods in senior secondary schools in Ekiti State (p-value **.**004 < 0.005). Likewise, finding on hypothesis five established that students taught demand and supply with discussion method had a better performance than those taught using project and conventional methods in senior secondary schools in Ekiti State (p-value **.**002 < 0.005).

5.2 Conclusion

In view of the findings from this study, conclusion was drawn that the performance of students taught economics using project method was not different from those taught using conventional method in senior secondary schools in Ekiti State, though the method can be effective when combined with other methods in teaching economics. It was also concluded that the students taught economics using discussion method performed better than their counterpart taught using conventional method in senior secondary schools in Ekiti State. Similarly, it was concluded that students taught economics using discussion method had a better mean score both in rural and urban schools, compared to students taught economics using project method. This was not far from the fact that students taught economics using discussion method were more active during discussion session compared to project method where some of the students were caught playing truant with the project activities. However, students taught tools of economic analysis using project method had a better mean score, compared to students taught tools of economic analysis using discussion and conventional methods. Hence, it was concluded that, project method seems to be more effective especially when teaching the practical aspect of economics. Finally, conclusion was made that students taught demand and supply using discussion method had a better mean score, compared to students taught demand and supply using project and conventional methods. The result of the study also proved that different methods suit different purposes and abilities, discussion method has been proved to be more effective in developing social and analytical skills in students.

5.3 Recommendations

Considering the findings of this study, it was recommended that:

1. Teachers of economics should ensure that daily class work and assignment given to students should include relevant project activities as much as possible.

2. Teachers should promote discussion as a method of teaching economics as it will encourage and motivate students to participate actively in class. Furthermore, students' listening and speaking skills can be enhanced through discussion method.
3. There should be training and retraining of teachers for them to properly apply these 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.
4. Teachers of economics should set project based and other assessment tasks, monitor students' project work and ensure curriculum coverage.
5. In-service training should be organised for economics teachers by the Ekiti State government or relevant educational/professional bodies like Curriculum Organization of Nigeria (CON) and Teachers Registration Council of Nigeria (TRCN). This should be done once a quarter to cover mastering skills in content and methodology.
6. Project method should not be used independently, hence should be used complementarily with either discussion or conventional methods 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 project and discussion 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 project and discussion methods in learning economics concepts. It has also revealed the need for teachers of economics 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 are available in project and discussion 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, communication, 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 project and discussion methods in Economics in Ekiti State, it is suggested that further research should be carried out on the:

1. Comparative effects of project and discussion method on senior secondary school students' performance in theory of cost.
2. Effectiveness of outdoor and indoor project activities on academic performance and retention of students in economics.
3. Influence of school-based factors on the implementation of project and discussion methods in Economics in Ekiti State.
4. Effects of field trip and discussion methods of instruction on students' development of analytical skills in Economics.
5. Comparative effects of project and discussion methods on students' performance in economics in public and private senior secondary school in Ekiti State.

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APPENDIX I

LESSON UNITS

Subject: Economics

Lesson topics: Consist of 4 main topics and 17 sub-topics

1. Tools of Economic Analysis
2. Labour Market
3. Industrialization
4. Financial Institution

Sub-Topics

a. Charts
b. Efficiency of Labour
c. Supply and Demand for Labour
d. Wages and its Determinants
e. Unemployment
f. Effects of unemployment and remedies to unemployment problems
g. Firm
h. Location of Industry
i. Localization of Industries
j. Role of Industrialization in Economic Development
k. Indigenization Policy in Nigeria
l. Control of Commercial Banks by the Central Bank
m. Commercial Banks
n. Types of Bank Account
o. Development Banks
p. Merchant Banks
q. Mortgage Banks

APPENDIX II

LESSON PLAN FOR CONVENTIONAL (LECTURE) METHOD

Teacher's guide to conventional teaching method

This is a teaching method that is largely one man show with uninvolved audience. Class is usually dominated by lectures or direct instruction focusing on text book materials. Students sit passively and watch the teacher write note on the board and copy what the teacher does, with little room for students to ask questions, make initiatives or independent thought. Attention must be paid to the following:

1. Minimal students' interaction (chalks and talks only).
2. Activities are mostly dominated by the teacher, giving only examples, without using concrete teaching aids.
3. Little opportunity to ask question.

Week One Lesson I for Conventional (Lecture) Method

Name of School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	2^{nd}
Duration	-	45 minutes
Subject	-	Economics
Topic	-	Tools of Economic Analysis
Reference Book	-	(i) Basic Economics for Senior Secondary Schools by Paul Kofi Tawaih (ii) New System Economics, A Senior Secondary Course by Ewa Udu & G.A Agu.

Instructional Materials - A chart showing different tools of economic analysis.

Previous Knowledge - The students already have been taught about basic economic problems in their previous lesson.

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

i. identify the various tools of economic analysis.
ii. explain the relevance of each of the tools of economic analysis in Economics.

Introduction - The teacher starts the lesson by asking questions from students based on the previous topic taught.

Presentation - The lesson is presented in the following steps:

Step I - The teacher introduced the new topic "tools of economic analysis" to students.

Step II - The teacher identify and explains the various tools of economic analysis to the students.

The basic tools of economic analysis include; (i) Tables; (ii) Charts; and (iii) Graph.

Tables: This is a systematic arrangement of data in columns and rows. The use of tables in Economics help to state out the summary of events with titles and units. Example:

Sun	Mon	Tue	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

From the table above, the days are arranged in rows and columns for easy interpretation.

Relevance of Tables in Economics

a. It provides for easy understanding and interpretation of data/information.

b. It helps in calculating derived quantities.
c. It is used to summarize data and for introduction of lessons.

Graph: This is a statistical representation drawn to show the relationship between variables.

Relevance of Graphs in Economics

a. It helps in illustrating some basic concepts.
b. It indicates the association of two or more variables.
c. It helps for easy understanding of information represented in a graph.
d. It is used to introduce lessons.
e. It also serves for strengthening of points.

Step III - The teacher write the note on the chalkboard for students to copy.

Students' Activity - The teacher lead the students to plot a graph.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the following questions from the students:

i. Identify and explain the various tools of economic analysis?

ii. Of what relevance is graphs in Economics?

Assignment - Plot a graph showing the months of the year.

Week One Lesson II for Conventional (Lecture) Method

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 38

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 5^{th}

Duration - 40 minutes

Subject - Economics

Topic - Tools of Economic Analysis

Sub-Topic - Charts

Reference Book - (i) Basic Economics for Senior Secondary Schools by Paul Kofi Tawaih (ii) New System Economics, A Senior Secondary Course by Ewa Udu & G.A Agu.

Instructional Materials - A chart showing different tools of economic analysis.

Previous Knowledge - The students already have idea of tools of economic analysis in their previous lesson.

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

i. explain and identify various types of charts.

ii. explain the relevance of charts in Economics.

Introduction - The teacher starts the lesson by revising the previous topic taught with the students.

Presentation - The lesson is presented in the following steps:

Step I - The teacher explains the meaning of charts to students.

Charts - Are the sketches that show the relationship between variables.

Types of Charts

(1.) The bar chart, (2.) The pie chart, (3.) Statistical chart, and (4.) Pictorial chart.

Step II - The teacher explains the relevance of charts in Economics to students.

Relevance of Charts in Economics

i. It is used to show a vivid presentation of economic and statistical results.
ii. Serves for introduction of lessons.
iii. It provides for easy understanding of pictures of a data.
iv. It also shows relationship between variables.

Step III - The teacher write the note on the chalkboard for students to copy.

Students' Activity - The teacher lead the students to plot a bar chart.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the following questions from the students:

a. Explain charts.

b. What are the relevance of charts in Economics?

Assignment - Plot a pie chart showing different crops.

Week Two Lesson I for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	2^{nd}
Duration	-	45 minutes
Subject	-	Economics
Topic	-	Labour Market
Sub-Topic	-	Efficiency of Labour
Reference Book	-	(i) Comprehensive Economics by A. Ugoji (ii) New System Economics, A Senior Secondary Course by Ewa Udu & G.A Agu.
Instructional Materials	-	A cardboard showing different labour organisations.
Previous Knowledge	-	The students already have learnt on tools of economic analysis in their previous lesson.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. define labour market. ii. highlight the various factors affecting the labour force. iii. explain the meaning of efficiency of labour. iv. identify the various factors that influence the efficiency of labour.
Introduction	-	The teacher starts the lesson by asking questions from students based on the previous topic taught.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher explains the meaning of labour market to the students. **Labour Market:** Labour market is a market where labour services are bought and sold. It is also a

market where wages and other conditions of employment are determined.

Step II - The teacher identify the various factors affecting the labour force.

Factors affecting the labour force

1. The size of the population: The largeness of the population of a country is likely to bring about a large supply of labour force.
2. The age distribution of labour force.
3. The official working age limit.
4. The stipulated retirement age.
5. The size of the population within the working age limit.
6. The population of women in paid employment and those still in full-time academic pursuit who are beyond the official school leaving age.

Step III - The teacher explains the meaning of efficiency of labour to the students.

Efficiency of Labour: This shows the rate at which labour is utilized.

Factors that influence the efficiency of labour

a. The health condition of workers: This explains that a worker will work efficiently if he is very healthy.
b. Condition of working atmosphere: This explains the working condition of the place in terms of good rapport among workers.
c. Educational background: The nature and amount of education and training received by a worker goes a long way in determine his efficiency.
d. Workers attitude to work.
e. The salary and other benefits.

f. Working capacity of tools and equipment used by workers.

Step IV - The teacher write the note on the chalkboard for students to copy.

Students' Activity - The teacher lead the students to discuss the various factors that influence the efficiency of labour.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the students to:

i. define labour market.

ii. highlight the various factors affecting the labour force.

iii. explain efficiency of labour.

Assignment - Define the term efficiency of labour from five different perspectives.

Week Two Lesson II for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	5^{th}
Duration	-	40 minutes
Subject	-	Economics
Topic	-	Supply and Demand for Labour
Reference Book	-	(i) Comprehensive Economics by A. Ugoji (ii) New System Economics, A Senior Secondary Course by Ewa Udu & G.A Agu.
Instructional Materials	-	A cardboard showing different labour organisations.
Previous Knowledge	-	The students have learnt about labour market in their previous lesson.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. explain the meaning of supply and demand for labour. ii. identify the factors affecting supply of labour. iii. identify the factors affecting demand for labour.
Introduction	-	The teacher starts the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher explains the meaning of supply of labour to the students and list out factors affecting supply of labour. **Supply of Labour:** This is the total number of people available for employment or the total number of hours worked. **Factors affecting Supply of Labour** 1. High or low wage rate.

2. The growth rate of the total population (Birth/death rate).
3. The extent to which the supply of labour is occupationally specific.
4. Political powers and instability.
5. The working environment and other benefits.
6. The retirement age of people in service.
7. The number of hours worked and the workers attitude.
8. The health conditions of the workers.

Step II - The teacher describes the demand for labour and identifies the various factors affecting demand for labour.

Demand for Labour: This is derived from the anticipated demand for goods and services for the production of which it is required.

Factors affecting Demand for Labour

1. The amount of labour required.
2. The elasticity of demand for the final product.
3. Expectations of favourable conditions of business activities.
4. Technological revolutions.
5. Availability of close substitutes to labour.
6. Level of wages.

Step III - The teacher write the note on the chalkboard for students to copy.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the students to:

i. describe extensively the demand for labour.

ii. explain how supply of labour can be affected.

Assignment - List out the various determinants of efficiency of labour.

Week Three Lesson I for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	2^{nd}
Duration	-	45 minutes
Subject	-	Economics
Topic	-	Wages and its Determinants
Reference Book	-	(i) Basic Economics for Senior Secondary Schools by Paul Kofi Tawaih (ii) New System Economics, A Senior Secondary Course by Ewa Udu & G.A Agu.
Instructional Materials	-	A chart showing different labour wages.
Previous Knowledge	-	The students have been taught about supply and demand for labour.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. define wages. ii. identify various types of wages. iii. state reasons for differences in wages.
Introduction	-	The teacher starts the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher explains the meaning of wages to the students. **Wages:** Wages are payments/reward for labour services. There are two types of wages namely. **Nominal Wages:** This is known as wages in terms of money. **Real Wage:** Wages in terms of the quality of goods and services.

Determinants of Wages: Wages can be determined through

a. The market forces of demand and supply of labour.
b. The marginal productivity of labour.
c. The trade union collective bargaining of labour.
d. The effect of new inventions.
e. Government legislations.

Step II - The teacher list out various reasons for differences in wages.

Reasons for differences in Wages

1. The differences in wages perhaps between the skilled and unskilled labour is because the skilled workers usually undergo long period of special training unlike the unskilled.
2. The cost of acquiring these special skills are sometimes too exorbitant.
3. The skilled workers are always short in supply compared to the unskilled.
4. There is high demand for skilled workers to that of unskilled.
5. There are jobs that require specialists in the area.

Step III - The teacher write the note on the chalkboard for students to copy.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the students to:

i. explain the term wage.

ii. differentiate between nominal wage and real wage

Assignment - State 20 reasons why workers wages are different.

Week Three Lesson II for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	5^{th}
Duration	-	40 minutes
Subject	-	Economics
Topic	-	Unemployment
Reference Book	-	(i) Excellent key facts in Economics by Amadi C. Godwin.
Instructional Materials	-	A cardboard showing pictures of unemployed people.
Previous Knowledge	-	The students are acquainted with Wages and its Determinants.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. define unemployment. ii. explain the causes of unemployment. iii. list various types of unemployment.
Introduction	-	The teacher start the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher explains the meaning of unemployment to the students. **Unemployment:** is a situation when there are people within the labour force who are willing to work but are not able to secure gainful employment.
Step II	-	The teacher explains the causes and types of unemployment to students. **Causes of Unemployment** i. Increase in population size.

ii. Insufficient establishment of industries.

iii. Limited market for workers products.

iv. Immigration at the increased level.

v. Disgust for some jobs especially in the areas of agricultural employment.

vi. Economic depression.

vii. Workers being retrenched.

Types of Unemployment

1. Frictional unemployment
2. Technological unemployment
3. Seasonal unemployment
4. Structural unemployment
5. Residual unemployment
6. Cyclic unemployment
7. Voluntary unemployment.

Step III - The teacher write the note on the chalkboard for students to copy in their exercise books.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the students to:

i. give examples of unemployment.

ii. explain the factors that causes unemployment in Nigeria.

Assignment - Explain with examples how unemployment can affect the economy.

Week Four Lesson I for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	2^{nd}
Duration	-	45 minutes
Subject	-	Economics
Topic	-	Unemployment
Sub-Topic	-	Effects of unemployment and remedies to unemployment problems.
Reference Book	-	(i) Basic Economics for Senior Secondary Schools by Paul Kofi Tawaih (ii) Excellent key facts in Economics by Amadi C. Godwin.
Instructional Materials	-	A cardboard showing some incidence of the effects of unemployment.
Previous Knowledge	-	The students have been acquainted with issues of unemployment.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. explain the effects of unemployment. ii. list some remedies to unemployment problems.
Introduction	-	The teacher start the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher explains the effects of unemployment to the students.

Effects of Unemployment

1. Causes economic wastage.
2. Causes low rate of national income.

3. Brings about much sufferings and hardship to humanity i.e. low standard of living.
4. Causes setbacks in the level of investment and development.
5. Pushes some of the unemployed youths into bad act like robbery and all kinds of crimes.
6. Shows the degree of under-development.

Step II - The teacher list out some remedies to unemployment problems.

Remedies to Unemployment Problems

1. Government should encourage the diversification of the economy. That is all aspect of production must be carried out and be service oriented.
2. There should be promotion of technical and self-employment education.
3. There should be greater investment to boost employment opportunities.
4. Self-employment should be encouraged.
5. Infant industries should be promoted.
6. Provision of adequate infrastructure should be encouraged in the rural areas to help reduce rural-urban migration, which causes unemployment in the urban cities.

Step III - The teacher write the note on the chalkboard for students to copy.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the students to:

i. give examples of the effects of unemployment.

ii. explain different ways to tackle unemployment issue.

Assignment - Explain 10 ways in which employment can be created.

Week Four Lesson II for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	5^{th}
Duration	-	40 minutes
Subject	-	Economics
Topic	-	Industrialization
Reference Book	-	(i) Excellent key facts in Economics by Amadi C. Godwin (ii) New System Economics, A Senior Secondary Course by Ewa Udu & G.A Agu.
Instructional Materials	-	A chart showing pictures of Industries.
Previous Knowledge	-	The students already have been taught unemployment.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. define industrialization. ii. define industry. iii. list the various types of industry.
Introduction	-	The teacher start the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher defines industrialization. **Industrialization:** The term industrialization can be defined as the process of gaining a heavy concentration of industries to build up the capital base of a country in manufacturing goods for consumption.
Step II	-	The teacher explains the term industry to students.

Industry: Is a group of firms producing single homogenous products for a particular market.

Types of Industry

1. **Manufacturing Industry –** This type of industry deals with the conversion of raw materials to finished or semi-finished goods using machines as tools for production.
2. **Construction Industry –** This type of industry is charged with the responsibility of building (like building of roads, bridges, houses and so forth).
3. **Mining Industry –** This is the type of industry whose main dealings are on the extraction of natural resources like Gold, Silver, Crude oil and so forth.
4. **Transport Industry –** This category of industry are incharge of transportation either road, air or sea.

Step III - The teacher write the note on the chalkboard for students to copy in their exercise books.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the students to:

a. differentiate between industrialization and industry.
b. identify and explain the various types of industry found in their environment.

Assignment - Explain the benefits of industry to your community.

Week Five Lesson I for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	2^{nd}
Duration	-	45 minutes
Subject	-	Economics
Topic	-	Industrialization
Sub-Topic	-	Firm
Reference Book	-	(i) Basic Economics for Senior Secondary Schools by Paul Kofi Tawaih (ii) Excellent key facts in Economics by Amadi C. Godwin.
Instructional Materials	-	A chart showing different firms.
Previous Knowledge	-	The students already have been taught unemployment.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. explain the term firm. ii. explain the size of firms. iii. explain the optimum theory.
Introduction	-	The teacher starts the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher explains what firm is all about to the students. **Firm:** This is an organisation/establishment owned by one or more persons who are engaged in productive activities of any kind with a motive of making profits.
Step II	-	The teacher explains the size of firms to students. **Size of Firms:** This means the same thing as scale of production. But there are some factors (dis-

economies) that influences the size of a firm and its establishment which depends on:

1. The size of the demand for the firm's product.
2. The increasing cost and falling price.
3. The availability of natural resource/raw materials
4. The level of education of the labour force.
5. The availability of capital to the entrepreneur.
6. The managerial ability of the entrepreneur.
7. The increasing cost and complexity of the organization.

Advantages derived from the increasing size of Firms

These advantages are referred to as the "Economies of scale" and they include:

(a) Technical economies (b) Administrative economies (c) Financial economies (d) Marketing economies (e) Research economies (f) Welfare economies.

Step III - The teacher explains the optimum theory to students.

The Optimum Theory: A firm is said to be at the optimum if it operates at a scale, which gives it the lowest possible unit cost. That is where the average cost of producing a unit of output is at the minimum. It is the best and efficient size of a firm because the entrepreneur maximizes profit at this point.

Step IV - The teacher write the note on the chalkboard for students to copy.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the students to:

i. explain the term firm and size of firms.

ii. identify different factors that influences the size of firm.

Assignment - Explain how firms can maximize profit.

Week Five Lesson II for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	5^{th}
Duration	-	40 minutes
Subject	-	Economics
Topic	-	Industrialization
Sub-Topic	-	Location of Industry
Reference Book	-	(i) Excellent key facts in Economics by Amadi C. Godwin (ii) New System Economics, A Senior Secondary Course by Ewa Udu & G.A Agu.
Instructional Materials	-	A chart showing pictures of Industries.
Previous Knowledge	-	The students have been acquainted with Industrialization.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. explain location of industry. ii. list the factors that influences the location of industries.
Introduction	-	The teacher starts the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher explains location of industry to students. **Location of Industry:** Location of industry is the sitting of industry in certain areas with the motive of maximizing profit.
Step II	-	The teacher highlight the factors influencing the location of industries to students. **Factors influencing the location of Industries**

1. Proximity to source of raw materials.
2. Proximity to source of power.
3. Proximity to financial institutions like banks
4. Proximity to market areas.
5. Proximity to source of labour supply.
6. Efficient and adequate water supply.
7. Social infrastructures/services.
8. Good and accessible transportation.

Step III - The teacher write the note on the chalkboard for students to copy in their exercise books.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the students to:

a. Identify the determinants of industrial location.

Assignment - State ten (10) reasons for the location of industry.

Week Six Lesson I for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	2^{nd}
Duration	-	45 minutes
Subject	-	Economics
Topic	-	Industrialization
Sub-Topic	-	Localization of Industries
Reference Book	-	(i) Basic Economics for Senior Secondary Schools by Paul Kofi Tawaih (ii) Excellent key facts in Economics by Amadi C. Godwin.
Instructional Materials	-	A chart showing pictures of industries.
Previous Knowledge	-	The students have learnt on the location of industry.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. explain the term localization of industries. ii. list the advantages and disadvantages of localization of industry. iii. list the problems of industrialization in West Africa.
Introduction	-	The teacher starts the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher explains the term localization of industries to the students. **Localization of Industries:** This refers to the concentration of related firms in one locality.

Step II - The teacher list out the advantages and disadvantages of localization of industry.

Advantages of Localization of Industry

1. It encourages specialization.
2. Social and economic services are enjoyed among the industries (external economies).
3. It enhances research possibilities.
4. It enhances the supply of labour.
5. It encourages the development of subsidiary industries.

Disadvantages of Localization of Industry

1. Localization brings about social disorder owing to emergence of people seeking for jobs.
2. It is an area of target for bombing during war.
3. It also brings about insufficiency in supply of local amenities due to the over-crowdedness of the area.
4. It causes the depopulation of the rural areas.
5. It sometimes causes unemployment problems.
6. It causes a high standard of living i.e. it brings about a rise in cost of living.

Step III - The teacher identify and explains the problems of industrialization in West Africa to students.

Problems of Industrialization in West Africa

i. Inadequacy in the provision of infrastructures.
ii. Lack of sufficient capital.
iii. Lack of industrial technical knowledge.
iv. Shortage of skilled labour or industrial manpower.
v. Problem of power supply
vi. Insufficient research activities.
vii. Inadequate transport activities.
viii. Limited market for industrial products.

ix. High cost of production.
x. Political instability.
xi. Shortage of raw materials.

Step IV - The teacher write the note on the chalkboard for students to copy.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the students to:

a. explain the term localization of industries.
b. list the advantages and disadvantages of localization of industry.
c. list the problems of industrialization in West Africa.

Assignment - Identify ten (10) factors that can promote industrialization.

Week Six Lesson II for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	5^{th}
Duration	-	40 minutes
Subject	-	Economics
Topic	-	Industrialization
Sub-Topic	-	Role of Industrialization in Economic Development
Reference Book	-	(i) Excellent key facts in Economics by Amadi C. Godwin (ii) New System Economics, A Senior Secondary Course by Ewa Udu & G.A Agu.
Instructional Materials	-	A chart showing pictures of Industries.
Previous Knowledge	-	The students have been taught the concept of Industrialization.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. explain the role of industrialization in economic development. ii. list the factors that necessitates the sitting of industries in rural areas. iii. highlight factors that discourage industrialists from sitting industries in rural areas.
Introduction	-	The teacher starts the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher explains the role of industrialization in economic development.

Industrialization plays a major role in the development of any economy through the following ways:

1. Provision of infrastructural facilities such as pipe-borne water, electricity, telecommunications and so forth.
2. Provision of employment opportunities for both skilled and unskilled workers.
3. Development of manpower skill to areas of specialty.
4. Stimulation of increased national income.
5. Industrialization also provides a better standard of living.
6. It encourages self-sufficiency and reliance.

Step II - The teacher list the factors that necessitates the sitting of industries in rural areas.

Factors that necessitate the citing of industries in rural areas

a. To promote even distribution of industries to alleviate the problem of rural-urban migration.
b. To create employment opportunities for the rural dwellers.
c. To encourage the development and adequate supply of basic infrastructures in rural areas.
d. To create a better living standard for the inhabitants of the rural areas.
e. To generate income for the rural dwellers.

Step III - The teacher highlights the factors that discourage industrialists from citing industries in rural areas.

Factors that discourage industrialists from citing industries in rural areas

i. Poor supply of skilled labour in rural areas.

ii. Poor transport facilities and communication network in the rural areas.
iii. Insufficient supply of basic amenities especially in the area of power (electricity) in rural areas.

Step IV - The teacher writes the note on the chalkboard for students to copy in their exercise books.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asks the students to:

a. explain the role of industrialization in economic development.
b. list the factors that necessitates the citing of industries in rural areas.
c. highlight the problems that discourage industrialists from citing industries in rural areas.

Assignment - Explain how the problems that discourage industrialists from citing industries in rural areas can be solved.

Week Seven Lesson I for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	2^{nd}
Duration	-	45 minutes
Subject	-	Economics
Topic	-	Industrialization
Sub-Topic	-	Indigenization Policy in Nigeria
Reference Book	-	(i) Basic Economics for Senior Secondary Schools by Paul Kofi Tawaih (ii) Excellent key facts in Economics by Amadi C. Godwin.
Instructional Materials	-	A chart showing pictures of industries.
Previous Knowledge	-	The students have learnt on the location of industry.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. explain indigenization policy in Nigeria. ii. highlight the objectives of indigenization. iii. state the problems of indigenization policy.
Introduction	-	The teacher starts the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher explains the term indigenization policy to the students. **Indigenization Policy:** This policy offers Nigerian indigenes more participation in the ownership, management and control of industrial and commercial activities of the country's productive sectors/enterprises. The decree provides for at least

40-60% Nigerian participation in all productive enterprises of the economy.

Step II - The teacher highlight the objectives of indigenization.

Objectives of Indigenization

i. It is aimed at fostering a widespread ownership, management and control of productive enterprises among Nigerians.
ii. To promote and develop the Nigerian capital market.
iii. To promote foreign exchange conservation.
iv. To retain the spending of profits realized in Nigeria.
v. To promote business expansion through plough back of profits realized.

Step III - The teacher explains the problems of indigenization policy to students.

Problems of Indigenization Policy

1. Inadequate supply of skilled manpower.
2. Insufficient provision of capital.
3. The problem of wide income gap between the rich and the poor.
4. Lack of industrial technical knowledge.

Step IV - The teacher write the note on the chalkboard for students to copy.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the students to:

i. explain indigenization policy in Nigeria.
ii. highlight the objectives of indigenization.
iii. state the problems of indigenization policy.

Assignment - List five steps taken by the government in solving indigenization policy problems.

Week Seven Lesson II for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	5^{th}
Duration	-	40 minutes
Subject	-	Economics
Topic	-	Financial Institution
Reference Book	-	(i) Excellent key facts in Economics by Amadi C. Godwin (ii) New System Economics, A Senior Secondary Course by Ewa Udu & G.A Agu.
Instructional Materials	-	A chart showing pictures of Financial Institutions.
Previous Knowledge	-	The students have learnt on indigenization policy.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. explain financial institutions. ii. list and explain the various types of bank.
Introduction	-	The teacher starts the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher explains the meaning of financial institutions to the students. **Financial institutions** can be described as clubs or society that manages money. The most popularly known financial institutions are the banks. Bank, therefore, is an institution that deals with money – both borrowing and lending out on interest rates.
Step II	-	The teacher list and explains the various types of bank. **Types of Banks**

(a) Central bank (b) Commercial banks (c) Development banks (d) Merchant banks (e) Mortgage banks

Central Bank: The central bank is a financial institution established by government with the sole authority of minting and printing of the country's currency. It is the controller of all banking system and services as a link between government and other financial institutions.

Functions of Central Bank

1. Bankers to the commercial banks.
2. Incharge of minting and printing of currencies.
3. Serves as lender of last resort to commercial banks.
4. Issue of legal tender.
5. Deals with foreign monetary policy and banking transactions.
6. Management of National debts.
7. Controls operations of commercial banks.

Step III - The teacher write the note on the chalkboard for students to copy in their exercise books.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the students to:

a. explain financial institutions.
b. list and explain the various types of bank.

Assignment - What are the functions of financial institution?

Week Eight Lesson I for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	2^{nd}
Duration	-	45 minutes
Subject	-	Economics
Topic	-	Financial Institutions
Sub-Topic	-	Control of Commercial Banks by the Central Bank
Reference Book	-	(i) Basic Economics for Senior Secondary Schools by Paul Kofi Tawaih (ii) Excellent key facts in Economics by Amadi C. Godwin.
Instructional Materials	-	A chart showing pictures of financial institution.
Previous Knowledge	-	The students have learnt on the location of industry.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. explain the control of commercial banks by the central bank. ii. highlight the importance of central bank to economic development.
Introduction	-	The teacher starts the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher explains the control of commercial banks by the central bank to the students. **Control of Commercial Banks by the Central Bank:** Central bank controls commercial banks through the following ways:

1. **Open market operation** – This is where government securities are sold and bought e.g. Treasury Bills. This device helps the central bank to increase or decrease the volume of money in circulation. If the central bank wants to increase the amount of money in circulation, it will embark on buying of securities from the commercial banks and the public. But if there is too much money in circulation, the central bank will embark on selling of securities to the commercial banks and the general public, payment of which will reduce the amount of money in circulation.
2. **Bank rate** – This is the minimum lending rate at which central bank rediscounts first class bills.
3. **Treasury directives** – The central bank gives instruction to the commercial banks to reduce the amount of loans they grant to the public or at times may call for special deposits.
4. **Reserve ratio** – Situations when commercial banks are required by law to keep some percentage of their assets in cash form with the central bank.

Step II - The teacher highlight the importance of central bank to economic development.

Central Bank and its Importance to Economic Development

The central bank promotes/contributes to economic development through the following ways:

1. Granting of long-term credit/loan to industries through its command over commercial banks.
2. Development of money and capital market.
3. Regulation of adequate money supply.

4. Tackling of balance of payment problems.
5. Provision of money and structuring of interest rate.
6. Creates special financial institution for promoting and facilitating economic development in different sectors such as Nigerian Industrial Development Bank.

Step III - The teacher write the note on the chalkboard for students to copy.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the students to:

i. explain the control of commercial banks by the central bank.
ii. highlight the importance of central bank to economic development

Assignment - Differentiate between open market operation and bank rate.

Week Eight Lesson II for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	5^{th}
Duration	-	40 minutes
Subject	-	Economics
Topic	-	Financial Institution
Sub-Topic	-	Commercial Banks
Reference Book	-	(i) Excellent key facts in Economics by Amadi C. Godwin (ii) New System Economics, A Senior Secondary Course by Ewa Udu & G.A Agu.
Instructional Materials	-	A chart showing pictures of Commercial Banks.
Previous Knowledge	-	The students have been acquainted with financial institutions.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. define commercial banks. ii. list out the functions of commercial banks. iii. explain the importance of commercial banks to economic development
Introduction	-	The teacher starts the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher describes commercial banks to the students. **Commercial Banks** are privately owned banks that are established to undertake ordinary banking transactions for the general public. Although, they are profit oriented. **Functions of Commercial Banks** a. Acceptance of deposits.

b. Granting of loans to customers.
c. Discounting bills of exchange.
d. Acts as agents of payment or transfer of money on behalf of its customers.
e. Financing of industries for their development.
f. Financing of foreign trade.
g. Gives financial advice to customers.
h. Safe-keeping of valuable items.
i. Acts as trustees
j. Issues travellers cheque.

Step II - The teacher explains the importance of commercial banks to economic development.

The commercial banks also plays prominent role in the development of the economy of a country through the following ways:

1. Stimulating savings and investments thereby removing capital deficiency.
2. Making provision for availability of credit facilities for financial priority sectors.
3. Making provision for optimum utilization of the financial resources of the community.
4. Encouraging expansion of credit.
5. Promotion of international trade.

Step III - The teacher write the note on the chalkboard for students to copy in their exercise books.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the students to:

a. define commercial banks.
b. explain the importance of commercial banks to economic development

Assignment - Differentiate between central bank and commercial banks.

Week Nine Lesson I for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	2^{nd}
Duration	-	45 minutes
Subject	-	Economics
Topic	-	Financial Institutions
Sub-Topic	-	Types of Bank Account
Reference Book	-	(i) Basic Economics for Senior Secondary Schools by Paul Kofi Tawaih (ii) Excellent key facts in Economics by Amadi C. Godwin.
Instructional Materials	-	A chart showing different types of bank account.
Previous Knowledge	-	The students already have learnt on the various types of banks.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. explain the various types of bank accounts. ii. describe the banks lending system.
Introduction	-	The teacher starts the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher explains various types of bank accounts. **Types of Bank Accounts** 1. **Deposit Account** – An account in which individuals or firms deposits cash that are not presently needed. The period for withdrawal may be specified ranging from six months or one year. This type of account usually carries a higher interest rate and it is sometimes called "Time or Fixed Deposit Account".

2. **Current Account** – Often, this type of account is called demand deposit. It is an account in which the owner can make withdrawal without any notice. This type of account does not yield any interest rather the depositor is charged some commission by the bank. Note that payments are made by the use or pay-in-slip (Teller), while withdrawals are by cheque.
3. **Savings Account** – This type of account is usually runned by low-income earners and students alike. The interest rate is usually small.

Step II - The teacher describes the banks lending system to students.

Banks Lending System

Commercial banks lend money through:

i. **Loan** – Loans are granted to a person having or not having account with the bank. Granting of loans requires more formal arrangements. The periods and terms of the loan are usually stated clearly in the loan agreement.

ii. **Over-Draft** – This is often granted to customers who have current account with banks. It allows a customer to withdraw on his account even more than the amount he has to his credit in the bank. Although, the customer is charged interest on debit balance. Note that interest increases as the debit balance increases.

Step III - The teacher write the note on the chalkboard for students to copy.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asked the students to:

a. explain the various types of bank accounts.
b. describe the banks lending system.

Assignment - Differentiate between the type of bank account operated by students and government contractors.

Week Nine Lesson II for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	5^{th}
Duration	-	40 minutes
Subject	-	Economics
Topic	-	Financial Institution
Sub-Topic	-	Development Banks
Reference Book	-	(i) Excellent key facts in Economics by Amadi C. Godwin (ii) New System Economics, A Senior Secondary Course by Ewa Udu & G.A Agu.
Instructional Materials	-	A chart showing pictures of different Banks.
Previous Knowledge	-	The students have been acquainted with financial institutions.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. describe development banks. ii. list out the functions of development banks.
Introduction	-	The teacher starts the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher describes development banks to the students. **Development Banks** are banks specifically established to promote the development of various sections of the economy. They provide medium and long-term loan for capital projects in Agriculture, Commerce and Industry and other essential projects necessary for economic development of a country. The premier development banks are viz:

1. **Nigerian Industrial Development Bank (NIDB)** – This bank makes provision for medium and long-term loan to the industrial sectors of the economy e.g. Mining, Manufacturing and Construction industries.
2. **Nigerian Agricultural and Co-operative Bank (NACB)** – This bank is solely established to cater for the agricultural sector of the economy. They make provision for adequate credit facilities aimed at promoting agriculture and other co-operative societies.
3. **The Bank for Commerce and Industry (NBCI)**

Step II - The teacher lists out the functions of development banks.

Functions of Development Banks

1) Helps in promoting the capital market of the economy of a country.
2) Helps in facilitating industrial development through rendering financial assistance to them.
3) Helps in making provision for medium and long-term loan to companies and other corporate bodies.
4) Helps in offering technical advice to firms and other business organisation.

Step III - The teacher writes the note on the chalkboard for students to copy in their exercise books.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asks the students to:

a. describe development banks.
b. list out the functions of development banks

Assignment - Highlight other financial institutions you know.

Week Ten Lesson I for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	2^{nd}
Duration	-	45 minutes
Subject	-	Economics
Topic	-	Financial Institutions
Sub-Topic	-	Merchant Banks
Reference Book	-	(i) Basic Economics for Senior Secondary Schools by Paul Kofi Tawaih (ii) Excellent key facts in Economics by Amadi C. Godwin.
Instructional Materials	-	A chart showing pictures of financial institution.
Previous Knowledge	-	The students already have learnt on the various types of banks.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. define the term merchant banks. ii. list the functions of merchant banks.
Introduction	-	The teacher starts the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher starts the lesson by explaining the term merchant banks to students. **Merchant Banks** – These are specialized banks charged with the responsibility of accepting bills of exchange, issuance of loan for foreign trade transactions and so forth.
Step II	-	The teacher lists out the functions of merchant banks.

Functions of Merchant Banks

1. They assist in the sale of shares to the public.
2. They act as financial advisers to their industrial client.
3. They make provision for fixed interest medium term loans to their clients.
4. They finance and execute bills of exchange and tellers of credit used in international trade.
5. They also assist in the indigenization exercise in Nigeria.
6. They circulate bills of exchange used for international trade.

Step III - The teacher writes the note on the chalkboard for students to copy.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asks the students to:

a. define the term merchant banks.
b. list the functions of merchant banks.

Assignment - Highlight ten (10) importance of merchant banks.

Week Ten Lesson II for Conventional (Lecture) Method

School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	38
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	5^{th}
Duration	-	40 minutes
Subject	-	Economics
Topic	-	Financial Institution
Sub-Topic	-	Mortgage Banks
Reference Book	-	(i) Excellent key facts in Economics by Amadi C. Godwin (ii) New System Economics, A Senior Secondary Course by Ewa Udu & G.A Agu.
Instructional Materials	-	A chart showing pictures different Banks.
Previous Knowledge	-	The students have been acquainted with financial institutions.
Behavioural Objectives	-	At the end of the lesson, students should be able to: i. describe mortgage banks. ii. list out the functions of mortgage banks.
Introduction	-	The teacher starts the lesson by revising the previous topic taught with the students.
Presentation	-	The lesson is presented in the following steps:
Step I	-	The teacher describe mortgage banks to the students. **Mortgage Banks** or the Nigerian Building Society (as formerly known) are specialized banks charged with the responsibility of making provision for housing loans to individuals and government as may be demanded for the building of houses especially in urban cities. Note that before these loans are issued out, certain conditions must be reached between the

mortgage (clients/borrowers) and the mortgagee (lender).

Step II - The teacher lists out the functions of mortgage banks.

Functions of Mortgage Banks

1. Provides housing loans to those who may need it.
2. Helps to reduce urban cities housing plight.
3. Helps to create better housing facilities.

Step III - The teacher writes the note on the chalkboard for students to copy in their exercise books.

Summary - The teacher summarizes the whole lesson to students.

Evaluation - Teacher asks the students to:

a. describe mortgage banks.

b. list out the functions of mortgage banks

Assignment - Highlight ten (10) importance of mortgage banks.

APPENDIX III

LESSON PLAN FOR EXPERIMENTAL GROUP I (PROJECT METHOD)

In this teaching method, teacher only facilitates the process by choosing 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 construct, explore, observe, ask and listen. They can collect information through questionnaires, survey, interviews, and take notes. After collecting the information, they 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 One Lesson I for Experimental group I (Project Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 40

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 2^{nd}

Duration - 45 minutes

Subject - Economics

Project Title - Tools of Economic Analysis

Objectives - At the end of the project activities, students should be able to:

i. identify the various tools of economic 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:

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 Economics, 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:

1. 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. The 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.

Week One Lesson II for Experimental group I (Project Method)

Name of School -
Date - 12/2016
Class - SS II
No. of Students - 40
Average age of Students - Age 14^{+}
Sex - Mixed
Period - 5^{th}
Duration - 40 minutes
Subject - Economics
Project Title - Tools of Economic Analysis
Sub- Project Title - Charts
Objectives - At the end of the project activities, students should be able to:

i. explain and identify various types of charts.
ii. explain the relevance of charts in Economics.

The teacher clearly defines the task - Charts are the sketches that show the relationship between variables.

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. Hence, each group will appoint a leader and secretary among its members.

Students are given Rules to follow - Students within the groups should be able to appreciate the importance of:

i. shouldering responsibility;
ii. accepting and tolerating each other; and
iii. being patriotic and loyal to one's group.

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 bar chart. The second group were assigned to collect data on pie chart. The third group were to take charge of collecting data on statistical chart, while the last group were to collect data on pictorial chart.

Teacher's Role - The teacher has the role of giving the various groups of students 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:

1. find and display pictures of various types of chart.

2. 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 - Each group now presents its report to a full session of the class through the group's secretary or chairman. The various reports are considered collectively by the entire class and a final report drawn up by the class. The final report serves as a reference point for the members of the class. The teacher asks the following questions from the students and encouraged them to answer it objectively. Therefore, from the various answers the teacher gets from the students, he can determine the extent he has achieved his objectives.

1. Specifically, what have you learnt in the course of your participation in these project activities?
2. How can you describe charts?
3. What are the relevance of charts in Economics?

The teacher listens, collects and assesses the extent these questions have been answered satisfactorily. This 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 pie chart showing different crops. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Labour Market (Efficiency of Labour).

Week Two Lesson I for Experimental group I (Project Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 40

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 2^{nd}

Duration - 45 minutes

Subject - Economics

Project Title - Labour Market

Sub-Project Title - Efficiency of Labour

Objectives - At the end of the project activities, students should be able to:

i. define labour market.
ii. highlight the various factors affecting the labour force.
iii. explain the meaning of efficiency of labour.
iv. identify the various factors that influence the efficiency of labour.

The researcher clearly defines the task - Labour market is a market where labour services are bought and sold. It is also a market where wages and other conditions of employment are determined.

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. Hence, 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 labour market. The second group were assigned to collect data on the various factors affecting the labour force. The third group were to take

charge of collecting data on the efficiency of labour, while the last group were to collect data on the factors that influence the efficiency of labour.

Teacher's Role - The teacher has the role of giving the various groups of students the right references to consult and in which library or place to get them. The researcher 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:

1. go out and collect the views of the general public as regards every aspect of the project.
2. 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. The 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 useful to work hard in order to accomplish a group's assigned work?
2. What do you think are the factors affecting the labour force?
3. What do you understand by the efficiency of labour?
4. How do you determine the factors that influence the efficiency of labour?

The teacher listens, collects and assesses the extent these questions have been answered satisfactorily. The various answers the researcher 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 define the term efficiency of labour from five different perspectives. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Supply and Demand for Labour.

Week Two Lesson II for Experimental group I (Project Method)

Name of School -
Date - 12/2016
Class - SS II
No. of Students - 40
Average age of Students - Age 14^{+}
Sex - Mixed
Period - 5^{th}
Duration - 40 minutes
Subject - Economics
Project Title - Supply and Demand for Labour
Objectives - At the end of the project activities, students should be able to:

i. explain the meaning of supply and demand for labour.
ii. identify the factors affecting supply of labour.
iii. identify the factors affecting demand for labour

The researcher clearly defines the task - Supply of Labour: This is the total number of people available for employment or the total number of hours worked. Demand for Labour: This is derived from the anticipated demand for goods and services for the production of which it is required.

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. Hence, each group will appoint a leader and secretary among its members.

Students are given Rules to follow - Students within the groups should be able to appreciate the importance of:

i. shouldering responsibility;
ii. respecting opposing opinion for a peaceful coexistence; and
iii. accepting and tolerating each other.

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 supply of labour. The second group were assigned to collect data on the demand for labour. The third group were to take charge of collecting data on the factors affecting supply of labour, while the last group were to collect data on the factors affecting demand for labour.

Teacher's Role - The teacher has the role of giving the various groups of students 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:

1. The researcher will take the students out on a trip to the near-by company/organization to collect first-hand information on the subject matter.
2. 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 - Each group now presents its report to a full session of the class through the group's secretary or chairman. The various reports are considered collectively by the entire class and a final report drawn up by the class. The final report serves as a reference point for the members of the class. The teacher asks the following questions from the students and encouraged them to answer it objectively.

1. What have you learnt in the course of your participation in these project activities?
2. Describe extensively the demand for labour.
3. Explain how supply of labour can be affected.

The researcher listens, collects and assesses the extent these questions have been answered satisfactorily. This 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 list out the various determinants of efficiency of labour. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Wages and its Determinants.

Week Three Lesson I for Experimental group I (Project Method)

Name of School -
Date - 12/2016
Class - SS II
No. of Students - 40
Average age of Students - Age 14^{+}
Sex - Mixed
Period - 2^{nd}
Duration - 45 minutes
Subject - Economics
Project Title - Wages and its Determinants
Objectives - At the end of the project activities, students should be able to:

i. define wages.
ii. identify various types of wages.
iii. state reasons for differences in wages.

The teacher clearly defines the task - Wages are payments/reward for labour services.

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.

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 wages. The second group were assigned to collect data on the various types of wages. The third group were to take charge of collecting data on the reasons for differences in wages, while the last group were to collect data on the determinants of wages.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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:

1. go out and collect the views of the general public as regards every aspect of the project.
2. 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. The 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. What have you learnt in the course of your participation in these project activities?
2. Differentiate between nominal wage and real wage.

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 state 20 reasons why workers wages are different. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Unemployment.

Week Three Lesson II for Experimental group I (Project Method)

Name of School -
Date - 12/2016
Class - SS II
No. of Students - 40
Average age of Students - Age 14^{+}
Sex - Mixed
Period - 5^{th}
Duration - 40 minutes
Subject - Economics
Project Title - Unemployment
Objectives - At the end of the project activities, students should be able to:

i. define unemployment.
ii. explain the causes of unemployment.
iii. list various types of unemployment

The teacher clearly defines the task - Unemployment: is a situation when there are people within the labour force who are willing to work but are not able to secure gainful employment.

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. Hence, each group will appoint a leader and secretary among its members.

Students are given Rules to follow - Students within the groups should be able to appreciate the importance of:

i. shouldering responsibility;
ii. respecting opposing opinion for a peaceful coexistence; and
iii. accepting and tolerating each other.

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 unemployment. The second group were assigned to collect data on the causes of unemployment. The third group were to take charge of collecting data on the various types of unemployment, while the last group were to collect data on the effects of unemployment on the economy.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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:

1. go out and collect the views of the general public as regards every aspect of the project.
2. 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 - Each group now presents its report to a full session of the class through the group's secretary or chairman. The various reports are considered collectively by the entire class and a final report drawn up by the class. The final report serves as a reference point for the members of the class. The teacher asks the following questions from the students and encouraged them to answer it objectively.

1. What have you learnt in the course of your participation in these project activities?
2. explain the causes of unemployment
3. Give details of unemployment rate in the country.

The teacher listens, collects and assesses the extent these questions have been answered satisfactorily. This 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 explain with examples how unemployment can affect the economy. The teacher instructed the students to consult relevant textbooks as their next project topic will be on the effects of unemployment and remedies to unemployment problems.

Week Four Lesson I for Experimental group I (Project Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 40

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 2^{nd}

Duration - 45 minutes

Subject - Economics

Project Title - Unemployment

Sub-Project Title - Effects of unemployment and remedies to unemployment problems

Objectives - At the end of the project activities, students should be able to:

i. explain the effects of unemployment.
ii. list some remedies to unemployment problems.

The teacher clearly defines the task - Unemployment: is a situation when there are people within the labour force who are willing to work but are not able to secure gainful employment.

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 effects of unemployment to an individual. The second group were assigned to collect data on the effects of unemployment to the society. The third group were to take charge of collecting data on the effects of unemployment on security, while the last group were to collect data on the remedies to unemployment problems.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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:

1. go out and collect the views of the general public as regards every aspect of the project.
2. 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. The 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 useful to work hard in order to accomplish a group's assigned work?
2. Give examples of the effects of unemployment.
3. What do you think are the benefits of being employed?
4. Explain the different ways to tackle unemployment issue.

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 explain 10 ways in which employment can be created. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Industrialization.

Week Four Lesson II for Experimental group I (Project Method)

Name of School -
Date - 12/2016
Class - SS II
No. of Students - 40
Average age of Students - Age 14^{+}
Sex - Mixed
Period - 5^{th}
Duration - 40 minutes
Subject - Economics
Project Title - Industrialization
Objectives - At the end of the project activities, students should be able to:

i. define industrialization.
ii. define industry.
iii. list the various types of industry.

The teacher clearly defines the task - The term industrialization can be defined as the process of gaining a heavy concentration of industries to build up the capital base of a country in manufacturing goods for consumption.

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. Hence, each group will appoint a leader and secretary among its members.

Students are given Rules to follow - Students within the groups should be able to appreciate the importance of:

i. shouldering responsibility;
ii. respecting opposing opinion for a peaceful coexistence; and
iii. accepting and tolerating each other.

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 industrialization. The second group were assigned to collect data on industry. The third group were to take charge of collecting data on the various types of industry, while the last group were to collect data on the benefits of industry to the society.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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:

1. The teacher will take the students out on a trip to the near-by industries to collect first-hand information on the subject matter.
2. 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 - Each group now presents its report to a full session of the class through the group's secretary or chairman. The various reports are considered collectively by the entire class and a final report drawn up by the class. The final report serves as a reference point for the members of the class. The teacher asks the following questions from the students and encouraged them to answer it objectively.

1. What have you learnt in the course of your participation in these project activities?
2. Differentiate between industrialization and industry.
3. Identify and explain the various types of industry found in your environment.

The teacher listens, collects and assesses the extent these questions have been answered satisfactorily. This 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 explain the benefits of industry to their community. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Industrialization (Firm).

Week Five Lesson I for Experimental group I (Project Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 40

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 2^{nd}

Duration - 45 minutes

Subject - Economics

Project Title - Industrialization

Sub-Project Title - Firm

Objectives - At the end of the project activities, students should be able to:

i. explain the term firm.
ii. explain the size of firms.
iii. explain the optimum theory.

The teacher clearly defines the task - Firm: This is an organisation/establishment owned by one or more persons who are engaged in productive activities of any kind with a motive of making profits.

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 term firm. The second group were assigned to collect data on the size of firms and the factors (dis-economies) that influences the size of a firm. The third group were to take charge of collecting data on the optimum theory, while the last group were to collect data on the advantages derived from the increasing size of firms.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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:

1. go out and collect the views of the general public as regards every aspect of the project.
2. 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. The 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 accept, tolerate and cooperate with each other?
2. Explain the term firm and size of firms.
3. Identify different factors that influence the size of firm.

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 explain how firms can maximize profit. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Industrialization (Location of Industry).

Week Five Lesson II for Experimental group I (Project Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 40

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 5^{th}

Duration - 40 minutes

Subject - Economics

Project Title - Industrialization

Sub- Project Title - Location of Industry

Objectives - At the end of the project activities, students should be able to:

i. explain location of industry.
ii. list the factors that influences the location of industries

The teacher clearly defines the task - Location of industry is the citing of industry in certain areas with the motive of maximizing profit.

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. Hence, each group will appoint a leader and secretary among its members.

Students are given Rules to follow - Students within the groups should be able to appreciate the importance of:

i. shouldering responsibility;
ii. respecting opposing opinion for a peaceful coexistence; and
iii. accepting and tolerating each other.

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 location of industry. The second group were assigned to collect data on the factors that influence the location of industries. The third group were to take charge of collecting data on the various types of industry, while the last group were to collect data on the benefits of industry to the society.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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:

1. display pictures of different industries located in their area.
2. 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 - Each group now presents its report to a full session of the class through the group's secretary or chairman. The various reports are considered collectively by the entire class and a final report drawn up by the class. The final report serves as a reference point for the members of the class. The teacher asks the following questions from the students and encouraged them to answer it objectively.

1. What have you learnt in the course of your participation in these project activities?
2. What are the determinants of industrial location?

The teacher listens, collects and assesses the extent these questions have been answered satisfactorily. This 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 state ten (10) reasons for the location of industry. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Industrialization (Localization of Industries).

Week Six Lesson I for Experimental group I (Project Method)

Name of School -
Date - 12/2016
Class - SS II
No. of Students - 40
Average age of Students - Age 14^{+}
Sex - Mixed
Period - 2^{nd}
Duration - 45 minutes
Subject - Economics
Project Title - Industrialization
Sub- Project Title - Localization of Industries
Objectives - At the end of the project activities, students should be able to:

i. explain the term localization of industries.
ii. list the advantages and disadvantages of localization of industry.
iii. list the problems of industrialization in West Africa

The teacher clearly defines the task - Localization of Industries: This refers to the concentration of related firms in one locality.

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.

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 localization of industries. The second group were assigned to collect data on the advantages of localization of industry. The third group were to take charge of collecting data on the disadvantages of localization of industry, while the last group were to collect data on the problems of industrialization in West Africa.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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:

1. go out and collect the views of the general public as regards the advantages and disadvantages of localization of industry.
2. 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. The 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. What are the advantages and disadvantages of localization of industry?

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 identify ten (10) factors that can promote industrialization. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Industrialization (Role of Industrialization in Economic Development).

Week Six Lesson II for Experimental group I (Project Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 40

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 5^{th}

Duration - 40 minutes

Subject - Economics

Project Title - Industrialization

Sub- Project Title - Role of Industrialization in Economic Development

Objectives - At the end of the project activities, students should be able to:

i. explain the role of industrialization in economic development.
ii. list the factors that necessitates the citing of industries in rural areas.
iii. highlight factors that discourage industrialists from citing industries in rural areas

The teacher clearly defines the task - The term industrialization can be defined as the process of gaining a heavy concentration of industries to build up the capital base of a country in manufacturing goods for consumption.

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. Hence, each group will appoint a leader and secretary among its members.

Students are given Rules to follow - Students within the groups should be able to appreciate the importance of:

i. shouldering responsibility;
ii. respecting opposing opinion for a peaceful coexistence; and
iii. accepting and tolerating each other.

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 role of industrialization in economic development. The second group were assigned to collect data on the factors that necessitate the citing of industries in rural areas. The third group were to take charge of collecting data on the

factors that discourage industrialists from citing industries in rural areas, while the last group were to collect data on the solutions to the problems that discourage industrialists from citing industries in rural areas.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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:

1. go out and collect the views of the general public as regards every aspect of the project.
2. 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 - Each group now presents its report to a full session of the class through the group's secretary or chairman. The various reports are considered collectively by the entire class and a final report drawn up by the class. The final report serves as a reference point for the members of the class. The teacher asks the following questions from the students and encouraged them to answer it objectively.

1. What have you learnt in the course of your participation in these project activities?
2. Explain the role of industrialization in economic development.
3. List the factors that necessitate the citing of industries in rural areas.
4. Highlight the problems that discourage industrialists from citing industries in rural areas.

The teacher listens, collects and assesses the extent these questions have been answered satisfactorily. This 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 explain how the problems that discourage industrialists from citing industries in rural areas can be solved. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Industrialization (Indigenization Policy in Nigeria).

Week Seven Lesson I for Experimental group I (Project Method)

Name of School -
Date - 12/2016
Class - SS II
No. of Students - 40
Average age of Students - Age 14^{+}
Sex - Mixed
Period - 2^{nd}
Duration - 45 minutes
Subject - Economics
Project Title - Industrialization
Sub- Project Title - Indigenization Policy in Nigeria
Objectives - At the end of the project activities, students should be able to:

i. explain indigenization policy in Nigeria.
ii. highlight the objectives of indigenization.
iii. state the problems of indigenization policy.

The teacher clearly defines the task - Indigenization Policy: This policy offers Nigerian indigenes more participation in the ownership, management and control of industrial and commercial activities of the country's productive sectors/enterprises. The decree provides for at least 40-60% Nigerian participation in all productive enterprises of the economy.

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 indigenization policy in Nigeria. The second group were assigned to collect data on the objectives of indigenization. The third group were to take charge of collecting data on the problems of indigenization policy, while the last group were to collect data on the steps taken by the government in solving indigenization policy problems.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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:

1. 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. The 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 accept, tolerate and cooperate with each other?
2. Explain indigenization policy in Nigeria.
3. Highlight the objectives of indigenization.
4. State the problems of indigenization policy.

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 list five steps taken by the government in solving indigenization policy problems. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Financial Institution.

Week Seven Lesson II for Experimental group I (Project Method)

Name of School -
Date - 12/2016
Class - SS II
No. of Students - 40
Average age of Students - Age 14^{+}
Sex - Mixed
Period - 5^{th}
Duration - 40 minutes
Subject - Economics
Project Title - Financial Institution
Objectives - At the end of the project activities, students should be able to:

i. explain financial institutions.
ii. list and explain the various types of bank.

The teacher clearly defines the task - Financial institutions can be described as clubs or society that manages money. The most popularly known financial institutions are the banks. Bank, therefore, is an institution that deals with money – both borrowing and lending out on interest rates.

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. Hence, each group will appoint a leader and secretary among its members.

Students are given Rules to follow - Students within the groups should be able to appreciate the importance of:

i. shouldering responsibility;
ii. respecting opposing opinion for a peaceful coexistence; and
iii. accepting and tolerating each other.

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 financial institutions. The second group were assigned to collect data on the various types of bank. The third group were to take charge of collecting data on the central bank, while the last group were to collect data on the functions of central bank.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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:

1. The teacher will take the students out on a trip to the near-by financial institutions to collect first-hand information on the subject matter.
2. 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 - Each group now presents its report to a full session of the class through the group's secretary or chairman. The various reports are considered collectively by the entire class and a final report drawn up by the class. The final report serves as a reference point for the members of the class. The teacher asks the following questions from the students and encouraged them to answer it objectively.

1. What have you learnt in the course of your participation in these project activities?
2. Explain financial institutions.
3. List and explain the various types of bank.

The teacher listens, collects and assesses the extent these questions have been answered satisfactorily. This 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 list and explain the functions of financial institution. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Financial Institutions (Control of Commercial Banks by the Central Bank).

Week Eight Lesson I for Experimental group I (Project Method)

Name of School -
Date - 12/2016
Class - SS II
No. of Students - 40
Average age of Students - Age 14^{+}
Sex - Mixed
Period - 2^{nd}
Duration - 45 minutes
Subject - Economics
Project Title - Financial Institutions
Sub- Project Title - Control of Commercial Banks by the Central Bank
Objectives - At the end of the project activities, students should be able to:

i. explain the control of commercial banks by the central bank.
ii. highlight the importance of central bank to economic development

The teacher clearly defines the task - Central bank controls commercial banks through the following ways: Open market operation, Bank rate, Treasury directives, and Reserve ratio.

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 control of commercial banks by the central bank. The second group were assigned to collect data on the importance of central bank to economic development. The third group were to take charge of collecting data on the open market operation, while the last group were to collect data on the treasury directives.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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:

1. 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. The 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 accept, tolerate and cooperate with each other?
2. Explain the control of commercial banks by the central bank.

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 differentiate between open market operation and bank rate. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Financial Institution (Commercial Banks).

Week Eight Lesson II for Experimental group I (Project Method)

Name of School -
Date - 12/2016
Class - SS II
No. of Students - 40
Average age of Students - Age 14^{+}
Sex - Mixed
Period - 5^{th}
Duration - 40 minutes
Subject - Economics
Project Title - Financial Institution
Sub- Project Title - Commercial Banks
Objectives - At the end of the project activities, students should be able to:

i. define commercial banks.
ii. list out the functions of commercial banks.
iii. explain the importance of commercial banks to economic development.

The teacher clearly defines the task - Commercial Banks are privately owned banks that are established to undertake ordinary banking transactions for the general public. Although, they are profit oriented.

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. Hence, each group will appoint a leader and secretary among its members.

Students are given Rules to follow - Students within the groups should be able to appreciate the importance of:

i. shouldering responsibility;
ii. respecting opposing opinion for a peaceful coexistence; and
iii. accepting and tolerating each other.

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 commercial banks. The second group were assigned to collect data on the functions of commercial banks. The third group were to take charge of collecting data on the importance of commercial banks to economic development, while the last group were to collect data on the difference between central bank and commercial banks.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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:

1. The teacher will take the students out on a trip to the near-by commercial bank to collect first-hand information on the subject matter.
2. 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 - Each group now presents its report to a full session of the class through the group's secretary or chairman. The various reports are considered collectively by the entire class and a final report drawn up by the class. The final report serves as a reference point for the members of the class. The teacher asks the following questions from the students and encouraged them to answer it objectively.

1. What have you learnt in the course of your participation in these project activities?
2. Explain the importance of commercial banks to economic development.

The teacher listens, collects and assesses the extent these questions have been answered satisfactorily. This 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 differentiate between central bank and commercial banks. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Financial Institutions (Types of Bank Account).

Week Nine Lesson I for Experimental group I (Project Method)

Name of School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	40
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	2^{nd}
Duration	-	45 minutes
Subject	-	Economics
Project Title	-	Financial Institutions
Sub- Project Title	-	Types of Bank Account
Objectives	-	At the end of the project activities, students should be able to: i. explain the various types of bank accounts. ii. describe the banks lending system.

The teacher clearly defines the task - The types of bank account include: Deposit account, Current account, and Savings account.

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 deposit account. The second group were assigned to collect data on current account. The third group were to take charge of collecting data on savings account, while the last group were to collect data on the banks lending system.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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.

Resources and Materials - In carrying out this project, certain materials will be required. Some of them will include the following:

a) A table and chairs for citing in a convenient shade or class.
2. Writing materials for taking and compiling notes or points.
3. Recording tape.

Culminating Activities - The teacher shall ask each group to:

1. go out and collect the views of the general public as regards the various types of bank accounts.
2. 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. The 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 accept, tolerate and cooperate with each other?
2. Explain the various types of bank accounts.
3. Describe the banks lending system.

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 differentiate between the type of bank account operated by students and government contractors. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Financial Institution (Development Banks).

Week Nine Lesson II for Experimental group I (Project Method)

Name of School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	40
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	5^{th}
Duration	-	40 minutes
Subject	-	Economics
Project Title	-	Financial Institution
Sub- Project Title	-	Development Banks
Objectives	-	At the end of the project activities, students should be able to: i. describe development banks. ii. list out the functions of development banks.

The teacher clearly defines the task - Development Banks are banks specifically established to promote the development of various sections of the economy. They provide medium and long-term loan for capital projects in Agriculture, Commerce and Industry and other essential projects necessary for economic development of a country.

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. Hence, each group will appoint a leader and secretary among its members.

Students are given Rules to follow - Students within the groups should be able to appreciate the importance of:

i. shouldering responsibility;
ii. respecting opposing opinion for a peaceful coexistence; and
iii. accepting and tolerating each other.

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 development banks. The second group were assigned to collect data on the premier development banks. The third group were to take charge of collecting data on the functions of development banks, while the last group were to collect data on the difference between development banks and commercial banks.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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:

1. 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 - Each group now presents its report to a full session of the class through the group's secretary or chairman. The various reports are considered collectively by the entire class and a final report drawn up by the class. The final report serves as a reference point for the members of the class. The teacher asks the following questions from the students and encouraged them to answer it objectively.

1. What have you learnt in the course of your participation in these project activities?
2. Describe the development banks.
3. List out the functions of development banks.

The teacher listens, collects and assesses the extent these questions have been answered satisfactorily. This 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 highlight other financial institutions they know. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Financial Institutions (Merchant Banks).

Week Ten Lesson I for Experimental group I (Project Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 40

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 2^{nd}

Duration - 45 minutes

Subject - Economics

Project Title - Financial Institutions

Sub- Project Title - Merchant Banks

Objectives - At the end of the project activities, students should be able to:

i. define the term merchant banks.
ii. list the functions of merchant banks.

The teacher clearly defines the task - Merchant Banks: These are specialized banks charged with the responsibility of accepting bills of exchange, issuance of loan for foreign trade transactions and so forth.

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 merchant banks. The second group were assigned to collect data on the functions of merchant banks. The third group were to take charge of collecting data on the importance of merchant banks, while the last group were to collect data on the difference between merchant banks and central bank.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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.

Resources and Materials - In carrying out this project, certain materials will be required. Some of them will include the following:

a) A table and chairs for citing in a convenient shade or class.
b) Writing materials for taking and compiling notes or points.

Culminating Activities - The teacher shall ask each group to:

1. 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. The 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 accept, tolerate and cooperate with each other?
2. List the functions of merchant banks.

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 highlight ten (10) importance of merchant banks. The teacher instructed the students to consult relevant textbooks as their next project topic will be on Financial Institution (Mortgage Banks).

Week Ten Lesson II for Experimental group I (Project Method)

Name of School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	40
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	5^{th}
Duration	-	40 minutes
Subject	-	Economics
Project Title	-	Financial Institution
Sub- Project Title	-	Mortgage Banks
Objectives	-	At the end of the project activities, students should be able to: i. describe mortgage banks. ii. list out the functions of mortgage banks.

The teacher clearly defines the task - Mortgage Banks or the Nigerian Building Society (as formerly known) are specialized banks charged with the responsibility of making provision for housing loans to individuals and government as may be demanded for the building of houses especially in urban cities. Note that before these loans are issued out, certain conditions must be reached between the mortgage (clients/borrowers) and the mortgagee (lender).

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. Hence, each group will appoint a leader and secretary among its members.

Students are given Rules to follow - Students within the groups should be able to appreciate the importance of:

i. shouldering responsibility;
ii. respecting opposing opinion for a peaceful coexistence; and
iii. accepting and tolerating each other.

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 mortgage banks. The second group were assigned to collect data on the functions of mortgage banks. The third group were to take charge of collecting data on the importance of mortgage banks, while the last group were to collect data on the difference between mortgage banks and commercial banks.

Teacher's Role - The teacher in this activity has the role of giving the various groups of students 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:

1. 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 - Each group now presents its report to a full session of the class through the group's secretary or chairman. The various reports are considered collectively by the entire class and a final report drawn up by the class. The final report serves as a reference point for the members of the class. The teacher asks the following questions from the students and encouraged them to answer it objectively.

1. What have you learnt in the course of your participation in these project activities?
2. Describe the mortgage banks.
3. List out the functions of mortgage banks.

The teacher listens, collects and assesses the extent these questions have been answered satisfactorily. This 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 highlight ten (10) importance of mortgage banks.

APPENDIX IV

LESSON PLAN FOR EXPERIMENTAL GROUP II (DISCUSSION METHOD)

Discussion is an interactive process involving the teacher and the student or among the student themselves. In this case, a problem or topic for the lesson is presented for discussion while the teacher helps to direct the student views towards the objectives of the lesson. Discussion method encourages student's active participation in the class. Students generate varieties of ideas, which will lead to the solution of the problem while the teacher moderate. To make lesson for discussion method effective, attention must be given to the following aspects;

1. Encourage group discussion.
2. Allow students interactions through independent work.
3. Encourage asking questions.

Week One Lesson I for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 2^{nd}

Duration - 45 minutes

Subject - Economics

Topic for Discussion - Tools of Economic Analysis

Objectives - At the end of the discussion, students should be able to:
i. identify the various tools of economic analysis.

ii. explain the relevance of each of the tools of economic analysis in Economics

The teacher introduce the topic for discussion - The basic tools of economic analysis include; (i) Tables; (ii) Charts; and (iii) Graph.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

iv. understand the need to discuss and share their ideas.
v. respect opposing opinion for a peaceful coexistence.
vi. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. Why is it necessary to accept, tolerate and respect opposing opinion?
2. Explain the relevance of each of the tools of economic analysis in Economics.

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

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 topic for discussion will be on Charts.

Week One Lesson II for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 5^{th}

Duration - 40 minutes

Subject - Economics

Topic for Discussion - Tools of Economic Analysis

Sub- Topic - Charts

Objectives - At the end of the discussion, students should be able to:

i. explain and identify various types of charts.

ii. explain the relevance of charts in Economics.

The teacher introduce the topic for discussion - Charts are the sketches that show the relationship between variables.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. understand the need to discuss and share their ideas.

ii. respect opposing opinion for a peaceful coexistence.

iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of

discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. Why is it necessary to accept, tolerate and respect opposing opinion?
2. Specifically, what have you learnt in the course of your participation in these discussion?
3. How can you describe charts
4. What are the relevance of charts in Economics

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to plot a pie chart showing different crops. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Labour Market (Efficiency of Labour)

Week Two Lesson I for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 2^{nd}

Duration - 45 minutes

Subject - Economics

Topic for Discussion - Labour Market

Objectives - At the end of the discussion, students should be able to:

i. define labour market.
ii. highlight the various factors affecting the labour force.
iii. explain the meaning of efficiency of labour.
iv. identify the various factors that influence the efficiency of labour.

The teacher introduce the topic for discussion - Labour market is a market where labour services are bought and sold. It is also a market where wages and other conditions of employment are determined.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. understand the need to discuss and share their ideas.
ii. respect opposing opinion for a peaceful coexistence.
iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. Why is it necessary to accept, tolerate and respect opposing opinion?
2. What do you think are the factors affecting the labour force?
3. What do you understand by the efficiency of labour?
4. How do you determine the factors that influence the efficiency of labour?

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to define the term efficiency of labour from five different perspectives. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Supply and Demand for Labour.

Week Two Lesson II for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 5^{th}

Duration - 40 minutes

Subject - Economics

Topic for Discussion - Supply and Demand for Labour

Objectives - At the end of the discussion, students should be able to:

i. explain the meaning of supply and demand for labour.
ii. identify the factors affecting supply of labour.
iii. identify the factors affecting demand for labour.

The teacher introduce the topic for discussion - Supply of Labour: This is the total number of people available for employment or the total number of hours worked. Demand for Labour: This is derived from the anticipated demand for goods and services for the production of which it is required.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. understand the need to discuss and share their ideas.
ii. respect opposing opinion for a peaceful coexistence.
iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. What have you learnt in the course of your participation in the discussion?
2. Describe extensively the demand for labour.
3. Explain how supply of labour can be affected

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to list out the various determinants of efficiency of labour. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Wages and its Determinants.

Week Three Lesson I for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 2^{nd}

Duration - 45 minutes

Subject - Economics

Topic for Discussion - Wages and its Determinants

Objectives - At the end of the discussion, students should be able to:

i. define wages.
ii. identify various types of wages.
iii. state reasons for differences in wages.

The teacher introduce the topic for discussion - Wages are payments/reward for labour services.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. understand the need to discuss and share their ideas.
ii. respect opposing opinion for a peaceful coexistence.
iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit

for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. What have you learnt in the course of your participation in this discussion?
2. Differentiate between nominal wage and real wage.

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to state 20 reasons why workers wages are different. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Unemployment.

Week Three Lesson II for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 5^{th}

Duration - 40 minutes

Subject - Economics

Topic for Discussion - Unemployment

Objectives - At the end of the discussion, students should be able to:

i. define unemployment.
ii. explain the causes of unemployment.
iii. list various types of unemployment.

The teacher introduce the topic for discussion - Unemployment: is a situation when there are people within the labour force who are willing to work but are not able to secure gainful employment.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. understand the need to discuss and share their ideas.
ii. respect opposing opinion for a peaceful coexistence.
iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. What have you learnt in the course of your participation in the discussion?
2. explain the causes of unemployment
3. Give details of unemployment rate in the country.

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to explain with examples how unemployment can affect the economy. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on the effects of unemployment and remedies to unemployment problems.

Week Four Lesson I for Experimental group II (Discussion Method)

Name of School -
Date - 12/2016
Class - SS II
No. of Students - 36
Average age of Students - Age 14^{+}
Sex - Mixed
Period - 2^{nd}
Duration - 45 minutes
Subject - Economics
Topic for Discussion - Unemployment
Sub-Topic - Effects of unemployment and remedies to unemployment problems
Objectives - At the end of the discussion, students should be able to:
i. explain the effects of unemployment.
ii. list some remedies to unemployment problems.

The teacher introduce the topic for discussion - Unemployment: is a situation when there are people within the labour force who are willing to work but are not able to secure gainful employment.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. understand the need to discuss and share their ideas.
ii. respect opposing opinion for a peaceful coexistence.
iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. What have you learnt in the course of your participation in this discussion?
2. Give examples of the effects of unemployment.
3. What do you think are the benefits of being employed?
4. Explain the different ways to tackle unemployment issue.

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to explain 10 ways in which employment can be created. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Industrialization.

Week Four Lesson II for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 5^{th}

Duration - 40 minutes

Subject - Economics

Topic for Discussion - Industrialization

Objectives - At the end of the discussion, students should be able to:

i. define industrialization.
ii. define industry.
iii. list the various types of industry.

The teacher introduce the topic for discussion - The term industrialization can be defined as the process of gaining a heavy concentration of industries to build up the capital base of a country in manufacturing goods for consumption.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. value the need to discuss and share their ideas.
ii. respect opposing opinion for a peaceful coexistence.
iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. What have you learnt in the course of your participation in the discussion?
2. Differentiate between industrialization and industry.
3. Identify and explain the various types of industry found in your environment.

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to explain the benefits of industry to their community. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Industrialization (Firm).

Week Five Lesson I for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 2^{nd}

Duration - 45 minutes

Subject - Economics

Topic for Discussion - Industrialization

Sub-Topic - Firm

Objectives - At the end of the discussion, students should be able to:

i. explain the term firm.
ii. explain the size of firms.
iii. explain the optimum theory.

The teacher introduce the topic for discussion - Firm: This is an organisation/establishment owned by one or more persons who are engaged in productive activities of any kind with a motive of making profits.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. understand the need to discuss and share their ideas.
ii. respect opposing opinion for a peaceful coexistence.
iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. What have you learnt in the course of your participation in this discussion?
2. Explain the term firm and size of firms.
3. Identify different factors that influence the size of firm

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to explain how firms can maximize profit. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Industrialization (Location of Industry).

Week Five Lesson II for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 5^{th}

Duration - 40 minutes

Subject - Economics

Topic for Discussion - Industrialization

Sub- Topic - Location of Industry

Objectives - At the end of the discussion, students should be able to:

i. explain location of industry.

ii. list the factors that influences the location of industries.

The teacher introduce the topic for discussion - Location of industry is the citing of industry in certain areas with the motive of maximizing profit.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. value the need to discuss and share their ideas.

ii. respect opposing opinion for a peaceful coexistence.

iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of

discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. What have you learnt in the course of your participation in the discussion?
2. What are the factors that influence the location of industries?

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to state ten (10) reasons for the location of industry. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Industrialization (Localization of Industries).

Week Six Lesson I for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 2^{nd}

Duration - 45 minutes

Subject - Economics

Topic for Discussion - Industrialization

Sub-Topic - Localization of Industries

Objectives - At the end of the discussion, students should be able to:

i. explain the term localization of industries.
ii. list the advantages and disadvantages of localization of industry.
iii. list the problems of industrialization in West Africa.

The teacher introduce the topic for discussion - Localization of Industries: This refers to the concentration of related firms in one locality.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. understand the need to discuss and share their ideas.
ii. respect opposing opinion for a peaceful coexistence.
iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. What have you learnt in the course of your participation in this discussion?
2. What are the advantages and disadvantages of localization of industry?

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to identify ten (10) factors that can promote industrialization. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Industrialization (Role of Industrialization in Economic Development).

Week Six Lesson II for Experimental group II (Discussion Method)

Name of School	-	
Date	-	12/2016
Class	-	SS II
No. of Students	-	36
Average age of Students	-	Age 14^{+}
Sex	-	Mixed
Period	-	5^{th}
Duration	-	40 minutes
Subject	-	Economics
Topic for Discussion	-	Industrialization
Sub- Topic	-	Role of Industrialization in Economic Development
Objectives	-	At the end of the discussion, students should be able to: i. explain the role of industrialization in economic development. ii. list the factors that necessitates the citing of industries in rural areas. iii. highlight factors that discourage industrialists from citing industries in rural areas.

The teacher introduce the topic for discussion - The term industrialization can be defined as the process of gaining a heavy concentration of industries to build up the capital base of a country in manufacturing goods for consumption.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. value the need to discuss and share their ideas.
ii. respect opposing opinion for a peaceful coexistence.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit

for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. Explain the role of industrialization in economic development.
2. List the factors that necessitate the citing of industries in rural areas.
3. Highlight the problems that discourage industrialists from citing industries in rural areas.

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to explain how the problems that discourage industrialists from citing industries in rural areas can be solved. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Industrialization (Indigenization Policy in Nigeria).

Week Seven Lesson I for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 2^{nd}

Duration - 45 minutes

Subject - Economics

Topic for Discussion - Industrialization

Sub-Topic - Indigenization Policy in Nigeria

Objectives - At the end of the discussion, students should be able to:

i. explain indigenization policy in Nigeria.
ii. highlight the objectives of indigenization.
iii. state the problems of indigenization policy.

The teacher introduce the topic for discussion - Indigenization Policy: This policy offers Nigerian indigenes more participation in the ownership, management and control of industrial and commercial activities of the country's productive sectors/enterprises. The decree provides for at least 40-60% Nigerian participation in all productive enterprises of the economy.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. understand the need to discuss and share their ideas.
ii. respect opposing opinion for a peaceful coexistence.
iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly

in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. Explain indigenization policy in Nigeria.
2. Highlight the objectives of indigenization.
3. State the problems of indigenization policy.

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to list five steps taken by the government in solving indigenization policy problems. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Financial Institution.

Week Seven Lesson II for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 5^{th}

Duration - 40 minutes

Subject - Economics

Topic for Discussion - Financial Institution

Objectives - At the end of the discussion, students should be able to:

i. explain financial institutions.

ii. list and explain the various types of bank.

The teacher introduce the topic for discussion - Financial institutions can be described as clubs or society that manages money. The most popularly known financial institutions are the banks. Bank, therefore, is an institution that deals with money – both borrowing and lending out on interest rates.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. value the need to discuss and share their ideas.

ii. respect opposing opinion for a peaceful coexistence.

iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. What have you learnt in the course of your participation in the discussion?
2. Explain financial institutions.
3. List and explain the various types of bank.

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to list and explain the functions of financial institution. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Financial Institutions (Control of Commercial Banks by the Central Bank).

Week Eight Lesson I for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 2^{nd}

Duration - 45 minutes

Subject - Economics

Topic for Discussion - Financial Institutions

Sub-Topic - Control of Commercial Banks by the Central Bank

Objectives - At the end of the discussion, students should be able to:

i. explain the control of commercial banks by the central bank.
ii. highlight the importance of central bank to economic development.

The teacher introduce the topic for discussion - Central bank controls commercial banks through the following ways: Open market operation, Bank rate, Treasury directives, and Reserve ratio.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. understand the need to discuss and share their ideas.
ii. respect opposing opinion for a peaceful coexistence.
iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. What have you learnt in the course of your participation in the discussion?
2. Explain the control of commercial banks by the central bank.

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to differentiate between open market operation and bank rate. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Financial Institution (Commercial Banks).

Week Eight Lesson II for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 5^{th}

Duration - 40 minutes

Subject - Economics

Topic for Discussion - Financial Institution

Sub- Topic - Commercial Banks

Objectives - At the end of the discussion, students should be able to:

i. define commercial banks.
ii. list out the functions of commercial banks.
iii. explain the importance of commercial banks to economic development.

The teacher introduce the topic for discussion - Commercial Banks are privately owned banks that are established to undertake ordinary banking transactions for the general public. Although, they are profit oriented.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. value the need to discuss and share their ideas.
ii. respect opposing opinion for a peaceful coexistence.
iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. What have you learnt in the course of your participation in the discussion?
2. Explain the importance of commercial banks to economic development.

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to differentiate between central bank and commercial banks. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Financial Institutions (Types of Bank Account).

Week Nine Lesson I for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 2^{nd}

Duration - 45 minutes

Subject - Economics

Topic for Discussion - Financial Institutions

Sub-Topic - Types of Bank Account

Objectives - At the end of the discussion, students should be able to:

i. explain the various types of bank accounts.

ii. describe the banks lending system.

The teacher introduce the topic for discussion - The types of bank account include: Deposit account, Current account, and Savings account.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. understand the need to discuss and share their ideas.
ii. respect opposing opinion for a peaceful coexistence.
iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit

for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. What have you learnt in the course of your participation in the discussion?
2. Explain the various types of bank accounts.
3. Describe the banks lending system.

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to differentiate between the type of bank account operated by students and government contractors. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Financial Institution (Development Banks).

Week Nine Lesson II for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 5^{th}

Duration - 40 minutes

Subject - Economics

Topic for Discussion - Financial Institution

Sub- Topic - Development Banks

Objectives - At the end of the discussion, students should be able to:

i. describe development banks.

ii. list out the functions of development banks.

The teacher introduce the topic for discussion - Development Banks are banks specifically established to promote the development of various sections of the economy. They provide medium and long-term loan for capital projects in Agriculture, Commerce and Industry and other essential projects necessary for economic development of a country.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. value the need to discuss and share their ideas.

ii. respect opposing opinion for a peaceful coexistence.

iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. What have you learnt in the course of your participation in the discussion?
2. Describe the development banks.
3. List out the functions of development banks.

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to highlight other financial institutions they know. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Financial Institutions (Merchant Banks).

Week Ten Lesson I for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 2^{nd}

Duration - 45 minutes

Subject - Economics

Topic for Discussion - Financial Institutions

Sub-Topic - Merchant Banks

Objectives - At the end of the discussion, students should be able to:

i. define the term merchant banks.

ii. list the functions of merchant banks.

The teacher introduce the topic for discussion - Merchant Banks: These are specialized banks charged with the responsibility of accepting bills of exchange, issuance of loan for foreign trade transactions and so forth.

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. understand the need to discuss and share their ideas.
ii. respect opposing opinion for a peaceful coexistence.
iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of

discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. What have you learnt in the course of your participation in the discussion?
2. List the functions of merchant banks.

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to highlight ten (10) importance of merchant banks. The teacher instructed the students to consult relevant textbooks as their next topic for discussion will be on Financial Institution (Mortgage Banks).

Week Ten Lesson II for Experimental group II (Discussion Method)

Name of School -

Date - 12/2016

Class - SS II

No. of Students - 36

Average age of Students - Age 14^{+}

Sex - Mixed

Period - 5^{th}

Duration - 40 minutes

Subject - Economics

Topic for Discussion - Financial Institution

Sub- Topic - Mortgage Banks

Objectives - At the end of the discussion, students should be able to:

i. describe mortgage banks.

ii. list out the functions of mortgage banks.

The teacher introduce the topic for discussion - Mortgage Banks or the Nigerian Building Society (as formerly known) are specialized banks charged with the responsibility of making provision for housing loans to individuals and government as may be demanded for the building of houses especially in urban cities. Note that before these loans are issued out, certain conditions must be reached between the mortgage (clients/borrowers) and the mortgagee (lender).

Students are assigned into groups - The entire 36 students in the class are paired up into a small group of nine (9) students to discuss and share their ideas. After this, each group will appoint a leader, secretary and time keeper among its members.

Students are given Rules to follow - Students within the groups should:

i. value the need to discuss and share their ideas.

ii. respect opposing opinion for a peaceful coexistence.

iii. appreciate the importance of punctuality and constant attendance in school.

Each group were assigned task - All the groups were assigned the same task to discuss and share their ideas on the topic already introduced. The students will be engaged mainly

in discussions, jotting down points and at the end reconcile the group's points for a final presentation to the congression of the entire class through its secretary or chairman.

Teacher's Role - The teacher will move from one group to the other, listens to the trend of discussion in each of the groups. He gives suggestions and advice on the trend of discussion towards the set target. He also has the duty of informing the groups a time limit for the discussion, when to compile a summary of the points of the discussion for presentation.

Culminating Activities - The teacher shall ask each group to:

1. 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.
2. The teacher guides students as they return to their seats.

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 the summary of their discussion 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. The final report serves as a reference point for the members of the class. Finally, the teacher encourages students to share all that they have discussed in their various groups by asking them some assumed questions that will make them think about what they have discussed in their various groups:

1. What have you learnt in the course of your participation in the discussion?
2. Describe the mortgage banks.
3. List out the functions of mortgage banks.

As each student airs their views, the teacher can see the extent at which the objectives of the discussion have been attained.

Assignment - Students were asked to highlight ten (10) importance of mortgage banks.

APPENDIX V

REQUEST LETTER

Curriculum and Instruction Section,
Department of Educ. Found. & Curr.,
Faculty of Education,
Ahmadu Bello University,
Zaria, Kaduna State.

Dear Respondent,

REQUEST TO ANSWER RESEARCH QUESTION

This research instrument solicits for responses from respondents on the EFFECTS OF PROJECT AND DISCUSSION METHODS ON STUDENTS' PERFORMANCE IN ECONOMICS IN SENIOR SECONDARY SCHOOLS IN EKITI STATE, NIGERIA. It is purely an academic exercise 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. Please give honest answers to the questions. Your answers will be used only for this research purpose and treated with high degree of confidentiality. Your co-operation in this regard is highly appreciated.

Yours faithfully,

ALASOLUYI, Oluwaseyi Emmanuel
B.Sc. (Ed) UNAD, M.Ed. ABU
P14EDFC9044

APPENDIX VI
PRE-TEST INSTRUMENT
Economics Students Project and Discussion Test (ESPDT)

Gender: M [ ] F [ ] Rural [ ] Urban [ ] **Time:** 50 Minutes

Groups: Conventional Method [ ] Project Method [ ] Discussion Method [ ]

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

1. The basic tools of economic analysis include the following except; (a) tables (b) charts (c) ruler and (d) graph.
2. All these are the types of industry except; (a) Health industry (b) Manufacturing industry (c) mining industry (d) construction industry.
3. There are two types of wages namely; (a) nominal and real wages (b) force and hour wages (c) real and labour wages (d) minutes and month wages.
4. 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 (d) charts and column.
5. ……...is a statistical representation drawn to show the relationship between variables (a) table (b) charts (c) graph (d) column,
6. The following are the types of chart except; (a) the bar chart (b) the pie chart, (c) economics chart (d) pictorial chart.
7. The type of account which is usually runned by low-income earners and students alike is known as; (a) time account (b) savings account (c) current account (d) deposit account.
8. ……...are the sketches that show the relationship between variables (a) graph (b) charts (c) table (d) lines.
9. The petro-chemical industries are located in the Rivers State of Nigeria because of (a) coal deposits (b) favourable soil (c) oil deposit (d) palm oil products.
10. One of the roles of industrialization in economic development of Nigeria is (a) employment generation (b) environment pollution (c) unemployment (d) uneven development.
11. The concentration of firms in one area is referred as ……..of industries (a) location (b) localization (c) multiplication (d) proliferation.
12. The transfer of ownership of a public enterprise to individuals and firms is called (a) commercialization (b) investing (c) nationalization (d) privatization.

13. The cost saving advantage which a firm derives by being close to other firms in the same industry is (a) external diseconomies of scale (b) external economics of scale (c) internal economic of scale (d) horizontal economics of scale.

14. The advantages that accrue to a firm as the size of the firm increases are known as (a) external diseconomics (b) internal diseconomics (c) internal economics (d) internal returns to scale.

15. If the labour force of a country is 2.5 million and 2 million are employed, what is the unemployment rate? (a) 0.2% (b) 20% (c) 200% (d) 250%.

16. Full employment is a situation in which (a) all adult who can work are employed (b) all men adults are employed (c) all those who are able and eligible to work can find employment (d) persons who have attained the age of 15 years and above are employed.

17. An industry that is involved in the manufacturing of fragile or perishable products should be located close to (a) the road (b) source of power (c) source of raw materials (d) the market.

18. The unemployment which occurs as a result of under utilization of labour is called (a) cyclical (b) frictional (c) residual (d) structural.

19. The disagreement between employees and employers of labour is often referred to as (a) collective bargaining (b) negotiation (c) strike action (d) trade dispute.

20. Time deposit is the same thing as (a) bank rate (b) current account (c) cheque deposit (d) fixed deposit.

21. To a commercial bank, deposits are (a) assets (b) capital (c) cash at hand (d) liabilities.

22. One of the functions of the Central Bank is (a) accepting deposit (b) issuing of currency (c) presenting budgets (d) printing of cheque books.

23. Central Bank of Nigeria started operation in (a) 1957 (b) 1958 (c) 1959 (d) 1960.

24. Foreign exchange control in Nigeria is administered by the (a) Central Bank of Nigeria (b) First Bank of Nigeria (c) National Bank of Nigeria (d) United Bank for Africa.

25. Banks established for the sole purpose of providing long-term loans for building houses are known as (a) commercial banks (b) community banks (c) development banks (d) mortgage banks.

26. Oligopoly means (a) few buyers in the market (b) few sellers in the market (c) large number of sellers in the market (d) single seller in the market.

27. A commodity can be sold for two or more different prices if it is (a) produced or sold by monopoly (b) produced or sold by monopsony (c) produced or sold by oligopoly (d) produced or sold by perfect competition.

28. In Economics, market is defined as (a) a place where buyers and sellers come together to exchange goods (b) a place where only consumer goods are sold (c) any arrangement made for consumers to buy all they need (d) any arrangement made for producers to sell all their goods.

29. The market structure in which the operators are many and none of them can influence the price is (a) capital market (b) imperfect market (c) oligopolistic market (d) stock market.

30. Inflation caused by an increase in demand is known as (a) cost-push inflation (b) demand-pull inflation (c) hyper inflation (d) runaway inflation.

31. A demand schedule is (a) a table containing the price of goods (b) a table showing the relationship between price and quantity demanded of a commodity (c) a table showing the consumer demand in order of importance (d) the quantity of goods the consumer is prepared to buy.

32. When the price of commodity A increases, the demand for commodity B decreases then A & B are (a) complementary goods (b) close substitutes (c) luxurious goods (d) supplementary goods.

33. 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).

34. The additional satisfaction a consumer derives from the consumption of additional unit of a particular commodity is (a) average utility (b) form utility (c) fixed utility (d) marginal utility.

35. A table is the systematic arrangement of (a) charts information (b) data information (c) graphs information (d) mode information.

36. Human wants are insatiable because wants are (a) limited while means are scare (b) unlimited and means are also unlimited (c) limited and means are also limited (d) unlimited while means are scare.

37. Scale of preference is important for the following reasons except in (a) satisfying wants (b) making rational choice (c) making optimum allocation of resources (d) using scare resources efficiently.

38. The demand curve for a necessity is usually (a) vertical (b) backward bending (c) horizontal (d) negatively sloped.

39. What effect will an increase in price have on the total revenue of a firm whose product has inelastic demand? Total revenue will (a) increase (b) fall (c) fluctuate (d) remain unchanged.

40. If the quantity of men's hat demanded per week is represented by the function $Qd = 20 - \frac{1}{3}P$, where P is price, how many hats are demanded when the price is $ 9.00? (a) 11 (b) 17 (c) 23 (d) 47.

41. The demand for torch and batteries is an example of (a) competitive demand (b) composite demand (c) complementary demand (d) derived demand.

42. Price elasticity of supply measures how responsive (a) consumers are to a change in price (b) sellers are to a change in buyers' income (c) sellers are to a change in price (d) buyers are to a change in income.

43. The supply of rice in tons is given by the function: $Qs - 80 - 0.7P = 0$ Where Qs = quantity supplied, P = price in Dollars ($). Find Qs, when P = $ 40. (a) 108 tons (b) 52 tons (c) -52 (d) -108 tons.

44. How does producers' expectation of a price fall affect the supply curve of a product? There will be (a) a movement along the curve (b) a leftward shift (c) no shift of the supply curve (d) a shift to the right.

45. One relationship between *marginal utility* and *total utility* is that when total utility is (a) rising, marginal utility is rising (b) falling, marginal utility is negative (c) maximum, marginal utility is maximum (d) falling, marginal utility is rising.

46. A shift in supply curve to the right while demand curve remains the same will cause equilibrium price (a) and quantity to fall (b) and quantity to rise (c) to rise and quantity to fall (d) to fall and quantity to rise.

47. A price fall results in (a) excess demand (b) excess supply (c) parallel market (d) hoarding of goods.

48. An entrepreneur is encouraged to adopt division of labour in production because it (a) provides more employment opportunities (b) leads to increased output and lower cost of production (c) brings about equal cost and employment opportunities (d) leads to increased cost of production and lower output.

49. Location of firms in rural areas may (a) enable the firms to enjoy existing infrastructural facilities (b) make finance readily available (c) enhance even or balanced development (d) make such firms enjoy external economies of scale.

50. The type of unemployment that occurs as a result of physical or mental disability of labour is known as (a) frictional unemployment (b) structural unemployment (c) cyclical unemployment (d) residual unemployment.

APPENDIX VII

POST-TEST INSTRUMENT
Economics Students Project and Discussion Test (ESPDT)

Gender: M [ ] F [ ] Rural [ ] Urban [ ] **Time:** 50 Minutes

Groups: Conventional Method [ ] Project Method [ ] Discussion Method [ ]

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

1. An entrepreneur is encouraged to adopt division of labour in production because it (a) provides more employment opportunities (b) leads to increased output and lower cost of production (c) brings about equal cost and employment opportunities (d) leads to increased cost of production and lower output.

2. Location of firms in rural areas may (a) enable the firms to enjoy existing infrastructural facilities (b) make finance readily available (c) enhance even or balanced development (d) make such firms enjoy external economies of scale.

3. The type of unemployment that occurs as a result of physical or mental disability of labour is known as (a) frictional unemployment (b) structural unemployment (c) cyclical unemployment (d) residual unemployment.

4. The petro-chemical industries are located in the Rivers State of Nigeria because of (a) coal deposits (b) favourable soil (c) oil deposit (d) palm oil products.

5. One of the roles of industrialization in economic development of Nigeria is (a) employment generation (b) environment pollution (c) unemployment (d) uneven development.

6. The basic tools of economic analysis include the following except; (a) tables (b) charts (c) ruler and (d) graph.

7. All these are the types of industry except; (a) Health industry (b) Manufacturing industry (c) mining industry (d) construction industry.

8. There are two types of wages namely; (a) nominal and real wages (b) force and hour wages (c) real and labour wages (d) minutes and month wages.

9. 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 (d) charts and column.

10. ……...is a statistical representation drawn to show the relationship between variables (a) table (b) charts (c) graph (d) column,

11. The following are the types of chart except; (a) the bar chart (b) the pie chart, (c) economics chart (d) pictorial chart.

12. The type of account which is usually runned by low-income earners and students alike is known as; (a) time account (b) savings account (c) current account (d) deposit account.

13. ……...are the sketches that show the relationship between variables (a) graph (b) charts (c) table (d) lines.

14. Human wants are insatiable because wants are (a) limited while means are scare (b) unlimited and means are also unlimited (c) limited and means are also limited (d) unlimited while means are scare.

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21. The supply of rice in tons is given by the function: $Qs - 80 - 0.7P = 0$ Where Qs = quantity supplied, P = price in Dollars ($). Find Qs, when P = $ 40. (a) 108 tons (b) 52 tons (c) -52 (d) -108 tons.

22. How does producers' expectation of a price fall affect the supply curve of a product? There will be (a) a movement along the curve (b) a leftward shift (c) no shift of the supply curve (d) a shift to the right.

23. One relationship between *marginal utility* and *total utility* is that when total utility is (a) rising, marginal utility is rising (b) falling, marginal utility is negative (c) maximum, marginal utility is maximum (d) falling, marginal utility is rising.

24. A shift in supply curve to the right while demand curve remains the same will cause equilibrium price (a) and quantity to fall (b) and quantity to rise (c) to rise and quantity to fall (d) to fall and quantity to rise.

25. A price fall results in (a) excess demand (b) excess supply (c) parallel market (d) hoarding of goods.

26. The concentration of firms in one area is referred as ……..of industries (a) location (b) localization (c) multiplication (d) proliferation.

27. The transfer of ownership of a public enterprise to individuals and firms is called (a) commercialization (b) investing (c) nationalization (d) privatization.

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29. The advantages that accrue to a firm as the size of the firm increases are known as (a) external diseconomics (b) internal diseconomics (c) internal economics (d) internal returns to scale.

30. If the labour force of a country is 2.5 million and 2 million are employed, what is the unemployment rate? (a) 0.2% (b) 20% (c) 200% (d) 250%.

31. Full employment is a situation in which (a) all adult who can work are employed (b) all men adults are employed (c) all those who are able and eligible to work can find employment (d) persons who have attained the age of 15 years and above are employed.

32. An industry that is involved in the manufacturing of fragile or perishable products should be located close to (a) the road (b) source of power (c) source of raw materials (d) the market.

33. The unemployment which occurs as a result of under utilization of labour is called (a) cyclical (b) frictional (c) residual (d) structural.

34. The disagreement between employees and employers of labour is often referred to as (a) collective bargaining (b) negotiation (c) strike action (d) trade dispute.

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36. To a commercial bank, deposits are (a) assets (b) capital (c) cash at hand (d) liabilities.

37. One of the functions of the Central Bank is (a) accepting deposit (b) issuing of currency (c) presenting budgets (d) printing of cheque books.

38. Central Bank of Nigeria started operation in (a) 1957 (b) 1958 (c) 1959 (d) 1960.

39. Foreign exchange control in Nigeria is administered by the (a) Central Bank of Nigeria (b) First Bank of Nigeria (c) National Bank of Nigeria (d) United Bank for Africa.

40. Banks established for the sole purpose of providing long-term loans for building houses are known as (a) commercial banks (b) community banks (c) development banks (d) mortgage banks.

41. Oligopoly means (a) few buyers in the market (b) few sellers in the market (c) large number of sellers in the market (d) single seller in the market.

42. A commodity can be sold for two or more different prices if it is (a) produced or sold by monopoly (b) produced or sold by monopsony (c) produced or sold by oligopoly (d) produced or sold by perfect competition.

43. In Economics, market is defined as (a) a place where buyers and sellers come together to exchange goods (b) a place where only consumer goods are sold (c) any arrangement made for consumers to buy all they need (d) any arrangement made for producers to sell all their goods.

44. The market structure in which the operators are many and none of them can influence the price is (a) capital market (b) imperfect market (c) oligopolistic market (d) stock market.

45. Inflation caused by an increase in demand is known as (a) cost-push inflation (b) demand-pull inflation (c) hyper inflation (d) runaway inflation.

46. A demand schedule is (a) a table containing the price of goods (b) a table showing the relationship between price and quantity demanded of a commodity (c) a table showing the consumer demand in order of importance (d) the quantity of goods the consumer is prepared to buy.

47. When the price of commodity A increases, the demand for commodity B decreases then A & B are (a) complementary goods (b) close substitutes (c) luxurious goods (d) supplementary goods.

48. 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).

49. The additional satisfaction a consumer derives from the consumption of additional unit of a particular commodity is (a) average utility (b) form utility (c) fixed utility (d) marginal utility.

50. A table is the systematic arrangement of (a) charts information (b) data information (c) graphs information (d) mode information.

APPENDIX VIII

MARKING GUIDE FOR PRE-TEST INSTRUMENT

S/N	ANS.	S/N	ANS.
1.	C	26.	B
2.	A	27.	B
3.	A	28.	A
4.	A	29.	B
5.	B	30.	B
6.	C	31.	B
7.	B	32.	A
8.	A	33.	A
9.	C	34.	D
10.	A	35.	B
11.	B	36.	D
12.	D	37.	A
13.	C	38.	A
14.	D	39.	A
15.	A	40.	B
16.	C	41.	C
17.	D	42.	A
18.	A	43.	B
19.	D	44.	B
20.	D	45.	B
21.	D	46.	A
22.	B	47.	B
23.	C	47.	B
24.	A	47.	C
25.	D	50.	D

APPENDIX IX

MARKING GUIDE FOR POST-TEST INSTRUMENT

S/N	ANS.	S/N	ANS.
1.	B	26.	B
2.	C	27.	D
3.	D	28.	C
4.	C	29.	C
5.	A	30.	A
6.	C	31.	C
7.	A	32.	D
8.	A	33.	A
9.	A	34.	D
10.	B	35.	D
11.	C	36.	D
12.	B	37.	B
13.	A	38.	C
14.	D	39.	A
15.	A	40.	D
16.	A	41.	B
17.	A	42.	B
18.	B	43.	A
19.	C	44.	B
20.	A	45.	B
21.	B	46.	B
22.	B	47.	A
23.	B	47.	A
24.	A	47.	D
25.	B	50.	B

APPENDIX X

TEST-RETEST RELIABILITY SCORES

S/N	Control Group		Experimental Group 1		Experimental Group 2	
	Test	Retest	Test	Retest	Test	Retest
1.	18	21	22	22	18	26
2.	19	18	18	23	21	25
3.	23	15	17	15	19	27
4.	16	30	26	14	10	32
5.	19	24	16	23	20	26
6.	22	26	15	26	20	28
7.	19	28	14	24	26	27
8.	20	10	15	29	26	22
9.	20	19	15	27	23	27
10.	19	21	18	22	19	32
11.	20	18	23	26	18	26
12.	20	15	23	23	18	22
13.	12	30	13	22	23	29
14.	17	24	21	28	21	19
15.	14	22	22	30	15	17
16.	18	24	16	27	06	30
17.	20	15	19	25	10	28
18.	21	26	20	22	10	23
19.	16	28	34	31	09	17
20.	20	31	26	30	26	27
21.	12	25	22	27	21	25
22.	17	15	25	26	18	28
23.	14	26	23	20	21	33
24.	18	28	18	22	24	22
25.	23	31	23	29	17	27
26.	29	26	23	19	12	27
27.	21	22	13	30	20	25
28.	18	27	21	34	19	23
29.	21	21	22	26	20	19
30.	26	19	20	16	22	10
31.	09	31	34	21	19	30
32.	10	25	26	18	20	22
33.	10	18	22	15	27	28
34.	06	18	25	23	23	18
35.	15	24	20	25	18	21
36.	13	25	19	22	25	31
37.	21	18	21	26	18	27
38.	18	23	18	34		
39.	21	20	22	21		
40.	26	27	20	29		
41.			24	23		
42.			15	18		

Summary of Reliability Test

		Mean	Minimum	Variance	N of Items	Maximum	Range	Reliability
Item Means	Part 1	8.582	8.182	.000	50[a]	8.582	8.014	0.81
	Part 2	1.468	1.468	.000	50[b]			0.81
	Both Parts	5.025	1.468	50.001	2			
Inter-Item Correlations	Part 1	.000	1.798E+50	.000	1[a]			
	Part 2	.000	1.798E+50	.000	1[b]			

a. The item is: Scores

b. The item is: Group

Spearman-Brown Formula

The correlation coefficient of two set of scores obtained was 0.81 and later subjected to Spearman-Brown formula as follow:

$$\frac{2r}{r+1} = \frac{2 \text{ X } 0.81}{0.81 + 1} = \frac{1.62}{1.81} = \mathbf{0.89}$$

APPENDIX XI

TRAINING MANUAL FOR RESEARCH ASSISTANTS

The research assistants were trained using the following guidelines:

(1) A brief introduction on the purpose of the research

(2) Administration of pre-test

(3) Grouping of students

(4) Arrangement of students during treatment

(5) Teacher's role

(6) Administration of post-test

(7) Submission of the test instrument

APPENDIX XII

PHOTOGRAPH EVIDENCE







STUDENTS DURING PRE-TEST



STUDENT PRESENTING A REPORT OF PROJECT ACTIVITIES



STUDENTS DURING DISCUSSION



STUDENTS DURING DISCUSSION



STUDENTS DURING POST-TEST



THE RESEARCHER INVIGILATING STUDENTS DURING POST-TEST

APPENDIX XIII
LETTER OF INTRODUCTION

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

Our Ref: DEFC/S.25 Date: 28/11/2016

EKITI BAPTIST HIGH SCHOOL, IGEDE-EKITI,
EKITI PARAPO COLLEGE, IDO-EKITI,
ITAPA HIGH SCHOOL, ITAPA-EKITI,
DOHERTY MEMORIAL COLLEGE, IJERO-EKITI,
AISEGBA COMMUNITY GRAMMAR SCHOOL, AISEGBA-EKITI,
CORPUS CHRISTI COLLEGE, ILAWE-EKITI.

Dear Sir,

LETTER OF INTRODUCTION

The bearer, ALASOLUYI, OLUWASEYI EMMANUEL, with Registration Number PI4EDFC 9044, is a student in this department. He ~~/She~~ is carrying out research, being part of requirement for graduation, in DOCTOR OF PHILOSOPHY (Ph.D). 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

EFFECTS OF PROJECT AND DISCUSSION METHODS ON STUDENTS' PERFORMANCE IN ECONOMICS IN SENIOR SECONDARY SCHOOLS IN EKITI STATE, NIGERIA.

Thanks in anticipation of your kind response.

Yours sincerely,

Head of Department
Dept. of Education... Curriculum
A. B. U. Zaria

Prof. Bashir Maina
Head of Department