



## **Constraints to Effective Instructional Delivery of Economics Amongst Teachers of Senior Secondary Schools in Rivers State**

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### **ABSTRACT**

The study examined the constraints to effective instructional delivery of Economics amongst teachers of senior secondary schools in Rivers State. Economics is the science that deals with production, exchange and consumption of various commodities in economic systems. It shows how scarce resources can be used to increase wealth and human welfare. The central focus of Economics is on scarcity of resources and choices among their alternative uses. In order to preserve and actualize economic development and growth, and also to equip graduates of secondary schools with basic knowledge and skills that will enable them to better appreciate the nature of economic problems in any society; the Nigerian government encourages the instructional delivery of Economics as a subject in secondary school. Instructional delivery which involves the process of transferring knowledge requires the use of teaching materials to facilitate learning. It was concluded that teaching comes with a lot of challenges and teaching Economics in secondary schools are often faced with various constraints. The researcher therefore recommended that government should ensure adequate funding and school administrators should look out for alternative source of funding as well as proper supervision of instructional delivery of economics in secondary schools in Rivers State.

**Keywords:** Constraints, Economics, Instructional Delivery, Effective, Teachers

### **INTRODUCTION**

Economics is the science that deals with production, exchange and consumption of various commodities in economic systems. It shows how scarce resources can be used to increase wealth and human welfare. The central focus of Economics is on scarcity of resources and choices among their alternative uses. Ugwu and Ugwu (2015) asserted that through Economics, people learn how to choose and make use of their limited resources which have alternative uses in producing and distributing goods and services and exchanging them for consumption purposes in a growing and changing society.

The resources or inputs available to produce goods are limited or scarce. This scarcity induces people to make choices among alternatives, and the knowledge of Economics is used to compare the alternatives for choosing the best among them. The importance of Economics cannot be overemphasized as it focuses on how people and society choose with or without the use of money to employ scarce productive resources that could have alternative uses to produce various commodities overtime and distribute them for consumption now or in the future among various persons or groups in society (Thingan, 2009). Economics involve the activities of gaining the rightful skills and knowledge in finding solutions to human economic problems.

Two major factors responsible for the emergence of economic problems includes: the existence of unlimited human wants and the scarcity of available resources. The numerous human wants are to be satisfied through the scarce resources available in nature. Bradley 2012 opined that Economics deals with how the numerous human wants are to be satisfied with limited resources. Thus, the science of Economics centres on want-effort-satisfaction. Economics not only covers the decision making behaviour of individuals but also the macro variables of economies like national income, public finance, international trade and so on.

Economics is an important part of education because it enables students to understand their roles in their economic system, as consumers, citizens and future employees or employers, it also prepares and encourages students to be prudent and effective in the management of scarce resources and enable them to acquire knowledge for the practical solution of the economic problems of the society. In order to preserve and actualize economic development and growth, and also to equip graduates of secondary schools with the basic knowledge and skills that will enable them to better appreciate the nature of economic problems in any society, the Nigerian government encourages the instructional delivery of Economics as a subject in secondary school (Ayeni & Olasukanmi, 2015).

Instructional delivery is the process of transferring knowledge. Onwuagboke and Singh (2015) opined that Instructional delivery involves all human interactive skills employed by the teacher to promote and facilitate learning in the classroom situation. Onwuagboke and Singh stressed further that it is a process in which teachers apply series of instructional strategies to communicate and interact with the learners around academic content, and to support student engagement for better learning outcome. Instructional delivery is a process of facilitating learning which is expected to bring about change in behaviour of the learner (Ogwu & Ogwu, 2013). Instructional delivery requires teaching resources; resources such as classrooms, chairs and desk, books, projectors, computers, real things, specimen etcetera. The presence of these teaching materials and others will go a long way in ensuring effective instructional delivery in Economics and any other subject.

### **Instructional Materials and Teaching Economics**

Teachers are the foundations of educational system. They are professionally trained and certified to teach subjects like Economics. An Economics teacher is one who has a thorough knowledge of the subject Economics and is actually involved in transferring this knowledge or skills to learners. However, teaching comes with a lot of challenges. Teaching Economics in secondary schools, teachers are often faced with various problems related on how they can make their students understand basic economic phenomena, relevant terms and their application in everyday life (Brinia & Vikas, 2014). Thus, teaching Economics requires instructional materials to enhance the transfer of knowledge.

### **Usefulness of Instructional Materials**

Although teachers use different instructional materials to motivate learning by using textbooks, charts, models, graphics, real objects as well as improvised materials. The success of achieving what they are met to achieve in an instructional situation depend on the suitability of the instructional materials. The effectiveness of instructional materials in promoting students' academic performance in teaching and learning is indisputable. It provides the much needed sensory experiences needed by the learners for an effective and meaningful behavioural change. Instructional materials are meant to improve the quality of education for effective academic performance of students in schools. The performance of the students on the intended learning outcomes provide the validation – loop on the success of the interaction and instruction. The use of instructional materials make teaching effective as it enables learners to participate actively in classroom instruction (Abdu-Raheem & Oluwagbohunmi, 2015). The views above, suggest that the use of instructional materials can improve students' performance. However, one cannot rule out the fact that there are challenges confronting the use of instructional materials in the teaching process.

The state of arts in Economics teaching in secondary schools do not seem to represent effective teaching behaviour of the economics teacher since the most important and obvious of all determining of good teaching is the achievement of the students (Ugwu & Ugwu, 2015). Observation shows that that achievement of secondary schools students in Economics external

examinations seems not to be encouraging in Rivers State and this might be a resultant effect of the instructional delivery process. Obviously, it appears that the teaching of Economics has not been satisfactory over the years; the researcher attributes this to the constraints facing effective delivery of Economics amongst teachers of senior secondary schools in Rivers State.

### **Constraints to Effective Teaching of Economics**

Teaching Economics in our secondary schools is embedded with many obstacles in its implementation and these have contributed immensely to the fall in the standard of performance in public examination. In cause of this study, these obstacles have been further classified as school factor constraints, government factor constraints and technical factor constraints. These constraints affect the effective instructional delivery of economics.

#### ***School factor constraints***

This comprise of factors that are school related. They are constraints that occur due to the negligence of the school; ordinarily the school should be able to handle such constraints through concerted efforts. Obstacles such as;

1. Lack of teaching aids, lack of library facilities.
2. Lack of economics textbooks
3. Bogus curriculum that is not user-friendly.
4. Poor teacher motivation and absence of training and re-training.

#### ***Government factor constraints***

Other factors that seem to hinder the effective teaching of Economics include;

1. Poor government attention to economics programme.
2. Lack of motivation from government for economics teachers.
3. Lack of funding of economics research studies.
4. Poor supervision of economics teachers.
5. Government not providing the much needed human and material resources for improved appropriate technology in secondary schools in Rivers State.

#### ***Technical factor constraints***

Teaching economics is also been confronted with technical issues, such as;

1. Lack of technical skills required in teaching Economics.
2. Teachers' incompetency in improvising teaching materials.
3. Poor electricity supply/high tariff.
4. Absence of training facilities.
5. Poor availability of economics research materials in school libraries.

Brinia and Vikas (2014) asserted that in teaching Economics in secondary schools, teachers are often faced with various problems; these problems hinder the effective instructional delivery of Economics. Brinia and Vikas also revealed that lack of teaching aids, lack of library facilities, lack of economics textbooks, bogus curriculum that is not user-friendly, poor teacher motivation and absence of training and re-training are constraints amongst teachers in the course of discharging their functions. Accordingly, Ugwu and Ugwu (2015) revealed that the state of arts in Economics teaching in secondary schools do not seem to represent effective teaching of the economics. Teaching Economics like most other secondary schools subjects is been challenged by poor supervision of economics teachers by school administrators, lack of fund for economics in secondary schools, school principals' poor attitude to excursions and practical that deals with economics, lack of teaching resources for teaching economics, inadequate time assigned for Economics practical, inadequate support from Parents Teachers Association for economics related activities, poor attitude of student towards economics, insufficient funds for organizing trainings and retraining, absence of training facilities and poor availability of economics research materials in school libraries in senior secondary schools in Rivers State.

### **CONCLUSION**

Economics is an important part of education because it enables students to understand their roles in the economic system, as consumers, citizens and future employees or employers, it also prepares

and encourages students to be prudent and effective in the management of scarce resources and enable them to acquire knowledge for the practical solution of the economic problems of the society. Teaching comes with a lot of challenges and teaching Economics in secondary schools are often faced with various constraints. These constraints are as a result of government factors, school related factors or even technical factors. All of these constraints hinder the effective instructional delivery of economics amongst teachers of senior secondary schools in Rivers State.

### RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Government should endeavour to put in the required funds for effective delivery of Economics in senior secondary schools.
2. School administrators should ensure adequate supervision of Economics teachers and should look out for alternative source of income to boost teaching activities surrounding Economics.
3. Regular and adequate research must be carried out in line with training/re-training as to equip Economics teachers with the necessary information required for effective instructional delivery of Economics.

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