

**PROBLEMS THAT AFFECT TEACHING ECONOMICS IN SENIOR SECONDARY
SCHOOLS IN AWKA SOUTH LOCAL GOVERNMENT AREA
OF ANAMBRA STATE**

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Abstract

This work examined problems of teaching economics in senior secondary schools in Awka South Local Government Area of Anambra State. This study was carried out to proffer possible solutions to problems of teaching economics in senior secondary. The study adopted survey research design. Out of one hundred and fifty six Economics teachers in Awka South Local Government Area, seventy one were selected. Data collected were analyzed using mean and chi-square statistics. The study found that unqualified and inexperienced teachers affect effective teaching and learning of economics. The study also found that motivation of teachers' influence effective teaching of economics. The study also found that teaching method influence effective teaching of economics. The implication of the findings is that it will enable the government, curriculum planner as well as educational institutions to take appropriate measures towards addressing these problems. The study recommended that Anambra State Government should as a matter of urgency recruit well qualified economics teachers to fill the shortage.

Key words: Teaching, Economics, Secondary School

Introduction

Education is an important aspect of economic development when citizens of a country are educated, that is a key to social, economic and political stability. According to Eyibe (2006) education is a cultural process. Onebunne, J. et al (2020, 85) has it that, "Education the world over has been adjudged an instrument for societal development and advancement of human knowledge for harmonious relationship and interactions with his environment". It is a cultural process and a developmental process. It is a cultural process because children and adults who are exposed to education are involved in a process of cultural transmission and cultural change in the school. Secondly, it is a behavioural process because school children and adults who are benefiting from education are involved in a process of change in behaviour to do well. Thirdly, it is a developmental process because of growth from a lower level to a higher level of educational attainment. It is therefore the means by which the individual is developed so that he will be able to live effectively and efficiently in the present society and contribute to its

advancement and upliftment. Education can also be conceived as the systematic process of developing the physically, mentally, spiritually and socially for his own benefit and benefits of the society in which he lives.

The main purpose of education is to transmit wisdom and knowledge from one generation to another, this prepares young people to be members of the society, maintain it and develop it. Education also has positive influence on population, health nutrition and also increase value and efficiency for labour (ki Sing, 2012). The unemployment problems facing the country can be addressed through equipping the young people with skills that can lead to self-employment, the curriculum therefore should equip the learners with skills and more so entrepreneurial skills and this therefore indicate the importance of economic education in the school curriculum. Nwagu (2003) noted that most economics teachers in our schools are trained like in other discipline like geography, social studies, history etc. They are not trained in the content and methodology of economics and as such, some of them may not even know the content of the course. From the forgoing statement by Nwagu, it becomes pertinent that a study should be carried out to investigate into the problem of teaching economics by teachers who didn't study the subject. For purpose of convenience, the researchers has decided to consider mainly the teacher activities, since in Henriett's (1992) opinion that when the learner has not learnt the teacher has not taught. Onebunne, J. (2020, 86) maintains that

Education outcome are the yardstick with which education is accessed. It is not accessed by the amount of money paid by the learner or the class of dressing these learners have. That is why it is an acceptable slogan all over the world "In character and in learning".

Economics is a subject with many scholars and writers on text, the books are available but most often, teachers find it very difficult to select from the available or existing ones, he also found it most confusing to give assignments to students whose problem is more pronounced where the subject has to be taught by a teacher who did not study the subject as a discipline in higher institution. Economics is a social science that studies an aspect of human behaviour as earlier pointed out. It helps students to think critically and become effective members of the society. It deals with what we come across in our daily lives. Therefore, it should be taught well in secondary schools because problems teachers face in teaching economics may affect the students and the society directly or indirectly, so teachers should be qualified in the subject concerned because the personality of the teacher has significant influence in students' performance. Short supply of qualified economics teachers causes students poor performance in Akwa South local government area. Therefore, adequate supply of qualified economics teachers should be made available.

Instructional materials and teaching equipment hinder students' performance in economics. Therefore, teachers should make use of appropriate teaching aid in teaching economics. They should also teach students in a well conducive environment for effective learning and performance. With teaching equipment's students begin to develop the necessary skills in reasoning, attitudinal and practical skill to solve practical problems. Moreover, teachers should make them available while teaching economics to students. Teachers and students should learn how to motivate themselves. Teachers should motivate their students since motivation refers to the process by which behaviour is mobilized and sustained in the interest of meeting individual needs in achieving organisational objectives. Teachers should use various motivation strategies like reinforcement, feedback and so on, various teaching methodology in teaching economics for effective performance. A motivated student cannot forget what is being

taught in the classroom because it was meaningful and clear to him. Therefore, students need to be motivated in the classroom. Moreover, teachers and students should show positive interest in the teaching and learning of economics to enhance effective performance in the subject.

In Nigeria today, due to the prevailing rate of unemployment, some Nigerians graduate left their discipline and moved into teaching field with little or no knowledge of what teaching entails. Probably, everyone is aware that the process of becoming a teacher takes time and requires conformity in an institutionalized programme of preparation. What then is teaching? In actual practice, teaching encompasses a variety of related activities that include institution, training, educating and schooling. The proportion of these activities varies from one teaching context to another, but regardless of the context, teachers exert influence in a variety of ways. Therefore, for teachers to make a valuable and long lasting impact on students of economics, he/ she has to go through the proper study of economics and become a master in it.

Statement of the Problem

A lot of problems confront economics teachers in devising ways and method of teaching his/her lessons effectively. Since the students are not mere passive receivers of knowledge but active participants in the teaching and learning activities, it is then the responsibility of the teacher to teach his lesson in a manner that will make it easy for the students to participate actively. If this is not done actively, learning has not taken place, and the whole objective of the educational policy are destroyed and defeated from the root. It is assumed that in teaching economics, the teacher is faced with numerous problems and this study is geared towards investigating into some of such problems which includes: How qualified are the economics teachers in the senior secondary schools? How motivated are teachers and their attitudes towards teaching of economics in secondary schools? What teaching techniques/methods do they employ in teaching economics?

Research Questions

The following research questions were used for the study:

1. How qualified are economics teachers in senior secondary schools in Awka South local government area?
2. Does motivation of teachers improve effective teaching of economics in senior secondary schools in Awka South local government area?
3. Is teaching method an impediment of effective teaching of economics in secondary schools in Awka South local government area?

Research Hypotheses

The following research hypotheses were formulated to guide the study.

1. Unqualified teachers have no significance influence in effective teaching of economics in Awka South local government area of Anambra State.
2. Motivation of economics teachers has no significance relationship with proper teaching process in Awka South local government area of Anambra State.
3. Teaching method and the time allocated to teaching economics has no significance influence on effective teaching of economics in Awka South local government area of Anambra State.

Concept of Teacher

A teacher is essentially a facilitator of learning. As much as possible, the teacher facilitates learning by permitting the learner's own interests, attitudes, aptitudes and experiences to influence the kind of learning that will take place. He maintained that the teacher is a parent to

the students, a model, a dispenser, a cultivator and a technician. A teacher is a person who helps others to acquire knowledge, competences or values. A teacher's role may vary among cultures. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills (Fabusuyi, 2006). Formal teaching tasks include preparing lessons according to agreed curricula, giving lessons, and assessing pupils progress. A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In some education systems, teachers may have responsibility for students' discipline. The teacher is the most important single individual in the life of a child outside his home. His personal relationship with individual child should be characterized by warmth, acceptance and friendliness. This relationship is necessary in the teaching-learning process and in emotional and mental state of individuals. Since the teacher is the person most conveniently accessible for understanding and assisting a child. She has very important guidance responsibilities which include learning to provide for individual differences among students and organizing class work in ways which will help each student understand clearly his strengths, weaknesses, needs, problems and how to meet those needs, problems and resolve them (Adeyemi, 2008).

The role of a teacher is often formal and ongoing, carried out by way of occupation or profession at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain a professional qualification or credentials from a University or College of Education. A good teacher can translate information, good judgment and wisdom into relevant knowledge that a student can understand, retain and pass to others employing appropriate method(s) under a conducive school environment (Lesi, Awobodu & Adegbamigbe, 2009). A teacher is a very important person in the implementation of any curriculum innovation because teachers are the people who implement the curriculum innovation in the classroom. Strictly in terms of the problems involved in teaching economics in senior secondary school, one finds the attitude of teachers can affect the teaching of economics either positively or negatively. He found out in his research that teachers can play a positive role in enhancing teaching and learning when they behave in a manner more appreciable and socially acceptable otherwise they feel reluctant in the teaching processes.

Teachers need to be prepared or oriented to enable them interpret the curriculum accurately and implement it effectively. This can be done by re-educating the teachers through seminars, workshops and conferences, mostly this does not happen and when it happens, it is only a few teachers who attend i.e. those who are sponsored by the schools they get to attend, while schools that cannot afford to pay for the chargers, they do not get to send their teachers to such seminars and therefore are left out.

Concept of Teaching

Onebunne, J. (2018, 1) maintains that "education is the foundation with which every society that must stand economic, social and political gales should be ousted. It is the bedrock of any successful society". Hirst and Peters (2010) have provided what has almost become a standard definition of teaching. Three logically necessary conditions for the central cases of teaching activities have been suggested: (i) they must be conducted with the intention of bringing about learning, (ii) they must indicate or exhibit what is to be learnt, (iii) they must do this in a way which is intelligible to, and within the capacities of the learners. In stating that these three conditions are necessary to central cases of teaching activities, Hirst and Peters (2010) made a modest claim. All that they require is that there be a group of activities to which these conditions can be shown to be necessary. But we can also expect to find what Hirst and Peters

(2010) call “derivative” cases where the three conditions are not fulfilled but where we want to talk of teaching. They are derivative cases of teaching activities in that we want to call them teaching because of their resemblance to true or central cases of teaching. One may protest and say that with such qualifications their claim said nothing at all. The criteria cannot be necessary if we can have instances of teaching which do not fulfil them. Who is to decide if such cases are derivative except Hirst and Peters (2010)? But in making this allowance for derivative cases, Hirst and Peters have accepted a plain fact about the nature of our language. The application of many of our concepts is so diverse that whatever definition we set up for a concept of teaching we would be bound to find some case for which we use the concept, but which does not fit the definition; there is always an exception. We shall see this borne out quite clearly in a discussion of the following set of necessary and sufficient conditions.

Sheffler (2010) made stringent requirements of manner to keep “teaching” separate from indoctrination. Teaching involves further that, if we try to get the student to believe that such and such is the case, we try also to get him or her to believe it for reasons that, within the limits of his or her capacity to grasp, are our reasons. Teaching, in this way, requires us to reveal our reasons to the students and, by so doing, to submit them to his or her evaluation and criticism.

Cooper (2011) criticized Sheffler’s requirements of manner finds this particularly appropriate when talking about teaching philosophy to students but to require reasons of an infant teacher or the teacher of English language, art or poetry appreciation might be quite mistaken. Crittenden (2011) contributed to the endeavor of separating teaching from indoctrinating but in doing this separates what he calls teaching from ordinary teaching. Teaching refers to teaching which goes on in school which he says can be expected to meet criteria of what is significant, worthwhile, and desirable. This is probably the happiest solution. There does seem to be a sense of teaching which includes only activities which could not be indoctrinatory. The mistake philosophers like Scheffler made is to attend only to this sense of teaching.

There is little else we need concern ourselves with in the literature on the concept of teaching. There are several papers where philosophers have pointed out what they thought was going unnoticed, or led us to see teaching in a way we had not before. Ryle (2008) sets out to make sense of the notion of people being able to go beyond what is taught. He resolved the issue by showing us how to view teaching as teaching to (rather than teaching that) where the pupils learns a skill which he can go on to practice and develop. Komisar (2009) in a paper pointed out how teaching can be spoken of on different levels; saying “He is teaching” when one refers to his occupation or job, differs from saying “He is teaching” when one is explaining that he is teaching rather than looking out the window, reprimanding a pupil or some such.

The teaching of Economics provides a learner with the opportunities to live meaningfully within the changing economic world. The following are the objectives or attainable outcomes of teaching Economics: to equip students with the basic principles of Economics necessary for useful living and higher education; to prepare and encourage students to be prudent and effective in the management of scarce resources; to raise students respect for the dignity of labour and appreciation of economic, cultural and social values of our own society; and to enable students to acquire knowledge for the practical solution of the economic problems of the society, such as in Nigeria, other developing countries and the world at large.

Concept of Economics

Economics has many definitions as there are many economists. This is because various economists see the subject from different points of view. Some of them are interested in

Monetary Economics while some are interested in Industrial Economics; some are interested in Business Economics, Welfare Economics, International Economics, and Economics of Education etc. They therefore define economics to reflect their interest and this is why there is no definition of economics that is all-embracing. There are varieties of modern definition of economics some of the differences may reflect evolving views of the subject or different views among economist. According to Harper Dictionary of Economics, economics is the social science that analysis the production, distribution and consumption of goods and services. Economics therefore is the branch of social science that deals with the production and distribution and consumption of goods and services and their management. Economics therefore is the social science that examines how people choose to use limited or scarce resources in attempting to satisfy their unlimited wants. It also studies how the forces of supply and demand allocate scarce resource.

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 these wants, and it deals with production, exchange, distribution as well as consumption of goods and services and of the conduct of various other economics activities by individuals, organizations and the state. 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 reasons why some countries are poor or under developed or others are rich or developed (Adu, 2002). J.S 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 Davenport defined economics as “the science that treats phenomenon from the start point of price.” He was interested in exchange value i.e. anything that has money value should come with the framework of economics. A.C Pigou concluded 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 wellbeing/ standard of living of man through increase in total production. Professor Lionel Robbins defined 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.

Economics education on the other hand 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 education involves imparting knowledge effectively by making use of learners’ centred approaches to promote learners’ self confidence in tackling economics problems (Adu, 2004). The aim of teaching economics is to facilitate the understanding of basic concepts of economics been taught in schools. 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 students 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 (Ajiboye, 2003).

Ajiboye, Adu and Amosun (2005) noted that the 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.

Challenges Faced by Teachers

Despite the fact, that teachers play a very vital role in the implementation of curriculum innovation. They face many problems as noted in her research on administrative challenges facing teachers; she identified various challenges that face teachers as they implement the curriculum which include: Under staffing, some teachers lack work morale and motivation, Low salaries, Individual difference of students not considered by the teacher, some teachers being involved in drug abuse.

One ought to argue that some subjects are quite bulky in terms of content and therefore there is a shortage of teachers in such subjects then completing such syllabus is quite challenging. Given that government does not employ teachers on demand. Again, due to shortage of teachers especially secondary school classes are combined making them so big for effective implementation of the curriculum.

Increased enrolment increases the number of classes to be taught by the teacher, this leads to increased work load for the teachers and with the increased work load teachers are stressed to meet marking and other instructional deadlines and lack of motivation among other challenges. Challenges faced by teachers indicate that there are inadequate teaching resources for the teachers and that they are very minimal in-service training for the teachers in most of the schools.

From the forgoing discussion, it's evident that the teachers cannot effectively implement the curriculum with the challenges they face, it's like baking a cake without mixing the ingredient in the required proportions eventually the baker may not get a good quality cake. On challenges facing secondary school teachers, this research finds out the teachers were overworked, lacked in-service training and that professional qualifications and experience was not considered fully during appointment and placement of teachers, which is posed in their administrative duties.

Data Collection and Data Analysis

The researchers employed the direct delivery technique in administration of the questionnaire. A total of 71 copies of the questionnaire were distributed to the respondents in the area by the researchers. After which all the (71) copies were retrieved correctly filled and used for data analysis.

The simple percentage & frequency method presented in a tabular form were used in answering the research questions. The hypotheses formulated were analysed statistically using chi-square method. The observed and expected frequency would be used for comparison. The chi-square can be calculated using the formula below:

$$\text{Formula: } X^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Where: X^2 = Chi – square

Σ = Summation

F_o = Observed Frequency

F_e = Expected Frequency

Presentation of results by research questions

Research Question 1:

To what extent does unqualified and inexperienced teacher affect teaching of economics?

Question	SA	A	D	SD	Total
1	50	19	0	2	71
2	10	40	3	18	71
3	9	35	5	22	71
4	40	25	2	4	71
5	16	29	3	23	71
Total	125	148	13	69	355

The figure above represents how the data collected based on research question one was analysed. It shows the number of respondents who ticked SA, A, D, SD.

Item No	SA	A	D	SD	Total	Mean	Decision
1	50	19	0	2	71	3.65	Accepted
	200	57	0	2	259		
2	10	40	3	18	71	2.59	Accepted
	40	120	6	18	184		
3	9	35	5	22	71	2.44	Accepted
	36	105	10	22	173		
4	40	25	2	4	71	3.42	Accepted
	160	75	4	4	243		
5	16	29	3	23	71	2.47	Accepted
	64	87	6	23	180		

Research Question 2

To what extent does motivation of teachers affect teaching of economics? The researchers made use of item number 6-10 in the questionnaire to provide answers.

Question	SA	A	D	SD	Total
1	47	20	1	3	71
2	19	40	4	8	71
3	36	32	1	2	71
4	35	31	2	3	71
5	30	32	2	7	71
Total	167	155	10	23	355

The table above shows how question two was analysed

Item No	SA	A	D	SD	Total	Mean	Decision
1	47	20	1	3	71	3.56	Accepted
	188	60	2	3	253		
2	19	40	4	8	71	2.99	Accepted
	76	120	8	8	212		
3	36	32	1	2	71	3.44	Accepted
	144	96	2	2	244		
4	35	31	2	3	71	3.38	Accepted
	140	93	4	3	246		
5	30	32	2	7	71	3.10	Accepted
	120	96	4	7	277		

The above shows the mean of each question.

Research Question 3

To what extent does teaching method effect teaching of economics? The researchers used items number 11-15

Question	SA	A	D	SD	Total
1	25	27	5	15	71
2	33	28	4	6	71
3	10	13	23	25	71
4	22	30	10	9	71
5	20	39	5	7	71
Total	110	137	47	61	355

The table above shows how question three was analysed.

Item No	SA	A	D	SD	Total	Mean	Decision
1	25	27	5	14	71	2.89	Accepted
	100	81	10	14	205		
2	33	28	4	6	71	3.24	Accepted
	132	84	8	6	230		
3	10	13	26	25	71	2.11	Accepted
	40	39	46	25	150		
4	22	10	10	9	71	2.92	Accepted
	88	30	20	9	207		
5	20	39	5	7	71	3.10	Accepted
	80	117	10	7	214		

The above table shows the mean of each question.

Test of Hypotheses

Research Hypothesis One

Unqualified and inexperienced teachers do not significantly influence on effective teaching of economics.

Question	SA	A	D	SD
1	(25)	(29.6)	(2.6)	(13.8)
2	(25)	(29.6)	(2.6)	(13.8)
3	(25)	(29.6)	(2.6)	(13.8)
4	(25)	(29.6)	(2.6)	(13.8)

5	(25)	(29.6)	(2.6)	(13.8)
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The computation of the expected frequency and χ^2 from the chi-square table using 0.5 level which is 21.03. The calculated chi-square 100.05 > critical value 21.03

Therefore the null hypothesis which states that unqualified and inexperienced teachers do not significantly influence effective teaching of economics is rejected.

$$\begin{aligned} df &= (r-1)(c-1) \\ &= (5-1)(4-1) \\ &= 4 \times 3 = 12 \end{aligned}$$

Research hypothesis Two

Motivation of economics teachers has no significance relationship with effective teaching of economics.

Question	SA	A	D	SD
1	(33.4)	(31)	(2)	(4.6)
2	(33.4)	(31)	(2)	(4.6)
3	(33.4)	(31)	(2)	(4.6)
4	(33.4)	(31)	(2)	(4.6)
5	(33.4)	(31)	(2)	(4.6)

The computation of the expected frequency and χ^2 from the chi-square table using 0.5 level which is 21.03. The calculated chi-square 100.05 > critical value 21.03

Therefore, the null hypothesis which states that unqualified and inexperienced teachers do not significantly influence effective teaching of economics is rejected.

$$\begin{aligned} df &= (r-1)(c-1) \\ &= (5-1)(4-1) \\ &= 4 \times 3 = 12 \end{aligned}$$

Research Hypothesis Three

Teaching methods has no significance influence effective teaching and learning of economics in senior secondary school.

Question	SA	A	D	SD
1	(22)	(27.4)	(9.4)	(12.2)
2	(22)	(27.4)	(9.4)	(12.2)
3	(22)	(27.4)	(9.4)	(12.2)
4	(22)	(27.4)	(9.4)	(12.2)
5	(22)	(27.4)	(9.4)	(12.2)

The computation of the expected frequency and χ^2 and the chi-square table using 0.5 which is 21.03. The calculated χ^2 72.23 > critical value 21.03 therefore H_0 is rejected since χ^2 72.23 > 21.03 χ^2 .

Summary of Major Findings

In research hypothesis one, the calculated value is greater than critical value, that is (χ^2_{cal} 100.05 > χ^2_{crit} 21.03) this shows that unqualified and inexperienced teachers affect effective teaching and learning of economics.

In research hypothesis two, the calculated value is greater than the critical value i.e. ($X^2_{cal} 28.3 > 21.03 X^2_{crit}$) this agreed that motivation of teachers' influence effective teaching of economics. In research hypothesis three, the calculated value is greater than the critical value i.e. ($X^2_{cal} 72.23 > 21.03 X^2_{crit}$) and this agreed that teaching method influence effective teaching of economics. The three calculated values in hypothesis one, two and three respectively are greater than the table or critical values, based on the result, teachers' knowledge, motivation of teacher and appropriate teaching method are necessary in effective teaching of economics in senior secondary schools.

Discussion of Findings

In this research work "Problems of teaching economics in senior secondary schools in Awka South Local Government Area of Anambra state" after the presentation and analysis of data collected through questionnaire, it was discovered in research hypothesis 1; that unqualified and inexperienced teachers affect effective teaching of economics.

This agrees with the fact that effective teachers for the twenty first century must have thorough and flexible understanding of subject matter and be a student developer in order to make lessons meaningful. The findings also agrees with Akinwumi (2006) in his text 'Nigeria teaching profession that professional teachers must obtain an NCE, B.Sc and B.Ed degree to their equivalents before operating as a teacher since this can have a significant improvement in the economics literary in secondary school students.

The findings in research hypothesis two (2) agreed that motivation of economics teachers facilitate effective teaching of economics, this finding agrees with the fact that motivation plays a central role in teaching, teachers tend to work energetically when they are motivated.

The findings also agree with the central role of motivation where he states that motivations such as wage increase, promotion, as at when due and prizes with economic value will be employed to motivate the school teacher for effective teaching of economics.

The finding in research hypothesis (3) three agrees that teaching method affects effective teaching and learning of economics. The finding pointed out that lecture method affects the effective teaching and learning of economics, he referred to the method as a teacher centered because it is the teacher alone who does most of the talking while the learners become passive for most of the period. This agrees with the proposed curriculum implementation that lecture method is teacher centered instead of being student centered. He added that students are passive instead of being active and so does not encourage learning through active involvement which is a very important principle in teaching. From the above findings it is obvious that the teaching of economics can be improved when these problems are carefully handled.

Conclusion

The analysis of this research work shows that the problem of teaching economics in senior secondary school was attributed to teachers' knowledge, teachers' presentation (teaching methods and instructional materials) many teachers in secondary schools do not have educational background in educational courses. Even some of those that have educational background in NCE, B.Ed degree handle subjects outside their specialization or discipline.

Motivation of teachers by prompt payment of salaries and other benefits encourage them to put more effort and develop love for their profession, in other words when a teacher is motivated, it enhances his/her performances in the delivery of his duty as a teacher.

Inappropriate use of teaching methods hinders effective teaching and learning because when a poor teaching method is adopted by the teacher, the students will not participate fully in the teaching-learning process.

Implication of the Findings

The result of the study has a lot of implications for education which requires the attention of federal, state government, educational planners, policy makers and teachers. This study exposes the problems of teaching economics in Awka Local Government Area of Anambra State.

The result of the findings will enable the government, curriculum planner as well as educational institution to take appropriate measures towards addressing these problems, it is always said that a problem identified is half solved.

Going by findings in this study, it therefore becomes imperative to ensure that those to be recruited into teaching profession should possess an NCE, B.Sc (Ed), PGDE, M.Ed qualifications before they are engaged to operate as a teacher. Having a thorough and flexible understanding of subject matter pedagogy and student development would enable a teacher deliver his lesson meaningfully and effectively.

Recommendations

Having identified the problems of teaching economics in secondary school of Awka Local Government area of Anambra state, the researchers wish to make the following recommendations for improvement:

1. The Anambra State Government should as a matter of importance recruit well qualified economics teachers to fill the shortage. Those to obtain the minimum professional requirement for teaching economics, regular training programmes should be organized where new skills, knowledge and practices should be taught to teachers so as to always be in tune with the ever dynamic nature of the discipline as a result of changes in the economy.
2. The state and federal government should ensure adequate remuneration of teachers, prompt and regular payment of salaries, promotion and improved condition of service should be provided. Anambra state government should ensure that the state teachers are at least satisfied with their salaries, minimum wage and other benefits that they receive for their teaching jobs. Granting of scholarships to teachers to enable them acquire more knowledge in the subject will also yield good result and should be done.
3. Finally, students and teachers should be encouraged to study and teach economics respectively by making available the study materials such as good textbooks and other study materials for the study teaching of economics in Awka Local Government and the state in general.

Summary of the Study

In this study, the researchers were able to make the following findings after the data and other related information gathered. The purpose of this research work was to investigate into the problems of teaching economics in senior secondary schools in Awka local government schools in Awka Local Government area of Anambra State. The research work was divided into five chapters. The introduction, the review of literature, research methods, presentation of analysis and discussion of findings, conclusion and recommendations.

The population of the study is made up of economics teachers selected randomly from both government and private senior secondary schools in Awka Local Government Area of Anambra state. The respondents were also selected from both government and private schools. The statistical method used by the researchers for analysing the data collected from respondents was square (X^2) method some findings were made which includes; the employing of unqualified and inexperienced teachers affect teaching of economics, lack of adequate motivation of economics teachers is also one of the problems of teaching economics, in senior secondary schools, another problem is the use of inappropriate teaching method in teaching learning process.

Recommendations were made which includes:

1. Those already in the system should be encouraged to obtain the minimum professional requirement for teaching economics.
2. Regular training programmes should be organized where new skills knowledge and practices should be taught to teachers. The state and federal government should ensure adequate remuneration of teachers.
3. Prompt and regular payment of salaries, promotions and improved conditions of services should be provided.

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The consequential lessons of COVID-19 outbreak border more on the reminder about the fragility and shortness of life as well as the temporality of human labour and job opportunities. It equally affirms in strong terms that health is wealth as well as the need to save for tomorrow's eventualities. Most importantly, COVID-19 problematiques reminds humanity of the need for God amidst our existential realities. St Augustine of Hippo captures it in his *Confessions* thus: "Thou hast made us for thyself, O Lord, and our heart is restless until it finds its rest in thee."