



## ADMINISTRATION OF ECONOMICS PROGRAMME IN NIGERIAN SECONDARY SCHOOLS: PROBLEMS AND SOLUTION

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| <p><b>Received</b> 10<sup>th</sup> May 2021<br/><b>Accepted:</b> 17<sup>th</sup> May 2021<br/><b>Published:</b> 18<sup>th</sup> June 2021</p> | <p>Economics programme was introduced into the Nigerian public Secondary School in 1966 and the programme has gained popularity among the students. The performance of students in Economics programme in recent time has not been encouraging due to many challenges. This article is aimed at discussing the problems facing the administration of Economics programme in the Nigerian public Secondary Schools. Secondary data was employed to support the points raised in the article. The data were sorted from the internet and print materials. The article identified inadequate funding, shortage of professional Economics teachers, inadequate instructional materials, inadequate infrastructural facilities, poor capacity development programme of Economics teachers, brain-drain and poor supervision of Economics programme. To address these problems, the writers hereby recommended the following: increase in the funding of Economics programme, employment of more professional Economics teachers, provision of Economics instructional materials, provision of more infrastructural facilities for both Economics teachers and Students, ensure effective capacity development programme for Economics teachers, motivate the Economics teachers, form Economics teachers association and effective supervision of the Economics programme should be ensured in all public Secondary School across the country.</p> |

**Keywords:** Administration, Economics, Secondary Schools, Problems, Programme

### 1.0 INTRODUCTION

The Secondary School Education is defined as Post-Basic Education meant for preparing the children for specialization. Secondary Education is the education that children receive after Primary Education and before the Tertiary Education. Based on the 6-3-3-4 system of education, secondary education comprises of six years duration, but given in two stages: a junior secondary school stage and a senior secondary school stage, each to run for three years duration (NPE, 2004, Ogunode, 2021). The broad goals of Secondary Education according to the National Policy on Education (2004) include, the preparation of the individual for: Useful living within the society and higher education. In specific terms, the objectives are to: provide all primary school leavers with the opportunity for education of a higher level, irrespective of gender, social status, religion or ethnic background; Offer diversified curriculum to cater for the differences in talents, opportunities and future roles; Provide trained manpower in the applied science, technology and commerce at sub-professional grades; Develop and promote Nigerian languages, art and culture in the context of world cultural heritage; Inspire its students with a desire for self-improvement and achievement of excellence; Foster national unity with an emphasis on the common ties that unite us in our diversity; Raise a generation of people who can think for themselves, respect the view and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens; and Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

Economics programme is one of the programme offered in the Nigerian Secondary Schools. The Economics programme was introduced in 1966 according to Yufus (undated). Adu (2002) observed that Economics, however, is a broad subject which cuts across different spheres of the society. According to Yusuf (undated) Economics is one of the electives or group of subjects expected to be studied at the Senior Secondary School (SSS) level under the new National Policy on Education. This curriculum according to Osunnaiye (2005) has been designed by the Comparative

Education Study and Adaptation Centre (CESAC) to meet the requirements of Economics in the new system. The guiding principle of this curriculum is the need to equip graduates of the Senior Secondary School with the basic knowledge and skills that will enable them to better appreciate the nature of economic problems in any society (Yufus undated).

Gbadamosi, & Jegede, (2015) submitted that the National Policy on Education (2004) recognizes education as the national greatest asset towards the quick development of its economic potentials, sociological and human resources, for it focuses on the integration of the individual into a sound and effective citizen. Economics, as one of the social science school subjects, was planned to add various values to the learners, which includes cultural values, intellectual training and vocational training (Gbadamosi, & Jegede, 2015, Obemeata, 1991). The knowledge of Economics also, makes an individual to develop culture of economic literacy, which will enable them to make rational decisions in their day to day activities (Gbadamosi, & Jegede, 2015).

Gbadamosi, & Jegede, (2015) observed that in spite of all these benefits derived from Economics, many students largely record poor performance in the subject. For instance, the West African Examinations Council (WAEC) results in Economics between 2000 and 2012 revealed that, less than 50% of the students that sat for the examination obtained the required credit pass except 2006 and 2012. Chima, (2017) opined that Economics is one of important subjects thought in schools. The imperative nature of this subject stands tall not only in our daily life but the need to underscore the economic state of our nation; therefore, teaching and learning of economics is encountered with challenges. Based on this submission, the article will discuss the problems facing the administration of Economics programme in public Secondary Schools in Nigeria.

## 2. CONCEPT OF ECONOMICS

Economics is concerned with human behaviour such as how people earn their living and make a choice amongst 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. Thus, an attempt has been made to integrate the theoretical foundations of the subject with their practical applications Yusuf (undated). Adu,, Galloway, & Olaoye, (2014) submitted that 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 student 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 Nigeria, developing countries and the world at large.

Adu et al. (2009) put forward the identified reasons for the studying of Economics:

- a) the study of Economics enables a student to understand the nature of the complexity of the economic activities in which he is only a very small part.
- b) It enables students to understand and appreciate various government policies where choices have to be made such as probably to spend more money on free education and therefore provide less employment opportunities.
- c) the study of Economics provides the students with basic skills for analyzing Economic problems thereby preparing them better for positions where economic decisions have to be made.
- d) The study of Economics helps a government to promote growth and development therefore improving the quality of life of the citizens.
- e) Knowledge of Economics is useful to analyze fascinating patterns of socio-economic behaviour.
- f) the study of Economics is useful to understand and alter the inequalities in the distribution of income and opportunities (Adu, 2012).

For Obemeata (1980) in Noun (2006) observed that the significance of Economics Education 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 economic understanding necessary for responsible citizenship". Being a responsible citizen involves the ability to take rational decision on important economic issues with a good basis for doing so. Obemeata (1991) observed that the position of economics in secondary school 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. According to Adu (2002) the study of Economics serves a useful purpose in modern life. 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.

### 2.1 Concept of Administration

Ogunode (2021) defined educational administration as the systematic way of arranging educational resources to actualize the objectives of educational institutions. Gift (2018) sees educational Administration is concerned with integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of a programme of an educational institution. Kalagbor (2017), viewed educational administration as the process of identifying, mobilizing and utilizing scarce human and material resources relevant in education for the purpose of achieving specific educational goals efficiently and effectively. According to Kalagbor (2017), the following activities and programmes come under the scope of educational administration at the institutional level: (a) Deciding the purposes of the institution or school, (b) Planning for academic or curricular and cocurricular activities, (c) Preparing the time table and the time schedules for various activities, (d) Assigning duties and responsibilities to the staff members, (e) Organizing curricular and co-curricular programmes, (f) Directing and motivating the staff of the institution, (g) Coordinating by efforts of people to achieve the purpose. h. Exercising control over the staff, (i) Conducting periodical reviews about the progress, achievements and failures of the institution, (j) Taking measures for staff development, (k) Maintaining order and discipline, (l) Management of materials, (m) Management of finance, (n) Maintaining records and registers up to date, (o) Maintaining human relationships, (p) Supervision of the work of teachers and other employees, (q) Giving feedback to the teachers performing well and taking remedial measures for teachers not performing well.

School administration takes two forms. The external and internal administration. The external is handled by the ministries, agencies and parastates of the federal or states government in terms of formulating policies, planning and making laws while the internal is handled by the school administrators appointed by the government to manage the institutions (Ogunode, 2021).

Economics administration refers to the application of Economics programme resources to realize the objectives of the Economics programme. Economics administration is the arrangement of human and materials resources of Economics programme to achieve the programme of the Economics goals and objectives. For effective administration of Economics programme, the following resources are required: adequate funding, adequate professional Economics teachers, adequate infrastructural facilities, adequate Economics instructional materials, effective supervision, effective planning and administration etc.

### 3. Problems facing administration of Economics Programme in Nigerian Public Secondary Schools

There are many problems facing the administration of Economics programme in the Nigerian public Secondary Schools in Nigeria. Some of the problems include: inadequate funding, shortage of professional Economics teachers, inadequate instructional materials, inadequate infrastructural facilities, poor capacity development programme of Economics teachers, brain-drain and poor supervision of Economics programme.

#### 3.1 Inadequate Funding

Inadequate funding is a very big problem facing the administration of Economics programme at the Nigerian public Secondary Schools. The budgetary allocation for the administration of Economics programme at the school is not adequate. The inadequate funding of the programme is affecting the implementation. Many human and materials resources needed for the administration of the programme at the secondary school is not available due to poor funding of the programme. This submission is in agreement with Ogunode & Isaac (2021) who noted that inadequate funding of Economics programme, inadequate Economics lecturers, and shortage of infrastructural facilities in Economics, institutional corruption, unstable academic calendar, poor staff development and brain-drain are the challenges facing the administration of Economics programme in the Nigerian higher institutions.

#### 3.2 Shortage of Professional Economics Teachers

For effective administration of Economics programme to take place in the Secondary schools, there is need for adequate professional Economics teachers. It is unfortunate that majorities of public Secondary School in the country do not have adequate professional Economics teachers that will handle the teaching of Economics programme. The inadequate professional Economics teachers is affecting the administration of the Economics programme in the Nigerian public secondary schools. Idoko & Emmanuel (2015) about teachers' effectiveness in teaching Economics. Teachers, as the pillars of an education system are expected to be resourceful as a strategy for effecting teaching in Nigerian schools and colleges. The result shows that teacher's strategies and methods of teaching economics in the secondary schools in the study area was inadequate due to lower educational qualification, lack of motivation in terms of remuneration and fringe benefit, the lack of teacher's recognition and cognitive experience. Gbemisola, Motunrayo Ojo, Vusy & Nkoyane (2016) did a study on factors affecting effecting teaching and learning of Economics in Senior Secondary Schools in Ogbomoso North Local government (ONLG) area of Oyo State, Nigeria. The study revealed that high number of Economics students (5,864) as against 26 teachers in nine (9) public schools under study. This gives a very high teacher – student ratio of 1:225. The findings also showed that there is lack of teaching aids, library facilities and where available, recent and relevant textbooks of Economics may not be found. They went further to observed that the number of Economics teachers being employed in these schools are not enough, for example, Nurudeen Comprehensive High School has only one Economics teacher with a student population of about 686 (SS I, SS II and SS III).

### 3.3 Inadequate Instructional Materials

Inadequate instructional materials is another big challenge preventing effective administration of Economics programme in the Nigerian public Secondary Schools. Instructional materials are resources use in the educational institutions to aid teaching and learning. Instructional materials are essential for delivering of lesson. Noun (2006) observed that the teaching of Economics in Nigeria is characterized by many inadequacies. Nigerian Secondary School teachers of Economics have few materials on the teaching of Economics to work with. For example, audio-visual aids for the teaching of Economics are either not available in sufficient quantity or that what is available is usually inappropriate. With the exception of a few, the Economics textbooks written in Nigeria are badly written, sketchy, and lacking in-depth analysis of the subject, Economics. A study report submitted to national teachers' institute Ebonyi State University study center by Chibueze in (2014) set the objective of identifying the factors influencing the effectiveness of teaching and learning of Economics in higher Secondary Schools in the Izzi local government zone. The findings showed that teaching and learning of Economics in the Secondary Schools are affected by inadequate instructional materials, unqualified Economics teachers, poor method of teaching and poor attitudes and interest of the teachers and students. This is also supported by Chima (2016) who opined that the problems faced by teachers teaching Economics in Nigerian Secondary Schools include: poor academic performance, the program has been haphazardly implemented and treated with levity, lack of adequate instructional materials and poor and ineffective teaching method. Adu (2002) submitted that one of the major problems facing the educational sector today is the inadequacy of instructional material necessary for effective teaching and learning, this incorporates Economics as a subject taught at the Senior Secondary School. The teaching of economics in Nigeria is characterized by many as inadequate. Nigeria Secondary School teachers of economics have few materials on the teaching of economics to work with. For example, audio – visual aid for the teaching of economics are either not available is sufficient quality or what is available is usually inappropriate. The inadequate Economics instructional materials in many public Secondary School is affecting effective administration of Economics programme.

### 3.4 Inadequate Infrastructural Facilities

Inadequate infrastructural facilities is another major problem preventing effective administration of Economics programme in Nigerian public Secondary Schools. Infrastructural facilities refer to administrative blocks, classrooms, tables, chairs, desks, electricity, water, white board, internet facilities, libraries, laboratories etc. Teachers and students need adequate infrastructural facilities to be able to teacher and learn. Infrastructural facilities make teaching and learning interesting, simple and comfortable. Many Economics teachers in Nigerian public Secondary Schools do not have adequate staff office while Economics students do not have adequate classrooms to sit and learn. Gbemisola et.al (2016) did a study that examine the present curriculum of Economics as a subject in some Ogbomosho Senior High Schools and to determine factors affecting effective teaching of Economics in the schools. The study revealed lack of library facilities and high number of Economics students (5,864) as against 26 teachers in nine (9) public schools under study. This gives a very high teacher-student ratio of 1:225. The findings also showed that there one lack of teaching aids, and where available, there is lack of textbooks of Economics. All the schools studied were highly dense resulted into high students' population.

### 3.5 Poor Capacity Development Programme of Economics Teachers

Poor capacity development of Economics teachers is another problem facing the teaching and learning of Economics in some public Secondary Schools in Nigeria. Many Economics teachers in Nigerian public secondary schools are not exposed to training and retraining programme. Noun (2006) also observed that Ministries of Education in the country have not thought it necessary to organize or sponsor refresher courses or workshops or even conferences for Secondary School teachers of Economics. If and when Economics is sufficiently recognized as a Secondary School subject, the various State Ministries of Education should sponsor or organize conferences, workshops and refresher courses for Secondary School teachers of Economics as they have done for other Secondary School subjects such as Nigeria language, history and sciences. A subject which is taught by virtually all schools and offered in the examination by about 90% of all the candidates annually, should have been of special interest not only to principals of secondary schools but also to officers of the ministries.

### 3.6 Brain-Drain

Another problem affecting effective administration of Economics programme in public Secondary Schools is the problem of Brain-drain syndrome. Brain-drain refers to the movement of professional from developing countries to developed countries. It is the situation whereby professionals are moving from one profession, institutions or organization to another profession, institutions or organization where they are better paid and motivated. Many professional Economics teachers are leaving the educational institutions to the Banking sector where they get better salaries and comfortable working environment. The mass movement of Economics teachers to other sector of the Economy is causing shortage of professional economics teachers in the secondary schools across the country. Poor motivation, uncondusive working environment, poor salaries and poor capacity development programme are responsible for the brain-drain in the educational institutions especially in the secondary schools across the Country.

### 3.7 Poor Supervision of Economics Programme

Poor supervision is another problem affecting the teaching and learning of Economics programme in public Secondary School. NOUN (2006) observed that the Ministries of Education in Nigeria show no interest in the subject. There was a time when they appointed subject inspectors such as inspectors of Mathematics or English Language. A survey was undertaken to determine whether inspectors were appointed for Economics by the various State Ministries

of Education. It was found that only three states, Bendel, Rivers and Kwara had inspectors for Economics. However, it was not certain whether they were appointed as inspectors of Economics or they were just Economics graduates who were appointed as inspectors of schools.

### 3.8 Lack of Economics Teachers Association

Lack of Economics teachers' association is another key problem facing the development of Economics programme in Nigeria. Noun (2006) submitted that all Secondary School subjects which are regarded as established and important have associations for example; there are associations for subjects like English language, History, Geography and Sciences. Even the teachers of French in Nigeria are known to have only a few secondary school students yet they have an association. The points highlighted above can be regarded as institutional/professional factors responsible for the low recognition of Economics as a subject.

### 4.0 WAYS FORWARD

The forward for the effective administration of Economics programme administration include: increase in the funding of Economics programme, employment of more professional Economics teachers, provision of Economics instructional materials, provision of more infrastructural facilities for both Economics teachers and Students, ensure effective capacity development programme for Economics teachers, motivate the Economics teachers, form Economics teachers association and effective supervision of the Economics programme should be ensured in all public secondary school across the country.

1. The government should increase the funding of Economics programme in all the public secondary schools in Nigeria.
2. The government should employ more professional Economics teachers and deploy them to public secondary schools where their services are urgently needed.
3. More Economics instructional materials should be supply to all public secondary school across the country.
4. The government should be provide more infrastructural facilities in all the public secondary schools in the Country.
5. The government should ensure that Economics teachers are exposed to training and retraining programme to improve their knowledge and teaching methods.
6. Economics teachers should be motivated by increasing their salaries.
7. Economics teachers in Nigeria should form an association where issues concerning Economics programme can be discussed and ways of developing the programme suggested.
8. Economics programme should be supervised by the respective institutions in charge of Economics supervision

### CONCLUSION

This article discussed the problem facing the administration of Economics programme in the Nigerian public Secondary schools. The article identified inadequate funding, shortage of professional Economics teachers, inadequate instructional materials, inadequate infrastructural facilities, poor capacity development programme of Economics teachers, brain-drain and poor supervision of Economics programme. To solve these problems, the researchers recommended the following: increase in the funding of Economics programme, employment of more professional Economics teachers, provision of Economics instructional materials, provision of more infrastructural facilities for both Economics teachers and Students, ensure effective capacity development programme for Economics teachers, motivate the Economics teachers, form Economics teachers association and effective supervision of the Economics programme should be ensured in all public secondary school across the country.

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