
Evaluation of Factors Responsible For Shortage of Economics Teachers in Public Secondary School in Fct, Nigeria

Dr. Akin-Ibidiran T. Yemi

tunrayoyemi@yahoo.com

Ogunode N., J.

ogunodecob@gmail.com

Ibidiran John Akinbusoye

ibidiranakinbusoye@gmail.com

Annotation: The study investigated the factors responsible for shortage of Economics teachers in Federal Capital Territory, Abuja. Descriptive survey research design was used for the study and the sample was 60 respondents selected from thirty public Secondary Schools in FCT. Simple random technique was employed to select the sample of the study. A self-structured questionnaire titled: Factors Responsible of Shortage of Economics Teachers Questionnaire (FRSETQ) was used to gather data from respondents. The questionnaire adopted was a modified four (4) pointslikert-type rating scale of strongly agree = 4 (SA), Agree = 3 (A), Disagree = 2 (D) and Strongly Disagree = 1 (SD). To ensure content validity, a pilot test was carried out. 20 respondents were administered the instrument to whom did not participate in the main study. The result of the test was calculated using the Law she Content Validity Index. CRV of 0.86 was obtained, which proves the validity of the instrument. All copies of the questionnaire were administered by the researcher's assistant in the public Secondary Schools selected for the study. Mean and standard deviation were used to analysis the data collected from the study. The study discovered that 1. Factors responsible for shortage of Economics teachers are inadequate funding of Economics programmed, lack of strategic planning on manpower, poor motivation of teachers, corruption, limited higher institutions offering Economics and poor condition of service. 2. The effects of shortage of Economics teachers on the academic performance of secondary school students in FCT are poor academic performance, high students-teachers ratio, low productivities of the teachers, and heavy workload on the teachers and poor job satisfaction. Based on the findings, the followings were recommended: 1. Government should increase the funding of Economic Programmed in the country especially in Federal Capital Territory, Abuja. 2. The government should design national manpower strategic document to guide the production of teachers in the country especially for Economics programmed etc.

Key words: Causes, Shortage, Economics, Public, Secondary School.

1. Introduction

Economics programme is one of the programmes 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).

Economics programme that is offered in the Nigerian Public Secondary Schools is faced with many challenges. Shortage of professional Economics teachers has been identified as major problems facing the programme by different researchers. For instance, Akin-Ibidiran, Ogunode, & Ibidiran, (2021) submitted that 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, inadequate instructional materials, inadequate infrastructural facilities, poor capacity development programme of Economics teachers, brain-drain, poor supervision of Economics programme and shortage of professional Economics teachers.

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). Also, Ogunode N, J & Isaac S, P. (2021) opined that inadequate Economics lecturers is another major challenge for the administration and management of Economic programme in many Economics departments in the Nigerian universities. Another challenge facing the teaching and learning of economics education according to Ogunode & Musa (2021) is the shortage of professional lecturers who specialized in it.

Ifeanyi, (2018) also investigated factors affecting the effective study of Economics in Oshimili North Local Government Area of Delta state. The findings show that teaching and learning of Economics in the Secondary Schools are affected by unqualified economics teachers, poor method of teaching, inadequate instructional materials and attitudes and interest of the teachers and students. Also, Ifeanyi, (2018) cited Noah (2011), who observed that in the scare input on economics teaching are teachers, the ability to teach, and the desire to teach. According to Sotonwa (1988), the real problem of maintaining standard of teaching and learning economics in the school is that competent and qualified teachers are more or less not available. In the secondary schools, competent teachers are not recruited enough to teach.

Mark (2017) submitted that the problem of shortage of professional Economics teachers affect the implementation of Economics programmer in Secondary School across the country.

Statement of the Problem

Economics teachers are very potential for the realization of Economics programme objectives in the Secondary Schools. However, where Economics teachers are inadequate, the teaching and

learning process becomes difficult. The goals and objectives of Economics programme in the Secondary School may not be achieved under shortage of Economics teachers. Information from school principals and head of department in public Secondary Schools indicated that most public Senior Secondary Schools in FCT do not have adequate professional Economics teachers. Effective teaching and learning under this situation cannot be achieved. It is against this background that this study aimed to investigate the factors responsible for shortage of Economic teachers in FCT public Secondary Schools.

Purpose of the Study

The main purpose of the study is to ascertain factors responsible of shortage of Economics teachers in Federal Capital Territory, Abuja,, Nigeria

Specifically, this study sought to find out:

1. The causes of shortage of Economics teachers in FCT;
2. The effects of shortage of Economics teachers on the academic performance of students in FCT.

Research Questions

The following are the questions formulated for the study:

1. What are the causes of shortage of Economics teachers in FCT?
2. What are the effects of shortage of Economics teachers on the academic performance of students in FCT?

Methods

The objective of the study was to ascertain factors responsible of shortage of Economics teachers in Federal Capital Territory, Abuja, Nigeria. Descriptive survey research design was used for the study and the sample was 60 respondents selected from thirty public secondary schools in FCT. Simple random technique was employed to select the sample of the study. A self-structured questionnaire titled: Factors Responsible of Shortage of Economics Teachers Questionnaire (FRSETQ) was used to gather data from respondents. The questionnaire adopted was a modified likert type four (4) point rating scale of strongly agree = 4 (SA), Agree = 3 (A), Disagree = 2 (D) and Strongly Disagree = 1 (SD). The instrument was subjected to content and face validity by experts in the Department of Educational Foundations, NassarawaState University****. The instrument was given to two specialists in Educational Management for validation. Their corrections formed the basis of the final instrument used for the main study. To ensure content validity, a pilot test was carried out by administering the instrument to 20 respondents who did not participate in the main study. The test was calculated using the Lawshe Content Validity Index. CRV of 0.82 was obtained, which proves the validity of the instrument. All copies of the questionnaire were administered by the researcher assistant in the public secondary schools selected for the study. Mean and standard deviation were used to analysis the data collected from the study.

Data Presentation

Research Question One:

What are the causes of shortage of Economics teachers in FCT?

Table 1 The following are causes of shortage of Economics teachers in FCT**S/N Statement SA SD MEAN**

-
1. Inadequate funding of Economics programme 42 18 2.70
 2. Lack of strategic planning on manpower 53 7 2.76
 3. Corruption 44 16 2.69
 4. Poor Motivation of teachers 58 2 2.98
 5. Limited higher institutions offering Economics 38 28 2.59
 6. Poor condition of service 55 52.83

Grand Mean 2.7**Source:** Research Survey, 2022

Table 1 revealed the opinion of Economics teachers on research question one; the 6-item questionnaire were agreed upon with means (\bar{x}), ranging from 2.70, 2.76, 2.69, 2.98, 2.59 to 2.83. The grand mean ($\bar{g\bar{x}}$) was 2.78 which denotes that the respondents agreed with the notion that factors responsible for shortage of Economics teachers are inadequate funding of Economics programme, lack of strategic planning on manpower, poor motivation of teachers, corruption, limited higher institutions offering Economics and poor condition of service in FCT, Nigeria.

Research Question Two:

What are the causes of shortage of Economics teachers in FCT?

Table 2 The following are effects of shortage of Economics teachers on the academic performance of secondary school students in FCT**S/N Statement SA SA MEAN**

-
1. Leads to poor academic performance 49 11 2.62
 2. High students-teachers ratio 55 5 2.73
 3. Low productivities of the teachers 51 9 2.68
 4. Heavy workload on the teachers 56 4 2.77
 5. Poor job satisfaction 50 10 2.65

Grand Mean 2.69**Source:** Research Survey, 2022

Table 2 revealed the opinion of Economics teachers on research question one; the 5-item questionnaire were agreed upon with means (\bar{x}), ranging from 2.62, 2.73, 2.68, 2.77 to 2.65. The grand mean ($\bar{g\bar{x}}$) was 2.69, which indicates that the respondents agreed that the effects of shortage of Economics teachers on the academic performance of secondary school students in FCT are poor academic performance, high students-teachers ratio, low productivities of the teachers, heavy workload on the teachers and poor job satisfaction in FCT, Nigeria.

Discussion

The result collected from research question one shows that the causes of shortage of Economics teachers in FCT public Secondary Schools include inadequate funding of Economics programme, lack of strategic planning on manpower, poor motivation of teachers, corruption, limited higher institutions offering Economics and poor condition of services. This result is in line with the submission of Ogunode & Paul (2021) who identified inadequate funding, limited teacher education institutions, corruption, lack of manpower planning, brain-drain and poor motivation were identified as the factors responsible for shortage of professional teachers in the Nigerian educational institutions. Also, Ahmed, Olamoyegun, Ajemba & Ogunode (2022) submitted that factors responsible for shortage of professional science teachers inadequate funding of science education, lack of strategic plans on manpower Development, poor motivation, Brain-drain, political influence, corruption and limited teacher education institutions.

Also, result obtained from research question two revealed that the effects of shortage of Economics teachers on public Secondary Schools include poor academic performance, high students-teachers ratio, low productivities of the teachers, heavy workload on the teachers and poor job satisfaction.

Conclusion

The study concludes that

1. Factors responsible for shortage of Economics teachers are inadequate funding of Economics programme, lack of strategic planning on manpower, poor motivation of teachers, corruption, limited higher institutions offering Economics and poor condition of service.
2. The effects of shortage of Economics teachers on the academic performance of secondary school students in FCT are poor academic performance, high students-teachers ratio, low productivities of the teachers, and heavy workload on the teachers and poor job satisfaction.

Recommendation

Based on these findings; the following were recommended:

1. Government should increase the funding of Economics Programme in the country especially in Federal Capital Territory, Abuja
2. The government should design national manpower strategic document to guide the production of teachers in the country.
3. The salaries of Economics teachers should be increase and more welfare packages should be given them to preventing them from leaving the educational sectors to work in other institutions.
4. More teacher higher institutions should be directed to establish Economics programme. This will help to increase the production of Economics teachers.

References

1. Akin-Ibidiran T. Y., Ogunode, N. J., & Ibidiran J., A (2021). Administration Of Economics Programme In Nigerian Secondary Schools: Problems and Solution. *European Journal of Humanities and Educational Advancements (EJHEA)* 2 (6), 77-82
2. Ahmed., F. M., Olamoyegun, S. O., Ajemba H., E, & Ogunode, N. J.(2022). Shortage of Science Teachers in Nigerian Educational Institutions: Causes and Way Forward. *European Journal Of Life Safety And Stability (EJLSS)* (13), 12-18
3. Adu, E.O., Galloway, G., & Olaoye, O. (2014). Teachers' characteristics and students' attitude towards economics in secondary schools: Students' perspectives. *Mediterranean Journal of Social Sciences*, 5(16), 455-462.
4. Adu, E. O. (2012). Two Problem Based Learning Strategies for Teaching Economics. *LAMBERT Academic Publishing. ISBN 978-3-659-13539-0*
5. Gbadamosi, T.V & Jegede, A. F (2015). Teacher-Related Factors as Correlates of Secondary School Students' Achievement in Economics, Ekiti State, Nigeria. *Et Voix*, 21:424- 437.
6. Gbemisola Motunrayo Ojo Vusy Nkoyane (2016). Factors Affecting Effective Teaching and Learning of Economics in Some Ogbomosho High Schools, Oyo State, Nigeria. *Journal of Education and Practice*, Vol.7, No.28, p115-124
7. Ifeanyi, O. D (2018). Factors Affecting Teaching and Learning Of Economics in Secondary Schools In Oshimili North Local Government Area, Delta State.
8. Mark, N. (2017), *Principles of Economics: Meaning scope, objectives and Nature of Economics*, Delta State University, Lecture Note.
9. National Open University of Nigeria (2006). *Economics methods*, Abuja: National Open University of Nigeria. 11.

10. Ogunode N, J & Isaac S, P. (2021). Administration Economics Programme in Nigerian Universities: Problem And Suggestion. *European Journal of Humanities and Educational Advancements (EJHEA)*. Vol. 2 No. 2, p:1-9
11. Ogunode N. J. & Paul S.A. (2021). Shortage of Professional Teachers in Nigerian Educational Institutions and the way Forward. *Journal of Ethics and Diversity in International Communication* 1(4), 9-19
12. Ogunode, N., J. & Musa, A. (2020). Challenges facing the teaching and learning of economic education in Nigerian higher education institutions and the ways forward. *Intercathedra* 2(43), 41–49. <http://dx.doi.org/10.17306/J.INTERCATHEDRA.2020.00097>
13. Obemeata, J.O. (1980). Pupil's perspective of the purpose of economics education in Nigeria Secondary grammar schools. *West African Journal of Education*. 21 {2} 113-121.
14. Obemeata, J.O. (1991). Effective Teaching of Economic in Senior Secondary School. *West African Journal of Education*. 1[1].9-13