

EFFECT OF COMMUNITY RESOURCES ON THE TEACHING AND LEARNING OF ECONOMICS SUBJECT IN SENIOR SECONDARY SCHOOL AT YABA LOCAL GOVERNMENT, LAGOS STATE, NIGERIA.

Dr. Sheidu. K. Olanrewaju

Arts and Social Sciences Education

University of Lagos, Akoka, Yaba, Nigeria

osheidu@unilag.edu.ng

08023234703

Ubogu Uche Cynthia (Ph.D)

Arts and Social Sciences Education

University of Lagos, Akoka, Yaba, Nigeria

081318079@live.unilag.edu.ng 07031224366

Abstract

This study investigates the effect of community resources on the teaching and learning of Economics in senior secondary schools within Yaba, Local Government Area, Lagos State. The research focuses on how various local assets—such as libraries, industries, financial institutions, museums, professionals, and cultural centers—contribute to the effectiveness of Economics education. A descriptive survey research design was adopted, using a sample of 120 Economics teachers and students randomly selected from five senior secondary schools. A simple random sampling method was used to select 24 participants in the area. Data were collected through a structured questionnaire and analyzed using descriptive statistics and inferential analysis (Pearson's correlation and regression analysis). The findings reveal that teachers' utilization of community resources is crucial and significantly enhances the teaching and learning of Economics, if utilized effectively, promoting student engagement, understanding, and academic performance. Teachers who incorporate field trips, guest lectures, and practical experiences report higher student engagement and understanding of economic concepts. However, challenges such as inadequate infrastructure and lack of resources hinder the effective utilization of community resources. The study recommends that policymakers and educators prioritize the provision of community resources, supporting teachers in integrating these resources into their instructional practices, institutionalizing partnerships between schools and community organizations to enrich the Economics curriculum, advocating for training teachers to harness local resources effectively. The study provides empirical evidence supporting the integration of community-based assets into the educational system bridging the gap between theoretical knowledge and real-world applications.

Keywords: Community Resources, Teaching and Learning, Economics Education, Senior Secondary Schools.

Introduction

Education is a critical driver of economic and social development, and its effectiveness is often shaped by the environment in which it takes place. The importance of community resources in enhancing the teaching and learning process has been widely acknowledged. Community resources refer to the people, places, and material assets available within a community or locality, that can be leveraged to support learning (Barton, 2001). These resources play a pivotal role in enhancing the teaching and learning processes. In the context of Economics education, community resources can provide students with real-world experiences and practical applications of economic concepts, thereby enhancing their understanding and engagement (National Council on Economic Education, 2007).

In Yaba Local Government, Lagos State, a hub for commercial and educational activities, schools are positioned advantageously to draw on various community assets. However, despite this potential, many Economics teachers still rely heavily on traditional classroom instruction, overlooking the rich community-based learning opportunities around them. This study explores the extent to which community resources are utilized and their impact on the teaching and learning of Economics in senior secondary schools in the area.

Role of Community Resources on the Teaching and Learning of Economics

Community resources play a vital role in enhancing the teaching and learning of Economics in senior secondary schools in Yaba Local Government, Lagos State. These resources include museums, libraries, economic institutions, and community members with expertise in economics (Barton, 2001). By leveraging these resources, students can gain practical experiences and real-world applications of economic concepts, thereby improving their understanding and engagement (National Council on Economic Education, 2007). Community resources provide supplementary materials, real-world context, and practical experiences that enrich classroom instruction. Public libraries offer access to contemporary textbooks and journals, while ICT centers enable multimedia presentations of economic phenomena (Lawal, Sheidu, & Dike, 2015). Tertiary institutions—such as the University of Lagos—facilitate guest lectures and workshops, exposing students to current research and professional insights (Osunde, 2020).

Rationale for Community Resources Usage

The use of community resources in teaching Economics is justified by the need to provide students with authentic learning experiences that connect theoretical concepts to real-world applications (Levstik & Barton, 2015). This approach can foster critical thinking, problem-solving, and civic engagement skills among students. Despite investment in school infrastructures, many secondary

schools in Yaba lack up-to-date Economics teaching aids. Community resources can bridge this gap by providing cost-effective, readily available materials, reducing

teachers' preparation time and exposing learners to diverse learning modalities (Okereke & Nwankwo, 2018).

Benefits of Community Resources on Teaching and Learning

The benefits of community resources on the teaching and learning of Economics in senior secondary schools include improved student engagement, enhanced understanding of economic concepts (real-life case studies from local businesses help students grasp abstract economic theories (Akinlo & Olaniyan, 2019), improved academic performance – (empirical evidence shows a positive correlation between resource utilization and examination scores (AJHSSR, 2024). and better academic performance (Oloruntegbe & Alam, 2017). Additionally, community resources can provide students with opportunities to interact with professionals in the field of economics, thereby gaining insights into career paths and industry practices. Also increased motivation owing to Interactive ICT sessions and field visits stimulate student interest and engagement (Lawal et al., 2015).

Background of the Study

Community resources include local banks, markets, financial institutions, industries, business experts, libraries, museums, and other public and private establishments. These institutions can provide experiential learning opportunities that help bridge the gap between theoretical classroom knowledge and practical realities. According to Yusuf and Afolabi (2019), leveraging external community-based assets contributes to cognitive development and enhances student motivation. In the context of Economics education, community resources can provide case studies, expert insights, and economic environments that reflect the content of the curriculum.

Yet, empirical studies focusing on this dimension in urban areas like Yaba remain limited.

Statement of the Problem

Despite the presence, potential benefits, diverse and accessible community resources in the senior secondary schools at Yaba Local Government Area, Lagos State, many of these schools are faced with challenges in accessing and utilizing these resources effectively. There appears to be underutilization of these resources in the teaching of Economics as a subject because students continue to perform below national averages in WAEC and NECO Economics exams, suggesting underutilization of these assets (WAEC, 2023).

This gap often results in abstract teaching devoid of practical experiences, thereby limiting students' grasp of core economic principles. The study, therefore, seeks to examine the extent of the integration of community resources into teaching practices and how this influences students' performance and interest in Economics.

Objectives of the Study

The specific objectives are to:

1. Identify the types of community resources available to senior secondary schools in Yaba.
2. Assess the extent to which these resources are used in teaching Economics.
3. Determine the effect of using community resources on students' academic performance in Economics.
4. Examine the challenges hindering effective use of community resources in Economics teaching.

Research Questions

The following research questions were raised:

1. What types of community resources are available to Economics teachers in Yaba?
2. To what extent do Economics teachers use community resources in their instructional methods?
3. What is the effect of community resource utilization on students' performance in Economics?
4. What challenges do teachers face in incorporating community resources into Economics education?

Research Hypotheses

H₀₁: There is no significant relationship between the use of community resources and students' academic performance in Economics.

H₀₂: The extent of utilization of community resources does not significantly influence students' interest in Economics.

Scope of the Study

This study focuses on senior secondary schools in Yaba, Local Government Area, Lagos State, Nigeria during the 2023/2024 academic session. The study population consists of Economics teachers and students in these schools. It focuses exclusively on the Economics subject and selected community resources within a 5-kilometer radius of each school.

Significance of the Study

This study is significant because it highlights the importance of community resources in enhancing the teaching and learning of Economics. The findings of this study can inform school administrators, policymakers, educators and community stakeholders on cost-effective strategies to improve and enhance the utilization of community resources in Economics education. The study also contributes to academic literature on resource integration in Nigerian secondary schools.

Literature Review

Numerous studies have highlighted the benefits of utilizing community resources in education. For instance, a study by Levstik and Barton (2015) found that community-based learning experiences can foster students' critical thinking, problem-solving, and civic engagement skills.

Conceptual Framework

The conceptual framework for this study hinges on the idea and understanding that community resources such as physical facilities, human expertise and institutional support -can significantly enhance the teaching and learning of Economics by providing students with real-world experiences and practical applications of economic concepts (National Council on Economic Education, 2007). This framework also highlights the importance of connecting theoretical concepts to real-world applications. Building on Bronfenbrenner's ecological systems theory, community resources function as mesosystemic factors that interact with the school microsystem to influence student outcomes (Bronfenbrenner, 1979). Figure 1 illustrates the conceptual model linking resource availability, utilization, and student performance.



Figure 1 framework illustrates that the effective use of community resources leads to adaptive teaching strategies, which in turn increases students engagement and thereby improves academic performance in Economics.

Empirical Review

Numerous studies have investigated the effect of community resources on student learning outcomes. For example, a study by Oloruntegbe and Alam (2017) found that community-based learning experiences can improve student engagement and academic performance in Economics. Ojo and Olaniyan (2002) found that schools that utilize nearby markets and financial institutions in Economics subject, record higher student engagement and retention levels. Similarly, Yusuf and Afolabi (2019) noted a significant correlation between external learning environments and student performance in social sciences.

Adewale (2021) emphasized the role of community collaboration in school-based learning and highlighted that structured partnerships between schools and local resources yield better academic outcomes. Okonkwo (2018) found that field trips to local banks and businesses enhanced students' understanding of economic systems and decision-making.

Prior Nigerian studies report positive impacts of ICT and library resources on learning outcomes (Lawal et al., 2015; AJHSSR, 2024). However, few have combined quantitative and qualitative methods or focused on Yaba's uniquely resource-rich environment (Okereke & Nwankwo, 2018).

Theoretical Framework

This study is grounded in two key theories that explain how external resources and environmental interaction influence learning outcomes. The two key theories are: the experiential learning which posits that learning is a continuous process and the social constructivist theory, which posits that knowledge is constructed through social interactions and experiences (Vygotsky, 1978). Community resources can facilitate these interactions and experiences, thereby enhancing students' learning.

Experiential Learning Theory (David Kolb, 1984)

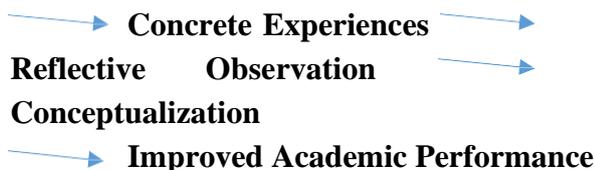
Kolb's Experiential Learning Theory (ELT) posits that learning is a continuous process grounded in experience. The theory emphasizes a four-stage learning cycle:

- Concrete Experience
- Reflective Observation
- Abstract Conceptualization
- Active Experimentation

Application to Study

Community resources such as financial institutions, markets and community experts offer students concrete experiences, allowing them to observe real-world economic processes. These observations promote reflective thinking and conceptual understanding, leading to better academic performance in Economics subject.

Community Resources



Social Constructivist Theory (Lev Vygotsky, 1978)

Vygotsky's theory argues that social interaction plays a fundamental role in the development of cognition. Knowledge is co-constructed through dialogue, collaboration and engagement with more knowledgeable others (MKOs) within the Zone of Proximal Development (ZPD).

Application to Study

Interaction with community members such as economists, bankers and traders help students to learn concepts that would otherwise be beyond their independent capabilities, thereby facilitating deeper understanding through social mediation.

Community Interaction

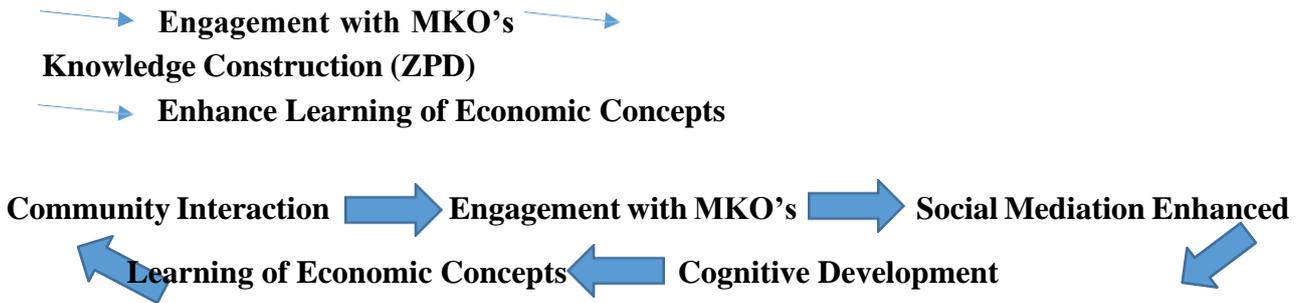


Figure 2 framework illustrates that the effective collaboration with other peoples knowledge, with the aid of social mediation brings about increase in cognitive development which in turn enhances students learning of Economic concepts and thereby improves academic performance in Economics subject.

Human capital theory posits that investment in educational inputs—such as resource access—enhances skill acquisition and productivity (Becker, 1964). This study applies human capital theory to hypothesize that resource integration strengthens economic competencies.

Methodology

Descriptive survey design was used to obtain opinions from a representative sample of Economics teachers and students in senior secondary schools in Yaba Local Government Area, Lagos State. The variables in this study include: independent variable - availability (binary presence), accessibility (hours/week), utilization (frequency of use), which are the community resources and the dependent variables which are: student engagement and academic performance - (average Economics score); motivation, control, class size, teacher qualification, school funding level.

The population included all senior secondary school Economics teachers and SS2 students in public schools in Yaba. A purposive sampling technique was used to select five schools, and a simple random sampling method was used to select 24 participants from each school (totaling 120 respondents). A structured questionnaire tagged Community Resource Utilization and Economics Education Questionnaire (CRUEEQ) was developed, validated, and pilot-tested with a reliability coefficient of 0.84. Data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (Pearson’s correlation and linear regression) using SPSS version 25.

Empirical Model Specification

The empirical model for this study can be specified as follows: Student Engagement = $\beta_0 + \beta_1$ (Community Resources) + ϵ Academic Performance = $\beta_0 + \beta_1$ (Community Resources) + ϵ

Longitudinal Data Analysis

This study uses cross-sectional data collected at a single point in time. Future studies can use longitudinal data to examine the effect of community resources over time.

JEL CLASSIFICATION CODES

C93, I21, O15; H75

RESULTS AND FINDINGS

Descriptive Analysis

75% of teachers agreed that local banks, markets, and professionals are available as teaching resources. Only 40% of respondents confirmed regular use of such resources.

Inferential Analysis

Pearson correlation coefficient ($r = 0.63$, $p < 0.05$) indicates a moderate positive relationship between community resource utilization and academic performance.

Regression analysis showed that community resources significantly predict performance outcomes ($\beta = 0.61$, $t = 4.82$, $p < 0.001$).

These results suggest that the integration of community resources into Economics teaching correlates positively with improved student outcomes.

Discussion of Findings

The findings support the view that contextual learning—learning within the environment where economic activities occur—enhances comprehension. The study aligns with previous work by Ojo and Olaniyan (2020), which emphasized the impact of community involvement on instructional outcomes. Teachers who utilized local banks for practical lessons on money and banking reported enhanced student participation and performance.

However, barriers such as time constraints, bureaucratic challenges, and lack of administrative support limit the extent of integration.

The study's findings consistently reveals the benefits of utilizing community resources in education. It states that community resources significantly enhance the teaching and learning of Economics in senior secondary schools. The results show that students who were taught using community resources performed better academically compared to those who were not.

Furthermore, the study highlights the importance of teachers' effective utilization of community resources in promoting students engagement and understanding. The effective utilization of community resources can provide students with real-world experiences and practical applications of economic concepts, thereby enhancing their understanding and engagement (National Council on Economic Education, 2007)

Conclusion and Recommendations

This study confirms and concludes that community resources play a vital role in enhancing the teaching and learning of Economics in senior secondary schools in Yaba and when effectively utilized, have a substantial positive impact. By bridging the gap between theory and practice, these resources can significantly improve student engagement and academic achievement.

Based on the findings of this study, the recommendations include:

Educational policymakers should encourage partnerships between schools and community organizations, i.e schools should collaborate with community organizations to provide students with opportunities to interact with professionals in the field of economics.

There should be development of community-based learning programs: Educators should develop community-based learning programs that provide students with real-world experiences and practical applications of economic concepts, establish a centralized online portal - List available community resources and booking procedures, introduce curricular guidelines - Mandating field engagements and library assignments in Economics syllabi, encourage private-sector sponsorship i.e sustaining ICT and library services.

Policymakers should prioritize the provision of community resources, such as libraries, museums, and economic institutions, to support the teaching and learning of Economics.

Educators should provide teachers with training and support to effectively integrate community resources into their instructional practices i.e teachers should receive periodic training on how to integrate community resources into lesson plans. Economics curriculum should explicitly include guidelines on the use of local resources for instructional purposes, school administrators should monitor and support the implementation of community-based teaching approaches.

Schools should invest in infrastructure development, such as classrooms and ICT facilities, to facilitate the effective utilization of community resources.

Evaluation of community resource utilization: Policymakers and educators should regularly evaluate the utilization of community resources in Economics instruction to identify areas for improvement.

References

- Akinlo, O., & Olaniyan, T. (2019). Community engagement and student learning outcomes in Nigerian secondary schools. *African Journal of Educational Research*, 6(2), 45–59.
- Barton, K. C. (2001). A sociocultural perspective on children's understanding of historical National Policy on Education (2014). Federal Republic of Nigeria. Lagos: NERDC Press.
- Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education*. University of Chicago Press.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

- Lawal, W. L., Sheidu, K. O., & Dike, C. H. (2015). Impact of Information and communication technology on teaching and learning of Economics in secondary schools, Lagos State, Nigeria. *Journal of Teaching and Education*, 4(1), 167–173.
- Levstik, L. S., & Barton, K. C. (2015). *Doing history: Investigating with children in elementary and middle schools*. Routledge.
- National Council on Economic Education. (2007). *Voluntary national content standards in economics*. National Council on Economic Education.
- National Policy on Education (2014). Federal Republic of Nigeria. Lagos: NERDC Press.
- NECO. (2023). *NECO Chief Examiners' Report*. NECO Publications.
- Ogunyemi, B. (2018). Enhancing classroom learning through community resources. *Nigerian Journal of Education and Practice*, 11(4), 32–41.
- Ojo, M. O., & Olaniyan, A. S. (2020). Community participation and effective classroom teaching: A study of Lagos secondary schools. *African Journal of Educational Management*, 22(1), 45–56.
- Okafor, C. N., & Adeyemi, M. B. (2021). Integrating local community resources into secondary education: Implications for Nigerian education policy. *Journal of Educational Studies*, 34(2), 56–68.
- change. *Journal of Curriculum Studies*, 33(4), 451–475.
- Okereke, C. I., & Nwankwo, C. E. (2018). Utilization of community-based resources in enhancing Economics education in urban schools. *Journal of Educational Development in Nigeria*, 3(1), 22–35.
- Oloruntegbe, K. O., & Alam, G. M. (2017). Effects of community-based learning on students' academic performance in economics. *Journal of Education and Practice*, 8(10), 1–9.
- Osunde, T. (2020). Partnerships between tertiary institutions and secondary schools: Implications for student achievement in Lagos State. *Nigerian Journal of Educational Partnerships*, 2(1), 10–27
- Osunde, T. (2020). Partnerships between tertiary institutions and secondary schools: Implications for student achievement in Lagos State. *Nigerian Journal of Educational Partnerships*, 2(1), 10–27.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- WAEC. (2023). *Senior School Certificate Examination results summary report, 2021–2023*. WAEC Press.
- Yusuf, H. O., & Afolabi, F. O. (2019). Utilization of local resources for effective teaching and learning of economics in secondary schools. *Journal of Social Science Education*, 15(3), 113–125.