



ADEQUATE FUNDING AND EFFECTIVE IMPLEMENTATION OF ECONOMICS PROGRAMMES IN NIGERIAN SECONDARY SCHOOLS

By

Dr. Ijeoma Blessing Unachukwu

Department of Economics Education

Federal College of Education (Technical), Umuunze Anambra state.

ijeoma.unachukwu@fcetumunze.edu.ng

Abstract

The teaching and learning of Economics in Nigerian secondary schools is critical for developing students' understanding of economic principles, decision-making skills, and preparedness for higher education and national development. However, inadequate funding has historically constrained the effective implementation of Economics programmes, resulting in insufficient teaching materials, limited teacher training, and poor student performance. This study examines the importance of adequate funding for Economics programmes in secondary schools, highlighting its benefits for curriculum delivery, instructional quality, teacher professional development, and student engagement. The paper argues that proper financial investment ensures availability of teaching resources, supports capacity building for teachers, promotes technology integration, and enhances overall learning outcomes. The findings underscore the need for sustained government and institutional support to strengthen Economics education and improve academic performance in Nigerian secondary schools.

Keywords: Adequate Funding, Economic programme, Implementation

1.0 Introduction

Economics education plays a crucial role in equipping students with the knowledge and skills necessary to understand and analyze economic issues, make informed decisions, and participate effectively in the socio-economic development of the nation. In Nigerian secondary schools, the effective implementation of Economics programmes is essential for achieving these objectives. Implementation involves delivering the prescribed curriculum, using appropriate teaching strategies, providing adequate instructional materials, and evaluating student performance in line with set educational standards.

However, the successful execution of Economics programmes is highly dependent on adequate funding. Funding ensures the provision of essential teaching and learning resources, teacher



training, laboratory materials, instructional technology, and other facilities that support effective teaching. In many Nigerian secondary schools, inadequate funding has led to poor instructional quality, insufficient teaching materials, overcrowded classrooms, and limited professional development opportunities for Economics teachers. These challenges negatively affect the teaching and learning process, resulting in suboptimal student outcomes and limited comprehension of critical economic concepts.

This study examines the relationship between adequate funding and the effective implementation of Economics programmes in Nigerian secondary schools. It emphasizes the importance of financial investment in curriculum delivery, teacher development, and provision of instructional resources to enhance teaching quality, student engagement, and academic achievement in Economics. Furthermore, it explores the challenges associated with underfunding and provides insights into strategies for ensuring sustainable financing for Economics education in Nigeria.

2.0 Literature Review

2.1 Concept of Adequate Funding

Adequate funding refers to the provision of sufficient financial resources to meet the specific needs of an organization, institution, or programme. In the context of education, adequate funding ensures that schools have enough money to support all aspects of teaching and learning, including the acquisition of instructional materials, teacher salaries, professional development, infrastructure, and technological tools. Adequate funding is essential for the effective implementation of educational programmes because it enables schools to maintain a conducive learning environment, improve teacher competency, provide learning resources, and support innovative teaching methods. Without adequate funding, schools may face shortages of textbooks, instructional materials, classrooms, and teaching personnel, all of which negatively impact students' academic performance and overall educational quality.

2.2 Concept of Economics as a Subject

Economics is a social science subject that studies the production, distribution, and consumption of goods and services. It examines how individuals, organizations, and governments make decisions in the allocation of scarce resources to satisfy unlimited wants. In secondary schools, Economics introduces students to fundamental concepts such as scarcity, choice, opportunity cost, demand and supply, production, consumption, market structures, inflation, and economic development. (Ogunode, 2020; Olayinka, 2016).

The teaching of Economics aims to develop students' analytical and critical thinking skills, enabling them to understand economic problems, interpret data, make informed decisions, and relate economic theories to real-life situations. Economics education also prepares learners to



participate effectively in the economy, understand national and global economic issues, and develop financial literacy for personal and societal benefit (Onyeachu, 2016).

Objectives of Teaching Economics in Secondary Schools

The teaching of economics at the secondary school level is guided by several educational, social, and economic objectives. These objectives according to Van Wyk, (2014); Van Wy (2012).; UniProjects. 2023; include the following:

1. To Develop Economic Literacy

One of the primary objectives of teaching economics is to develop students' understanding of basic economic concepts and principles. Economic literacy enables students to interpret economic information, understand market behavior, and make informed decisions as consumers, workers, and future entrepreneurs.

2. To Foster Critical and Analytical Thinking

Economics encourages logical reasoning and analytical thinking by requiring students to examine cause-and-effect relationships, evaluate alternatives, and assess the consequences of economic decisions. This objective helps students develop problem-solving skills that are applicable both within and outside the classroom.

3. To Promote Informed Citizenship

Teaching economics prepares students to understand public policies, government budgets, taxation, and national development plans. This knowledge equips them to participate responsibly in democratic processes and engage in informed discussions on economic and social issues affecting their country.

4. To Relate Economic Theory to Real-Life Situations

Another key objective is to help students apply economic principles to everyday life. By relating concepts such as demand and supply, inflation, and unemployment to real-world situations, economics teaching makes learning relevant, practical, and meaningful.

5. To Prepare Students for Further Studies

Economics at the secondary school level provides a foundation for advanced studies in economics, business administration, finance, accounting, and related disciplines. It introduces learners to essential concepts and methods that are required for academic progression.



6. To Encourage Entrepreneurial and Productive Skills

Economics education helps students understand production processes, resource allocation, and market opportunities. This objective supports the development of entrepreneurial skills and a positive attitude toward self-employment, innovation, and wealth creation.

7. To Promote Awareness of National and Global Economic Issues

Through the study of economic development, international trade, globalization, and economic challenges, students become aware of both national and global economic realities. This objective broadens their worldview and helps them appreciate the interconnectedness of economies.

8. To Instill Positive Values and Attitudes

Economics teaching also aims to instill values such as rational decision-making, efficiency, accountability, and responsible resource management. These values contribute to personal development and ethical behavior in economic activities.

Adequate funding is indispensable to the successful implementation of Economics programmes in secondary schools. It enhances teaching and learning resources, strengthens teacher capacity, supports curriculum delivery, encourages student participation, improves the learning environment, and promotes effective assessment and innovation. Ultimately, sustained financial investment in Economics education leads to improved academic performance and the development of economically informed citizens.

3.0 Result and Discussion on Benefits of Adequately Funding Economics Programmes in Nigerian Secondary Schools

Adequate funding of Economics programmes in secondary schools is essential for improving teaching quality, enhancing student learning, and achieving the overall objectives of economic education. The benefits can be broadly categorized as follows:

Provision of Adequate Teaching and Learning Resources

Sufficient funding ensures that schools have access to essential resources such as textbooks, teaching guides, charts, projectors, computers, and educational software. These resources enable teachers to present complex economic concepts, such as demand and supply, national income, and inflation, in a clear and engaging manner. (Akin-Ibidiran, Ogunode, & Ibidiran, J2021) Well-resourced classrooms also facilitate practical exercises, simulations, and problem-solving activities that improve student understanding. Adequate funding ensures the availability of relevant teaching and learning resources such as textbooks, charts, economic models, statistical tools, journals, and audio-visual materials. These resources enhance teachers' explanations of abstract economic concepts such as demand, supply, inflation, and national income. When students



have access to up-to-date materials, learning becomes more concrete, interactive, and meaningful, thereby improving comprehension and retention (Adu, Galloway, Olabisi 2014)..

Improved Teacher Training and Professional Development

Adequate funding allows for regular capacity building programmes, workshops, and in-service training for Economics teachers. Continuous professional development enhances teachers' knowledge of current economic trends, teaching methodologies, and assessment techniques. Well-trained teachers are more effective in lesson delivery, classroom management, and student engagement. Funding supports continuous teacher training, workshops, seminars, and in-service professional development programmes (Gbemisola & Vusy, 2016).. Economics teachers require regular exposure to new teaching strategies, emerging economic trends, and curriculum reforms. Adequate funding enables teachers to upgrade their pedagogical and content knowledge, leading to improved classroom delivery, better use of instructional resources, and increased confidence in teaching complex economic concepts (Dimogu, 2017; Ogunode, & Paiko, 2021).

Enhanced Curriculum Implementation

Funding supports the implementation of the prescribed Economics curriculum by enabling schools to organize instructional activities, field trips, and projects that reinforce learning. It also ensures that lesson plans, assessments, and teaching strategies align with national standards, thereby improving curriculum fidelity. Effective curriculum implementation requires financial support for instructional planning, supervision, and monitoring (Babawale, 2024; Akin-Ibidiran,, Ogunode, & Ibidiran, 2021)). Adequate funding allows schools to fully implement the Economics curriculum as designed, rather than selectively teaching topics due to lack of resources. It also supports the production of curriculum guides, lesson plans, and instructional manuals, ensuring uniformity and standardization in teaching across schools. (Badmos Jeleelah, AgbetiOluwayemisi, & Umeh, 2016).

Increased Student Engagement and Participation

Adequately funded Economics programmes promote student-centered teaching methods such as debates, simulations, group discussions, case studies, and project-based learning. These activities require instructional materials and logistical support, which are made possible through sufficient funding. As a result, students become more engaged, motivated, and actively involved in the learning process, leading to deeper understanding and improved academic outcomes (Ogunode, & Abubakar, 2020).. When schools are adequately funded, they can provide interactive learning tools, laboratories for economic experiments, and multimedia resources. These innovations encourage active participation, stimulate interest in Economics, and promote critical thinking among students. (Obanya, 1980;Ogunode, 2020).



Reduction of Class Size and Improved Learning Environment

Adequate funding allows schools to employ more teachers and create additional classrooms, reducing overcrowding. Smaller class sizes facilitate individualized attention, closer teacher-student interaction, and more effective monitoring of student progress. Funding enables the recruitment of more qualified Economics teachers and the provision of additional classrooms (Alasoluyi, 2017). This helps reduce class size, allowing teachers to give individual attention to students. Adequate funding also improves the physical learning environment through well-ventilated classrooms, proper seating arrangements, and functional instructional spaces, all of which positively influence students' concentration and academic performance. (Ogunode, & Josiah, 2023).

Support for Assessment and Evaluation

Funding ensures that schools can conduct regular tests, assignments, and formative assessments. Proper evaluation helps identify student learning gaps and provides feedback for teachers to adjust instructional methods, thereby improving academic outcomes. Adequate funding strengthens assessment and evaluation practices in Economics education (Ogunode, & Paiko, 2021). It supports the development of quality test items, continuous assessment tools, marking schemes, and feedback mechanisms. Schools can also invest in data management systems for tracking students' academic progress. Effective assessment enables teachers to identify students' learning gaps and adjust instructional strategies accordingly (Ogbonna 2014).

Promotion of Innovation and Technology Integration

With adequate financial resources, schools can integrate digital tools such as learning management systems, economic simulation software, and online resources into teaching. This not only makes lessons more interactive but also prepares students for a technologically driven economy (Obanya, 1980; Unachukwu, 2026). Funding facilitates the integration of information and communication technology (ICT) into the teaching of Economics. Digital tools such as computers, projectors, educational software, and internet access allow teachers to use simulations, online data, and interactive content. Technology-enhanced learning promotes innovation, critical thinking, and real-world application of economic concepts, making learning more relevant and engaging (Ohiare-Udebu, Ogunode, & Sarafadeen, 2025).

Overall Improvement in Academic Performance

The combined effect of adequate resources, trained teachers, effective curriculum implementation, student engagement, manageable class sizes, proper assessment, and technology integration leads to improved academic performance in Economics. Students demonstrate better understanding, higher achievement in examinations, improved analytical skills, and increased interest in economics-related careers. (ProjectClue. (n.d. Adequate funding therefore plays a central role in



achieving quality learning outcomes. All the above benefits contribute to improved academic performance. Adequately funded Economics programmes result in better comprehension of economic concepts, higher examination scores, and enhanced preparedness of students for tertiary education and real-world economic decision-making (Unachukwu, 2026).

3.1 Conclusion and Recommendations

Economics is a vital subject in secondary education as it equips students with knowledge and skills for understanding economic issues, resource allocation, entrepreneurship, and national development. However, the effectiveness of Economics education largely depends on the availability of adequate funding. In many secondary schools, insufficient funding has led to shortages of instructional materials, poorly motivated teachers, overcrowded classrooms, and weak assessment systems. This paper discusses the major areas in which adequate funding contributes to the successful implementation of Economics programmes in secondary schools.

Adequate funding is a critical determinant of the effective implementation of Economics programmes in Nigerian secondary schools. Financial investment directly impacts the availability of teaching and learning resources, the quality of teacher training, classroom management, and student engagement. When Economics programmes are well-funded, teachers can deliver lessons effectively, students gain deeper understanding of economic concepts, and overall academic performance improves. Based on the findings, the paper recommends the followings:

1. Governments and school authorities should prioritize adequate funding of Economics programmes in secondary schools.
2. Regular professional development programmes for Economics teachers should be fully funded and institutionalized.
3. Schools should invest in modern teaching resources and technology to support innovative instructional practices.
4. Funding policies should address class size reduction and improvement of the physical learning environment.
5. Monitoring and evaluation mechanisms should be strengthened to ensure effective utilization of allocated funds.



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