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**GRAPHIC ORGANIZER ON EXPOSITORY TEACHING STRATEGY IN  
ECONOMICS EDUCATION**

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**Abstract**

*The study focused on graphic organizer on expository teaching strategy in economics education. The rationale for this study is to enhance the declining performance of students in economics education. Graphic organizer is a teaching strategy used to visualize the structure of knowledge, instead of describing all the concepts and their relationships in text. The study adopted the quasi-experimental design in the sense that the subjects were randomly assigned into groups. The study collected data both from primary and secondary sources. Three Colleges of Education were used for this study. Sample of four hundred (400) students were selected through the random sampling technique and were used for the study. The instrument used for this study was typed objective question tagged Economics Multiple Choice Test (EMCT). Analysis of Variance was used to analyze the data collected for the study at an alpha level of 0.05. Some recommendations were also made which amongst others include; Government should make adequate provision of graphic organizers instruments available in Colleges of Education to encourage the use of it in teaching and learning. Regular Seminars and workshops should be organized by the government for lecturers to keep them abreast with how to use graphic organizers in teaching and learning in Colleges of Education. The government should ensure regular equipping of Economics resource rooms with graphic organizer materials in the Colleges to make them easily accessible to the lecturers.*

**Keywords:** Graphic organizer, expository, teaching strategy, economics education

The rate of students' poor performance in Economics education is alarming and there is urgent need to find possible remedies to tackle this problem Onu, (2016). Poor performance amongst students is a situation whereby students perform far below average in their academic performance after being taught and evaluated.

However one of the factors that cause this poor academic performance amongst students is the teacher and the methodology used in teaching and learning process. One of the methods the teacher can use for effective teaching and learning is the graphic organizer. A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams. Graphic organizers come in many different forms, each one best suited to organizing a particular type of information.

The use of expository, "talk and chalk" teaching method in our educational system is lagging behind the educational future expectations and desires. Hence the urgent need to re-design the learning methods in the future to support this process, with focus on teacher education. The role of teacher training institutions in the process of educational innovation and the implementation of modern teaching methods is very important. The teacher training institutes provides the teachers of the future with the necessary teaching methods because teachers are the key figures in arranging learning processes.

This research work intends to help in equipping the teacher trainers and the students in Colleges of Education with the knowledge and different ways of using the graphic organizer in teaching and learning process to help improve the academic performance of the students. The teacher trainers would be equipped with this knowledge by conducting workshops and in-house training while the students will be split into groups, one group being taught with the expository method while the other group will be taught using the graphic organizer. It is believed that the study will go a long way to improve the academic performance of the students in the Economics education.

### **Justification of the Study**

To improve on the declining performance of students in Economics education.

To help teacher trainers and students with the knowledge of how to organize information from expository texts and comprehend context area reading.

Provide a useful tool for students to select, organize and recall relevant information.

Provide the teachers and students with the necessary intellectual training, skills of thinking and critical analysis and the ability to diagnose problems and to be able to proffer solution which is the main thrust of the use of graphic organizer in the teaching and learning process.

Expose Economics teachers and would-be teachers to the use of this innovative teaching strategy (graphic organizer) for better results both in internal and external examinations.

Help to improve the quality of economics and other social science teachers through the provision of instructional facilities like the overhead projectors which when combined with use of graphic strategies will aid retention of content learnt by the learner.

Train teachers in economics and other social science subjects on how to develop graphic organizer from local content on every topic of the subject to be taught through organized capacity building programme.

Expose economics teachers on how to employ the use of graphic organizer teaching strategy to summarize their lessons and also to present and visualize the salient points in the lesson delivery.

It will inform the stakeholders in our educational system of the need of inculcating this knowledge of the use of the graphic organizer in teaching and learning in the students who are being trained as would-be teachers.

Enable student to learn faster and understand the lesson taught.

Improve students reading and learning ability, this hitherto will improve their academic performances.

To enable students to transfer thinking and learning skills to novel situations and content.

### **Objectives of the Study**

The main purpose of the study is to evaluate the effects of graphic organizer and expository teaching strategies on the achievement of students in Economics in teacher training institutes with particular reference to Colleges of Education. The specific objective to achieve include, to ascertain the effect in the mean achievement test scores of Economics students using the graphic organizer and those taught using the old expository or “talk and chalk” method.

### **Expository Teaching Strategy and Economics Education**

Economics is an indispensable tool in understanding the complexities of the modern economy and myriad of other scientific development useful to mankind. Economics has contributed immensely to the personal and intellectual development of its recipient Adu (2012). It is one of the relevant subjects that qualify one for admission into higher institutions. Ogundape (2016) asserted that some of the secondary students conceive economics as a very complex subject whose comprehension requires a kind of judgement that is beyond their competence. He further contends that students believe that the subject is meant for those with high level of intellectual development. This belief often has negative

effects on students' academic achievement in economics. Adu (2012) corroborates this when he noted emphatically that despite the increase in students' enrolment for economics in our secondary schools their performance has not been good and that this trend has not changed even with the introduction of a new economics syllabus. Thus, there has been vigorous search for an instructional strategy that will improve the quality of economics instruction and subsequently students' learning and achievement in teacher training institutions in Nigeria. This, study, therefore, is a response to this challenge, and is faced with the problem of verifying the comparative effects of graphic organizer and expository strategies on the achievement of students in economics.

Economics as a subject focuses on how available resources can be allocated in order to satisfy human wants. It is a discipline that deals on how human needs and wants can be satisfied with available limited resources, Adomgbor (2012). The introduction of Economics in the curriculum of Nigeria secondary schools is a welcome development since the subject's objectives include;

To provide intellectual training, skills of thinking and critical analysis and the ability to diagnose problems and to be able to proffer solution;

Preparation for vocational business career, i.e. understanding the vocational prospect of the subject such as banking, insurance, marketing, among other;

Preparation for citizenship to foster cultural heritage and to appreciate the reward for dignity of labour.

According to Ufere (2016) Economics as a subject is too abstract, too difficult for young people since it involves data analysis and statistical computations, hence it requires a mature mind of abstract thinking theoretical application and comprehension of the average student in the senior secondary level of education. As a result, Onu (2016) suggested the need for economics teacher to employ a teaching method that will simplify the curriculum, contents of Economics and create learning experiences that are related to the learners' everyday experiences. Expository method is teacher-centered method. It is a method which sees the teacher as a researcher of knowledge while the students are only passive in the teaching/learning process. Okoro (2014) notes that the expository method does not give attention to individual differences and that there is no-in-built mechanism to measure the level of students' interest in and appreciation of the lesson.

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Graphic organizer is spatial representation of concepts and their relationships that are intended to represent the knowledge, structures that human stores in their mind. According to Oke (2013) graphic organizers are two-dimensional representative of cognitive

structures showing the hierarchies and the interconnections of concepts involved in a discipline.

Graphic organizers are divided into nodes and links. Nodes represent the concepts while links (lines) represent the relationship between concepts. Words are used to label the links in order to more explicitly, depict relationships. Once completed, the graphic organizer is a visual graphic that represents how the creator thinks about a subject or topic and its use in teaching and learning process cannot be over emphasised.

It is also important to note that graphic organizer is also known as concept mapping. Concept mapping can be used to facilitate meaningful learning and also as an evaluation tool. According to Adu (2012) the merits of the use of concept mapping or graphic organizer include the following:

Giving the students concept map before an assigned reading enables them to organize their reading.

Concept mapping or graphic organizer has been found to reduce students' anxiety in learning situations.

It helps to make learning easier because it helps students to see how the teacher organises the presentation of the concepts.

Concept mapping or graphic organizer present learning concepts in sequence of stages and aid retention of the concepts.

Concept mapping can be used to guide classroom discussion.

## **Methodology**

### **Description of Sample**

The study population comprised of the students of three (3) different Colleges of Education, FCT College of Education Zuba, Niger State College of Education Minna and Nasarawa College of Education Akwanga respectfully. Simple random sampling technique using the ballot system was used to select the sample. The selected samples were divided into two (2) groups. One group was assigned the experimental group (graphic organizer); the second group (control) will be exposed to the (expository method). The study comprised of all the students in the three (3) different levels in Economics department: NCE I, NCE II and NCE III respectively.

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### **Sampling size**

The sampling size for the study is 400 respondents which is selected using the formula

$$n = [z\alpha/2 \sigma ]$$

E

Where  $n$  = the sample size,  $\sigma$  = population standard deviation,  $z_{\alpha/2}$  = is the known critical value

E = is the minimum difference between the observed sample mean  $\bar{x}$  and the value of the population mean  $\mu$

### **Data Collection and Analysis**

The regular Economics teachers were trained and used for the study by the researchers to teach both the experimental and control groups. The teachers used the lesson notes prepared by the researchers to teach. The teaching was conducted during the normal school period using the normal timetable of the college. The pre-test was administered, the four weeks interval between the pre-test and post-test was enough to make students drop some traits they will exhibit during the pre-test thereby controlling test effect. The pre-test was administered to the subjects and their scores recorded. The experimental group were taught using the graphic organizer or concept mapping strategy while the control group were taught using the expository method. At the end of the teaching, which lasted for four weeks, the post-test was administered for the course. Scores for the pre-test and post-test for each group were recorded separately and were scored over hundred per cent (100%).

### **Data analysis**

Data collection and analysis was collected via the administration of multiple pre-test and post-test to the sampled students. The Analysis of variance (ANOVA) was used to analyze the data collected for the study at an alpha level of 0.05 through the utilization of the statistical package for the social sciences (SPSS). The use of ANOVA is to partial out the initial difference of the research subjects, as sampling was done at the class level (intact classes were used) to establish if there is any variation in academic performances between students taught with graphic organizer method and those taught in the traditional expository lecture method.

### **Conclusion**

In conclusion, graphic organizers help the teacher to teach without stress and the learner to learn without stress too as it integrate both text and visual and has been scientifically proven to be an effective way of teaching and learning. When they are used in teaching and learning, they can be extremely useful for both teachers and students as they will make lessons more engaging, interesting and easily comprehensible.

The beauty in the use of Graphic organizers in teaching and learning is that it can be used in all grade levels in the schools, it has also been proven to be an effective learning tools for different kinds of learners, be they normal, gifted students or students with special needs. And with adult learners, graphic organizers also help to enable the connection between what they already know and newly acquired knowledge.

### **Recommendations**

Based on the findings of the work, the researchers made the following recommendations:

1. Government should make adequate provision of graphic organizers instruments available in Colleges of Education to encourage the use of it in teaching and learning.
2. Regular Seminars and workshops should be organized by the government for lecturers to keep them abreast with how to use graphic organizers in teaching and learning in Colleges of Education.
3. The government should ensure regular equipping of Economics resource rooms with graphic organizer materials in the Colleges to make them easily accessible to the lecturers.
4. Lecturers are advised to encourage students to pay keen attention and to follow how the graphic organizers relate the concepts of a subject matter.

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