A STUDY OF THE STATUS OF ECONOMICS IN GRADE XI AS PERCEIVED BY STUDENTS AND TEACHERS IN THE ROMAN CATHOLIC SCHOOL BOARD DISTRICT OF ST. JOHN'S

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A STUDY OF THE STATUS OF ECONOMICS IN GRADE XI AS PERCEIVED BY STUDENTS AND TEACHERS IN THE ROMAN CATHOLIC SCHOOL BOARD DISTRICT OF ST. JOHN'S

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ABSTRACT

The dynamic nature of society today, particularly in the economic realm, has made it impossible to avoid economic considerations in making political decisions at the level of citizenship. The wisdom of our political decisions, then, will largely depend on the level of economic literacy of citizens and most of our youth must rely on the high schools for the acquisition of basic economic understanding.

The major purpose of this study was to investigate the status of Economics in Grade XI as perceived by students and teachers in the Roman Catholic School Board District of St. John's. While the study was limited to one aspect of economic education, the intent was to provide some basis upon which further research could be initiated.

One thousand and twelve Grade XI students and twenty-four social studies teachers in five high schools received questionnaires that were devised by the researcher. Eight hundred and fifty-one students and twenty-three teachers completed the questionnaires (representing a 84.1 percent and 95.8 percent response respectively). Data from the completed questionnaires were tabulated and processed by the SPSS system of computer programming. Descriptive statistics were used and the results presented in tabular form.

Analysis of the data concerning students and Economics revealed that, in spite of an apparent absence of much attention to economic education in the schools to date, the subject has been well received by

students. Present scheduling and subject grouping practices for academic and general students in the schools serve to limit student enrolment in Economics, especially for the academically oriented students. However, the high level of interest in Economics relative to other subjects, as expressed by those students surveyed, lends support for an expanded program of economic education for all high school students.

Analysis of the data concerning teachers and Economics clearly indicated that the pre-service level of preparation of social studies teachers for economic education is inadequate, a situation that is further aggravated by the absence of planned in-service activities designed specifically to assist in the teaching of economics. A very large proportion of the teachers surveyed indicated that Economics was not ideally suited for the non-academic student, yet student enrolment in the subject was found to be higher for these students than for academically oriented students. Also, nearly all of the teachers expressed support for the designation of Economics as a compulsory subject for all high school students at some point in their studies.

The compiling of data for the whole Province similar to that reported in this study was suggested for further research. It was recommended that a comparison be made between students with Grade XI Economics and those without this course to determine if the subject should be prescribed for a greater number of students. Finally, it was recommended that further research be undertaken in the Province to: (1) test the level of economic understanding of all social studies teachers; (2) explore the possibility of offering separate Economics courses for teacher-trainees; (3) evaluate the number of economic con-

cepts contained in social studies textbooks; and (4) identify effective in-service activities for teachers in the field of economic education.

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CHAPTER 1

THE PROBLEM AND DEFINITION OF TERMS USED

I. INTRODUCTION

In every phase of human conduct, a society is faced with rapid change which it is required to understand, pass judgment on, and incorporate into its conduct. This process of change will tax the educational process to its limits, since, in the final analysis, it is the responsibility of an educational system to provide its citizenry with the ability to cope with change. One of the great needs that have arisen out of the dynamic nature of society is the need for making decisions which involve economics, thereby demanding an economically literate citizenry. Education has long included among its objectives the development of economic efficiency and responsible citizenry. However, there are indications that this objective has not been met adequately.[1]

Definition of Economics

There is probably no one single definition of economics that is likely to do justice to a subject of such a wide and diversified nature. In its broadest terms, economics may be defined as the 'science of scarcity.' It deals with how people organize individually and collec-

[1] Irby C. Ellis, "A Study of the Status of Economic Education in the Schools of Mississippi" (Unpublished doctoral dissertation, University of Southern Mississippi, 1969), p. 1.

tively to obtain the goods and services that will satisfy their material wants.

The Ontario Department of Education's publication Economics outlines the nature of economics as follows:

> . . . it is not so much what a discipline concerns itself with as how that discipline views and analyzes its material that distinguishes it from other disciplines. Thus economics is not the study of unions, international trade, savings and investment as much, but rather a special perspective from which to view reality.
>
> Economics is the study of the human need to cope with the problem of scarce resources in relation to many objectives. Choices must be made. Whether we examine primitive man, a monastic order, a business firm, a nation, or an individual, we find that the fact of scarcity causes people to behave in a particular way. Economics is the study of that human behaviour; the need to make rational choices between competing ends.[1]

Helburn, in attempting to define economics, prepared a want-satisfaction figure as a schematic of the economic process. As illustrated in Figure 1, inputs (resources) are transformed through a productive process into outputs; the outputs are transported and in various ways

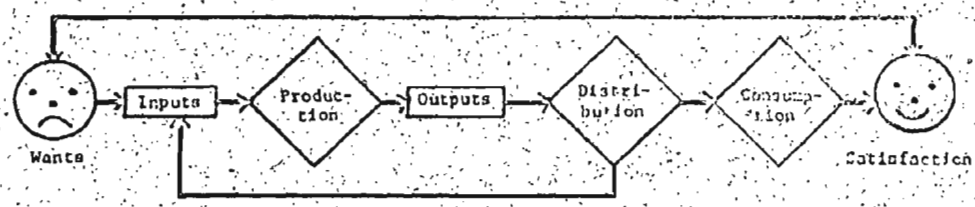

Figure 1

The Economic Process[2]

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[1] Economics (Ontario: Department of Education, 1971), p. 4.

[2] Suzanne W. Helburn, "Preparing to Teach Economics: Sources and Approaches" (Boulder, Colorado: Social Science Education Consortium, Inc., 30 April 1971), p. 2.

made available to different people through a series of distribution activities; the people consume the outputs; and consumption gives satisfaction. The arrow connecting wants and satisfaction is intended to point out that we do not stay satisfied for long and that sometimes new wants grow out of satisfying earlier ones.[1]

Sometimes a meaning can be crystallized by examining the negative side. Accordingly, economics is not a set of values to be superimposed upon the students. The science itself does label ideas or events as good and bad. Economics does not say that it is good or bad that as demand increases, prices will rise; it simply says that, considering demand alone, this is an economic fact. Economics, according to Daughtrey, "is a set of tools with which economic activity is analyzed and measured. Knowing how to use tools, one can build a better set of values."[2]

It is necessary to differentiate between the terms "economic education" and "economics." The former refers to the total program, encompassing both societal and personal economic knowledge and understanding. Economic education is continuous throughout the student's formal education and is capstoned by economics in the senior years. Daughtrey notes that:

> The purpose of economic education is to develop functional economic literacy for everyone, not to develop economists; the latter is, of course, the task of higher education. The high school course in economics, then, is a part of the total picture, as are units in the elementary grades

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[1] Ibid., p. 5.

[2] Ann Scott Daughtrey, Methods of Basic Business and Economic Education (Cincinnati: South-Western Publishing Company, 1974), p. 356.

and other subjects in the high school whose purpose is developing an understanding of economic activity.[1]

Need for Economic Education

Man has come to the realization that economic institutions are not divinely ordained or inspired and, as such, the degrees of freedom and the economic security that exist in these institutions are the result of man's deliberate creative efforts. Throughout the ages, man has developed a variety of systems of social organizations intended to give him control of his destiny. Their differences, for the most part, can be found in the economic foundation for each. The difference between our social system and the other major competing systems is that ultimate responsibility for decision-making in our system rests with citizens.[2]

The economic role of government and the complexity of the economic issues with which it deals have magnified in recent years. Business organizations are more complex, resulting in the need for greater knowledge and competency.[3] Scientific and technological advances have resulted in great changes in our society in the past few decades and have placed increasing responsibility for making decisions of an economic nature on the individual.[4]

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[1] Ibid., p. 357.

[2] M. L. Frankel, Economic Education (New York: The Center for Applied Research in Education, Inc., 1965), p. 13.

[3] Paul A. Samuelson and Anthony Scott, Economics: An Introductory Analysis (Toronto: McGraw-Hill Company of Canada Limited, 1966), p. 58.

[4] Lorna Ruth Norelius, "A Study to Determine the Extent of Economic Understanding Acquired by Saskatoon Grade Twelve Students" (Unpublished Master's thesis, University of Saskatchewan, 1969), p. 1.

We may accept or reject the increasing power of government in economic affairs; however, there can be no denying its existence nor that the quality of government policies is a major force in determining the performance of our entire economic system. Ultimately, the effectiveness of government depends on the ability and understanding of the people, for it is the people who, through their votes and other influences, determine within broad limits the scope and nature of government policies.[1]

The importance of economic education for all was set forth by Fersh and, while he was referring specifically to the United States, his remarks are applicable to this country. He concluded that:

> Economic education is particularly essential for the American people. Under our economic and political system, we depend on the judgment of all citizens in making decisions. Each individual has an opportunity to indicate what he considers to be the needs and wants that should be met by the economic system. He does this by the use of his dollars for goods and services; he does this by the use of his ballot in electing people to office because of his economic views; and he does this by the quality of his performance as a wage earner. Thus in the marketplace, in the voting booth, and at his place of work, the individual helps to make basic decisions about what resources will be tapped, what investments will be made, what regulations shall exist, and what taxes shall be levied.
>
> To fail to provide economic education for all means that our individual and group decisions shall not have the wisdom required for optimum economic satisfaction.[2]

Boulding, in an introduction to the first issue of the Journal of Economic Education, 1969, made the following observation on the future

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[1] National Task Force on Economic Education, Economic Education in the Schools (New York: Committee for Economic Development, 1961), pp. 7-8.

[2] George L. Fersh, "Economic Education--An Imperative" (presented at the 105th Annual Convention of the American Association of School Administrators, Atlantic City, New Jersey, 4 February 1973), p. 2.

needs for economic education:

> Economic education, therefore, along with education in other aspects of the social system may well be one of the most important keys for man's survival in the coming centuries or even decades. In a complex world, unfortunately, ignorance is not likely to bliss, and a society in which important decisions are based on fantasy and folk tales may well be doomed to extinction. Especially in a democracy, knowledge, no matter how good, which is confined to the elite stands in danger of lying idle in the decision-making process. To be effective, it must be widely disseminated. The study of disseminating, therefore, and its impact on the total social process, should have a very high priority.[1]

In the next year or so, the government of this country will be judged on its handling of the economy, a decision which will be binding whether it be rendered by an informed or ill-informed citizenry. The following article, "MPs Going Back to Work Monday," contained in the Evening Telegram, is indicative of the economic involvement of government and the nature of the decisions facing all of us at the voting booth:

> MPs from all parties say the economy will be the dominant concern on Parliament Hill amid election speculation, high unemployment and inflation, slack growth, sluggish export markets, the declining value of the dollar and a huge government budgetary deficit.[2]

Responsibility of the Schools for Economic Education

If we accept the premise that economic understanding is necessary for the survival of our economic and political systems, then it remains for us to determine the manner in which such widespread understanding

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[1] Kenneth E. Boulding, "Economic Education: The Step-Child too is Father of the Man," The Journal of Economic Education, I (Fall, 1969), p. 11.

[2] "MPs Going Back to Work Monday," The Evening Telegram, 21 January, 1978, p. 1.

can be perpetuated among the general population.

Commenting on the responsibility of schools in furthering the cause of economic understanding among the citizenry, the National Task Force on Economic Education in Economic Education in the Schools concluded:

> If our citizens of tomorrow are to achieve the desired minimum economic understanding, most of them must get it in the schools. It is no good to say that they can wait until college, for less than half of them go on to college, and most of those do not study economics when they get there. Thus, most of our youth must rely on the high schools for the economics they are to learn.[1]

The following excerpt from "Economics in the Schools," contained in the American Economic Review, presents a fairly strong case for the inclusion of economics in the high schools:

> The question is not whether to teach economics in the high schools; the only question (and it answers itself) is whether to do the job better than it is presently being done. It is as impossible to bypass economics in the high school as it is to avoid economic considerations in making political decisions at the level of citizenship. Any course in the social studies area, and many outside it, must necessarily bring economics into its range of discussion if it is to deal satisfactorily with its own principal subject matter. It is the economic understandings or misunderstandings gained in these courses as well as in "straight" courses in economics that emerge and take form in political decisions that may well be crucial for the performance and even the survival of our democratic institutions and ways.[2]

Initially, the thrust of economic education was almost entirely concentrated on the secondary schools. In the past decade, however, economic educators have recognized that many important economic concepts can readily be taught, and, in fact, ought to be taught in the elemen-

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[1] National Task Force on Economic Education, op. cit., p. 8.

[2] "Economics in the Schools," American Economic Review, 53 (March, 1963), p. 123.

tary grades.[1] According to Senesh, a pioneer in elementary economic education, "the widening gap between the need for social understanding in our dynamic world and the actuality of what takes place in the elementary classroom is one of the greatest problems we face today."[2]

There is no evidence that the need for economic education in the schools of this province is any less pressing. While we may argue whether Newfoundland's status as a 'have not' province is the result of a lack of resources or the inefficient use of existing resources, the facts reveal that the government of this province is heavily dependent on the federal government for its sources of revenue and that the unemployment rate in real terms has been estimated to be as high as forty percent. There appears to have developed among our people the belief that this situation is unavoidable. Consequently, we try to get what we can when we can from the system.

Faced with this situation, perhaps the greatest challenge confronting this province is to instill in its people, especially the youth, the realization that our ultimate destiny as a 'have' or 'have not' province will in large measure be determined by the wisdom of our individual and collective economic decisions. Consequently, it is imperative that one understand the economic system and be in a position to assess reasonably the implications that our decisions and choices will

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[1] David E. Ramsett, "Toward Improving Economic Education in the Elementary Grades," The Journal of Economic Education, 4 (Fall, 1972), p. 30.

[2] Lawrence Senesh, "A Proposal for the Education of Elementary Teachers," Social Science Educational Consortium Newsletter, 6 (November, 1968).

have for that system. Finally, we must go further than educating people for the jobs that may or may not await them; we must provide our students with a sufficient understanding of the economic system in the hope that they may use their creative minds to manipulate the economy in such a manner as to create more and better jobs for the benefit of all.

The Student and Economics

Just as there is the fact of scarcity of resources relative to the demands for these resources in society, so, too, there is the fact of scarcity of curriculum offerings relative to the needs and interests of students. Recognizing that needs and demands of students differ among students, as well as for students over time, our schools have made significant strides in expanding the scope of the curriculum. As a result, in choosing their programme of studies, students today are faced with an ever-broadening array of courses at all levels from junior high to university.

The choice of a student's programme of studies is not merely coincidental or arbitrary. Granted, many students elect to do those courses that are in keeping with their needs, abilities, and interests. Yet, there are examples where capable students enroll in 'snap' courses and lower ability students enlist in courses that are completely beyond their capabilities.[1] Also, with the expanded curriculum and subsequent options available to students, there is the risk that young people will be encouraged to drop any courses that are not enjoyable (relevant or

[1] R. P. Brimm, "Course Electives: Improving Selection through a System of Parent-Pupil-Teacher Conferences," Clearing House, 43 (March, 1969), p. 417.

interesting in their terms) and choose other options.[1]

So, the student passes Grade X and is faced with choosing his programme of studies for Grade XI. He has not done a formal course in economics before but the option is presented now. If he elects to enroll in economics, will his decision be based on his interest in economics or out of disinterest for the other options which he has previously experienced? If he decides not to enroll in economics, will it reflect a lack of interest in economics or a lack of information about the nature of the subject? Does unfamiliarity with new courses result in students reluctantly remaining with the familiar programme of studies?

The Teacher and Economics

In the long-range curriculum planning of a school, students' needs must be foremost in the minds of those making decisions. In the short run, however, it would appear equally important that some account be taken of the expertise of those to be charged with implementing the curriculum, namely the teachers. In fact, as pointed out by Wallace, if there is a scarcity of qualified teachers for economics, "there is real basis for questioning whether secondary school courses in economics should be generally required or even offered."[2]

In preparing for their teaching assignments, do teacher-trainees conscientiously take stock of what the needs of their students will be

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[1] L. C. Pallesen, "The Option Jungle," Education Canada (December, 1973), p. 15.

[2] E. S. Wallace, "The Preparation of High School Teachers of Economics," The Journal of Economic Education, 2 (Fall, 1970), p. 70.

and adjust their programme of studies accordingly? Do certification requirements ensure that the teacher-trainee will be in a position to adjust readily to changing needs and demands of students? If a teacher-trainee were to prepare for the needs of students, these needs would probably be perceived primarily in terms of the programme of studies the teacher-trainee followed in school, the required courses in the school curriculum, and those courses that are commonly found at each grade level. With respect to economic education in the schools, there appears to be reason for concern about the preparation of teachers for this task. The teacher-trainee has probably never taken economics in high school, it is not a required course for teacher certification, and it is only offered as a separate discipline at one grade level in high school. What, then, is the likelihood that teachers will have taken courses in economics at university or will effectively incorporate economic concepts into their own subject area, not to mention teaching a formal course in economics?

II. STATEMENT OF THE PROBLEM

A sound rationale and an adequate subject content are necessary but not enough to ensure the success of a course of study. Ultimately, the success or failure of a course of study will depend on two groups: students and teachers. The concern of this study is the status of Economics in Grade XI as perceived by students and teachers in the Roman Catholic School Board District of St. John's.

More specifically, this study will attempt to answer the following questions for that Board:

1. Students -

(A) What is the relationship between a student's decision to enroll in Economics in Grade XI and -

(i) student sex?

(ii) school size?

(iii) student academic ability?

(iv) student career plans?

(v) student knowledge of the nature of Economics as a course of study prior to entering Grade XI?

(vi) student perception of the difficulty of Economics, relative to other course options, prior to entering Grade XI?

(B) What are the major factors cited by students as having influenced their decision to do or not do Economics?

(C) Once enrolled in Economics, how do students perceive -

(i) the difficulty of Economics relative to their other courses of study?

(ii) their interest in the study of Economics relative to their other courses of study?

(iii) the likelihood of their enrolling in another course in Economics if the opportunity were presented, i.e. Grade XII or university?

2. Teachers -

(A) What is the relationship between the number of semester courses in Economics completed by teachers and their -

(i) sex?

(ii) level of teaching certificate?

(iii) years of teaching experience?

(iv) actual assignment as Economics' teachers?

(v) preference for the teaching of Economics?

(B) What are teachers' perceptions of the adequacy of their formal training for their present assignment?

(C) How much treatment is accorded economic topics/concepts by teachers in social studies courses other than Economics?

(D) Where do teachers consider the study of economics concepts and principles as being best placed in the curriculum?

(E) How do teachers perceive the academic status of those students presently enrolled in Economics?

(F) How do teachers perceive the academic status of those students most suited for Economics?

(G) Would teachers like to see Economics accorded the status of a compulsory course in high school?

III. SIGNIFICANCE OF THE STUDY

In spite of the long history of Economics as a component of the curriculum of schools in this province, since 1932, it has received scant treatment in terms of evaluation. In fact, course outlines in 1960 and 1975 represent the only efforts expended in the subject area. With increasing demands put forth for an expanded curriculum by all sectors of society, basic choices will have to be made regarding what can and should be accommodated in this curriculum. Will the interest of economic education be properly represented?

There is a growing concern expressed by the general public about the level of economic literacy of today's high school graduates. This study is intended to represent a first step in responding to this concern in Newfoundland by way of examining what has transpired to date in this field, thereby providing some basis upon which to initiate more detailed studies.

This study should serve to identify the type of student who is subscribing to Economics, in the hope that the content and approach to economic education can be evaluated in terms of its appropriateness for the clientele being served. Whether the drawing power of Economics is for reasons other than the desire for economic literacy, or whether the students being served are those more academically-oriented, has many inherent implications for both curriculum designers and teachers. As well, this study is needed to determine if we are providing adequately trained teachers relative to the economic educational needs of students. Too, this study will suggest what reasonable assumptions teachers of Economics in Grade XI can entertain regarding student familiarity with economic concepts prior to entering Grade XI.

Furthermore, two developments in this province at the moment give particular relevance to this study. Firstly, with discussions ongoing regarding the possible implementation of Grade XII, an opportunity to expand our efforts in the field of economic education appears evident. Secondly, due to the current dissatisfaction with the present social studies course prescribed for Grade X, as well as other factors, consumer education is being viewed as an attractive alternative by many teachers.

Finally, there is a need to re-evaluate our approach to economic education to determine if it may be better served by an inter-disciplinary approach. Hopefully, this study will give some direction to such discussions.

IV. THE FIELD OF ECONOMICS: A CONCEPTUAL FRAMEWORK

Various classifications of human knowledge exist, with a convenient arrangement being the division of knowledge into the natural sciences, the social sciences, and the humanities. The social sciences have been defined as "those subjects that relate to the origin, organization, and development of human society, especially to man in his association with other men."[1] There is little disagreement with this definition of the social sciences; however, agreement is not so readily available when one attempts to differentiate between the social sciences and the social studies. Fraser and West make the following distinction:

> The field of social studies is concerned with people as social beings, their interaction with other people individually and in groups, and their relationships with their physical environment. The various social sciences--history, political science, economics, geography, sociology, anthropology, and social psychology--are also concerned with human relationships. The social sciences are systematically organized, scholarly bodies of knowledge that have been built up through intellectual inquiry and planned research. These logically organized bodies of knowledge are susceptible of study by persons of intellectual maturity. The social studies, on the other hand, consists of materials selected from the social sciences and organized for the instruction of children and youth. This selection is made on the basis

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[1] Arthur C. Binning and David H. Binning, Teaching the Social Studies in Secondary Schools (New York: McGraw-Hill Book Company, Inc., 1952), p. 1.

> of clearly defined purposes of the instruction, and the level of maturity of the learners who are to be taught.[1]

It is commonly recognized that the term 'social sciences' refers to those subjects in college and universities, while the term 'social studies' applies to courses in elementary and secondary schools which draw from the social sciences.[2] That such a distinction is not completely adequate is evident by the inclusion of both 'social science' and 'social studies' courses in the secondary schools of Alberta. The Alberta Programme of Studies offers the following rationale for social science courses:

> The Social Sciences . . . program is intended to complement the Alberta Social Studies by encouraging increased understanding of 'man and his world.' Courses in this program are distinct from the Social Studies curriculum in that they focus on the structure, concepts, and methodologies of specific social science disciplines rather than social issues within a value-oriented interdisciplinary context.
>
> It is intended that the wide variety of modular units should increase the program flexibility available to high schools and the students enrolled in them. The electives are not intended to provide an alternative to the existing Social Studies curriculum. Rather, they have been developed to meet diversified student interests and to add enrichment and in-depth understanding to the scope of the total curriculum.[3]

The inter-disciplinary nature of social studies is dictated by the inter-disciplinary base of social studies concepts, as set forth in the Alberta Programme of Studies:

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[1] Dorothy McClure Fraser and Edith West, Social Studies in Secondary Schools (New York: The Ronald Press Company, 1961), p. 15.

[2] Leonard S. Kenworthy, Guide to Social Studies Teaching in Secondary Schools (Belmont, California: Wadsworth Publishing Company, Inc., 1973), p. 13.

[3] Programme of Studies for Secondary Schools (Alberta: Department of Education, 1977), p. 201.

> Interaction is a key concept in the understanding of social problems. History, geography and the social sciences describe in part man's interaction with his social and physical environment.
>
> 1. Environment is, itself, an important concept which can be defined in terms of Time, Space, Culture, and Systems.
> 2. Man's interaction with his environment produces Causal Relationships. In order to understand causality, one needs to recognize that behaviour is affected by Goals, Norms, Technology, and Power.
> 3. Since all man's interactions involve cause and effect relationships, he lives in a state of Interdependence. Interdependence may take the form of Cooperation and/or Conflict and may produce Stability and/or Change.[1]

A diagrammatic representation of this interaction process appears in Figure 2.

Economics, as one component of the social studies, is really a study of society. Managing scarce resources is a social problem because most economic needs are satisfied through group action. In studying the economy, one focuses on particular aspects of social organization. Yet, economic affairs can not really be isolated from political, family, religious, or cultural activity. Certain things are isolated and identified as economic activity only for purposes of analysis.

It is important to keep in mind how the economic system functions as part of the whole system. The following explanation of how economics fits into a study of society is suggested by Helburn:

> Figure 3 is one way of looking at the functions of and interactions between the physical world, society, and the economy. The circles are the same circumference because they represent all different ways of looking at the same thing--the earth. Society (the community of people, however defined) establishes the social constraints, the social norms

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[1] Ibid., pp. 214-215.

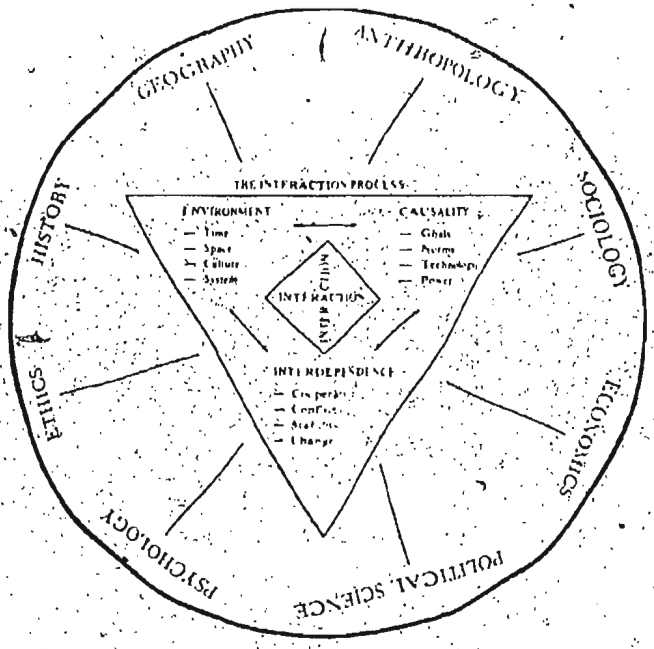

Figure 2

The Interaction Process[1]

[1] Ibid., p. 215.

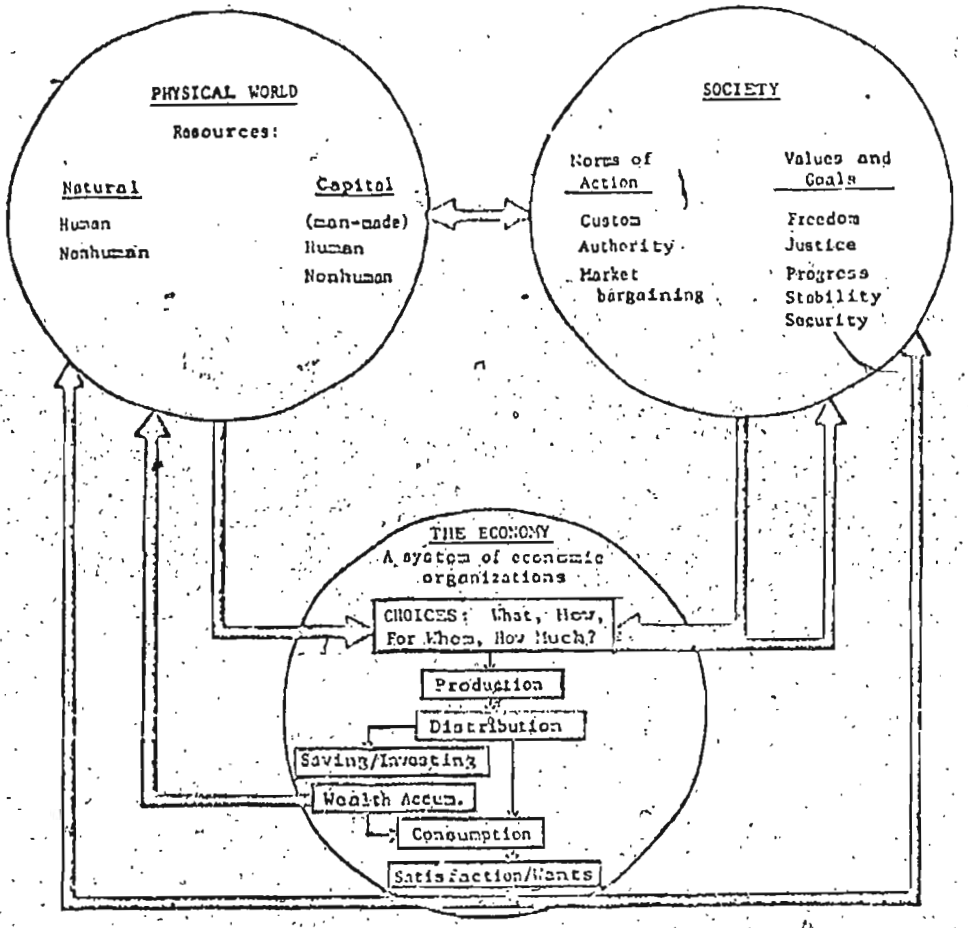

Figure 3

An Economic Model of the Interactions Between the Physical World, Society and the Economy[1]

[1] Helburn, op. cit., p. 5.

and values, i.e., our wants; the abstract justification for those wants in terms of the economic goals of freedom, justice, progress, stability, and security; and the norms which control decision making. The Physical World (things and people as resources) establishes the physical constraints; the amount and quality of human and physical resources. The Economy (people and things in economic organizations) allocates resources and organizes the activities which transforms resources into want-satisfying goods and services. The arrows make the diagram into a systems model showing that change anywhere has its effects in the other subsystems. This model shows that the process of economic growth and development is three-pronged: growth in the resource base; changes in values, goals, and norms of action; and changes in the structure and performance of the economy.[1]

V. DELIMITATIONS

This study has been delimited as follows:

1. Schools involved include all schools containing Grades X and XI, with the exception of Gonzaga High School, in the Roman Catholic School Board District of St. John's.
2. Teacher participants comprise all teachers engaged in teaching one or more social studies courses in Grades X and XI, in the schools noted above, during the school year 1977-78.
3. Student participants constitute all students enrolled in Grade XI, in the schools noted above, during the school year 1977-78.
4. This study is concerned with the quantity or amount of economic education taught in the schools involved and does not attempt to evaluate the quality of learning or teaching associated therewith.

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[1] Ibid., pp. 4-6.

VI. LIMITATIONS

Any study of this type is limited by a number of factors. Those factors directly affecting this study were:

1. Many of the responses solicited from participants relate to their perceptions. Zalkind and Costello identified some of the common uncertainties associated with the perceptual process:

   A. The perceiver may be influenced by considerations that he may not be able to identify; he responds to cues which are below the threshold, as it is called, of his awareness.

   B. When required to form difficult perceptual judgements he may respond to irrelevant cues to arrive at a judgement.

   C. In making abstract or intellectual judgements he may be influenced by emotional factors.

   D. He will weigh perceptual evidence coming from respected (favored sources) more heavily than that coming from other sources.

   E. A perceiver may not be able to identify all the factors on which his judgements are based. Even if he is aware of these factors, he is unlikely to realize how much weight he gives to them.[1]

2. Some responses require the participants to relate perceptions previously held and, as such, these perceptions may be influenced by subsequent experiences.

3. The writer is aware of the limitations of the questionnaire as a method of investigation.

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[1] Sheldon S. Zalkind and Timothy W. Costello, "Perception: Some Recent Research and Implications for Administration," Administrative Science Quarterly, 7 (September, 1963), pp. 218-235.

VII. DEFINITION OF TERMS

Curriculum: All those formal subjects as set down in the Newfoundland Department of Education's Programme of Studies as being appropriate for each grade level.

Economic Literacy: A term used to denote the possession of that basic equipment in economic understanding and skills needed by every citizen for intelligent and responsible participation in the every-day activities of a modern economy. The principal concern is with those fundamental economic facts, concepts, and relationships that every citizen should command.[1]

Social Studies: Refers to those courses centered about the activities of people, their culture, customs, and traditions. For present purposes, social studies encompasses the subjects of Economics, Geography, and History.[2]

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[1] Lorna Ruth Norelius, op. cit., pp. 9-10.

[2] Programme of Studies, 1977-78 (Newfoundland: Department of Education, 1977), p. 64.

CHAPTER 2

REVIEW OF LITERATURE

There has been much written concerning economic education during the past decade. The literature places particular emphasis on the need for instruction in economics at the secondary school level and a need for incorporating economic understanding into the learning process of high school students.

The following pages offer a partial review of literature in economic education considered pertinent to this study. The literature has been divided into six sections:

i. Development of Economic Education in the Schools of Newfoundland.

ii. Barriers to Achieving Objectives in Economics.

iii. Placement of Economics into the Curricula of the Schools.

iv. The Student and Economics.

v. The Teacher and Economics.

vi. Summary

I. DEVELOPMENT OF ECONOMICS IN THE SCHOOLS OF NEWFOUNDLAND

A Report of the Examinations conducted by the Council of Higher Education, Newfoundland, in 1932, depicted Economics being incorporated in the curriculum of the schools for grades VII to XI for the first

time. This report noted that the percentage of failures in Economics was slightly higher than usual and that "this, of course, was only to be expected in a subject never before taught, and the difficulty will undoubtedly be overcome next year."[1]

Improvements in the teaching of Economics in all grades were evident within a few years. The Examiners' Report in 1934 concluded that a decided improvement in all papers had occurred. For the Grade X students who studied Economics that year, the examiners reported that: "They appear to have been taught to apply their knowledge of Economics to everyday life. This is as it should be, and the teachers are to be commended on treating Economics as a living (and by no means a dismal) science."[2]

Curiously, the study of Economics was only prescribed for Grade XI students by 1942. During this same period, Civics was included in the curriculum for Grade X students for the first time. With reference to Economics, the Examiners' Report of 1942 emphasized its value as a course of study:

> It is generally agreed that the study of Economics ought to be closely related to the economic life of the country. The chief value in such a course lies in the fact that it enables the students to understand and to evaluate better local economic and industrial conditions.[3]

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[1] Report of the Examinations Conducted by the Council of Higher Education, Newfoundland, 1932 (St. John's, Newfoundland, 1932), p. 21.

[2] Report of the Examinations Conducted by the Council of Higher Education, Newfoundland, 1934 (St. John's, Newfoundland, 1934), p. 25.

[3] Report of the Examinations Conducted by the Council of Higher Education, Newfoundland, 1942 (St. John's, Newfoundland: Long Brothers, 1942), p. 37.

By 1953, Economics appears to have come into its own, as the Examiners' Report for that year observed that "the percentage of failures in Grade XI Economics was probably the lowest and the percentage of distinctions was probably the highest in the history of the Board."[1]

The first written statement of the objectives for Economics released by the Department of Education was contained in a Teaching Guide for Economics in 1960. It reported that:

> The basic objective of Economics can probably be best summed up as the study of prices and the pricing system in all its aspects and with all its implications. This means a study of the production, distribution, and consumption of goods and services, to discover the basic principles underlying economic activity, and an attempt to gain an understanding of the problem of modern economic life through description, analysis and explanation of these problems by rigidly applying these discovered principles to relevant data. For this analysis and understanding a knowledge of basic concepts and principles are tools, the 'scientific apparatus' necessary for the analysis of the working of any economic system and constitute the core of Economics.[2]

No doubt, these objectives for economics made it a desirable course of study for all students as they prepared to discharge their citizenship responsibilities. It appears, however, that the primary concern of Economics in Grade XI at this point in time was to provide an opportunity for the many students who did not go on to university to acquire an introduction to the economic life of the world in which they were to work. In reference to Economics as part of the Social Studies in Newfoundland, Blaine contends that: "The economic life of the community

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[1] Public Examinations Conducted by the Department of Education, Newfoundland (St. John's, Newfoundland: Long Brothers, 1953), p. 60.

[2] Economics Grade XI: A Teaching Guide, Bulletin No. 9-A (St. John's, Newfoundland: Department of Education, 1960), pp. 1-2.

affects all citizens in some way. Thus a course in the basic principles of economics designed especially for those who are terminating their formal education is provided in grade eleven."[1]

Fifteen years after the publication of the first Teaching Guide for Economics, the necessity of having every student learn some of the basic principles of economics was re-stated in more dramatic terms. A proposed course outline for Grade XI Economics students, 1974-75, contained the following statement on the need for economic education:

> Every student should learn some of the basic principles of economics in order to become more aware of the vital economic problems of the world and his nation. Equally important, students need to acquire at least a minimal understanding of the major economic institutions and how they function. Obviously, the students need this knowledge more than the previous generation. It is trite, but still a basic truth, that the social and economic world is becoming more and more complex. In the day of the basically agrarian society a young person grew up on a farm or living in a rural community. During that time he could easily see many economic principles and institutions operating near at hand. Today a child's life is separated from the economic and business world which has become increasingly more complex. In this regard it becomes mandatory that we give our students more preparation for the roles they will eventually occupy in the economic world.
>
> Specifically, a study of Economics should contribute to the growth of the student in many ways:
>
> A. to give students an awareness of fundamental problems, basic forces at work in the economy, and key concepts and principles necessary for the kind of economic understanding a person needs to function responsibly as a worker, consumer, and voter.
>
> B. to enable students to achieve a reasonable competence in administering their own affairs; that is, enable them to be more discriminatory and able to weight alternatives more thoroughly before making personal choices in action or belief.

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[1] Linda Beverly Blaine, "A Historical Survey of the Social Studies Curriculum in Newfoundland" (Unpublished Master's thesis, University of Alberta, 1964), p. 93.

C. to lead students to an understanding of the structure and processes of our Canadian Society (few Contemporary issues can be fully understood without some background in Economics).

D. to enable students to develop certain skills, including work study, reasoning, and group process.

E. to provide students with opportunities to learn to distinguish between analysis and value judgements, the world of what is and what ought to be.[1]

On the surface at least, it is encouraging to note that approximately 60 percent of all Grade XI students in this province now select Economics; however, no attempt has yet been made to evaluate the effectiveness of Economics in achieving the above objectives. Certainly, student interest and adequate teacher preparation are necessary prerequisites for the success of any programme of study, Economics being no exception. In the absence of these two conditions, realization of these objectives for Economics may very well be incidental or, even more likely, accidental.

II. BARRIERS TO ACHIEVING OBJECTIVES IN ECONOMICS

The objectives for a course in economics, or in any other subject, will not be achieved to the same degree for all students. Nevertheless, there are certain goals toward which all students and teachers should direct their efforts.

According to Daughtrey, a high school course in Economics should help the student:

1. Develop an understanding of the basic economic problems, of the fact that all societies face the same problem, and

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[1] Economics Grade XI (A proposed course outline for Grade XI students, 1974-75), pp. 1-2.

of the fact that all societies do not solve the problems in the same manner.

2. Increase his understanding of the American economy, its characteristics and goals, strengths, weaknesses, problems.
3. Develop a realization that solutions to economic problems as well as others must be couched in terms of goals and values, and that these differ with individuals and groups.
4. Acquire an elementary knowledge of economic principles related to local, state, national, and international economic problems to enable him to base his voter decisions on analysis and better understanding of these problems.
5. Improve his ability to use an analytical approach to solve problems in his personal life.
6. Broaden his vocabulary to understand the more common economic terms used in the press so that he can read and interpret the more thoughtful sections of newspapers and magazines.
7. Increase his ability to read comprehendingly and interpret intelligently those statistical materials, tables, graphs, and other graphical economic presentations of economics which are directed to the general public.
8. Develop an understanding of the way the economic systems of other countries are organized and operate to solve the basic economic problem.
9. Appreciate the relationships inherent in economic activity.[1]

Perhaps the greatest barrier to the achievement of these objectives has been the long standing belief held by teachers that students are too immature to be taught economics. Jones contends that some of these teachers may argue this way to cover up their own deficiencies; possibly they are poorly prepared in economic content and methodology. He suggests that another reason why high school students may appear immature arises from the fact that the material and methodology have not

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[1]Ann Scott Daughtrey, Methods of Basic Business and Economic Education (Cincinnati: South-Western Publishing Company, 1974), p. 359.

been selected or adjusted to the level of the high school student.[1] However, there appears to be no basis in fact for the belief that students are too immature to be taught economics. Jones reviewed the many studies conducted with kindergarten and elementary school children and reports:

> One may conclude from these studies that economics may be taught to kindergarten and elementary school children. If economic concepts may be taught to these children, then one may further logically conclude that secondary school students may be taught economics. Experimental studies support this logic.[2]

Why, then, has economics not been given a higher priority in the area of learning? In part, perhaps, it is because the teaching of economics not only presents problems that are common to many other subjects, but also because teachers of economics experience other problems that are critical to the subject of economics. Daughtrey suggests three such problems: (1) the subject matter is difficult; (2) much of the subject involves controversial issues; and (3) the students are often unprepared for the type of analysis and problem solving appropriate to economics.[3]

Many writers suggest that inadequate preparation of teachers for the teaching of economics has been a major factor contributing to the low status accorded that subject in many schools. Frankel claims that:

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[1]Brian Maldwyn Jones, "A Descriptive Survey of the Amount of Economic Education in the Social Studies in the Senior High Schools of Alberta" (Unpublished Master's thesis, University of Alberta, 1966), p. 14.

[2]Ibid., p. 18.

[3]Daughtrey, op. cit., p. 367.

> The inadequate preparation of . . . teachers in economics and the consequent lack of the very understanding that they are trying to impart to their pupils is another of the major problems in developing a sound school program. Many claim that the reason teachers avoid economics in their own preparation is that the subject has been poorly presented. Others claim that the methods used and the selection of content offered have been dry, useless, difficult, and abstract. Whether correct or not, these impressions are prevalent among teachers, and they are shared by many of the certification authorities in state departments of education.[1]

A similar point is made by Wentworth and Hansen:

> Economic education simply has not been given the same type of emphasis more established disciplines like history and geography have enjoyed, in part because social science educators have not been knowledgeable about economics. As a result, few beginning teachers are equipped to teach economics. Economic education has been forced to try to convert experienced teachers to value economics instruction. This is an extremely difficult task of professional socialization.[2]

There is one other group, the public, who greatly influence the degree of acceptance of economics in schools. The Task Force on Economic Education observed that the public's attitude has not been entirely supportive:

> Unfortunately, it is necessary to recognize that many individuals and groups see economics in the schools as a device for stressing their own viewpoints, as an opportunity to foist on the schools their own private views. Too many do not recognize the value of impartial analysis and discussion of the various viewpoints and interpretations of controversial issues. Too many insist, indeed, that controversial issues should be avoided in the classroom. Most important problems are controversial, and today large numbers of social studies teachers avoid controversial issues because they fear public criticism.[3]

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[1] M. L. Frankel, Economic Education (New York: The Center for Applied Research in Education, Inc., 1965), p. 32.

[2] Donald R. Wentworth and W. Lee Hansen, "Perspectives on Economic Education: A Report on Conference Proceedings" (New York: Joint Council on Economic Education, 1976), p. 7.

[3] National Task Force on Economic Education, Economic Education in the Schools (New York: Committee for Economic Development, 1961), p. 5.

The need for public support of economic education is underscored by Wentworth and Hansen, as they suggested means be found to involve the public in economic education. Because young people gain much of their knowledge outside of school, as long as the level of general economic understanding remains low, students will receive little reinforcement in the 'world' for what they learn in school. Consequently, there is need for a long-range program of economic education which will reach not only the younger people attending school but also the larger portion of the population which has already completed school.[1]

Dissatisfaction with economic education presently offered in many schools has been voiced by educators and lay-men alike. Gentry and Krueckeberg report that this dissatisfaction seems to center around three basic complaints: (1) there are too many topics and too many areas taught under the title of economics that are not 'economics'; (2) economics is not taught through effective methods and techniques; and (3) an insufficient amount of economics is offered for the development of economic literacy in students.[2]

The challenge facing economic educators has been succinctly stated by Ellis:

> . . . the total demands that the improvement of economic education imposes are not radically different from the requirements that must be met in any other central area of the curriculum; but, because economics is loaded emotionally, because the teacher's preparation in economics is generally

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[1] Wentworth and Hansen, op. cit., pp. 7-8.

[2] A. Dennis Gentry and Harry F. Krueckeberg, "Administrative Practices and Teaching Methodology of Economics in Indiana High Schools," Indiana Social Studies Quarterly, 25 (Winter, 1972-73), p. 76.

> weaker than in the more traditional subjects, and because the area has been long neglected, curriculum improvements in economic education may require greater intensity, different emphasis, and some organizational arrangements.[1]

As has been mentioned previously, economic concepts can be meaningfully developed for students and incorporated into the general social studies program of primary and elementary schools, thereby presenting no real difficulty in terms of altering the existing curriculum structure of these schools. At the high school level, however, one of the formidable challenges facing the proponents of economic education is how to accommodate increased amounts of economic education in an already overcrowded curriculum.

III. PLACEMENT OF ECONOMICS INTO THE CURRICULA OF THE SCHOOLS

Houser suggests that three basic approaches to the treatment of economics in high schools warrant consideration: (1) to teach economics as a separate subject; (2) to integrate economic facts and concepts into the content of other subjects; and (3) to include substantial blocks or units of economic content in some of the already established courses at more than one grade level.[2] Advantages and limitations can be cited for all three approaches.

Ideally, the way to get economics into the curriculum is to teach it as a separate course. This separate course, according to Frankel,

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[1] Irby C. Ellis, "A Study of the Status of Economic Education in the Schools of Mississippi" (Unpublished doctoral dissertation, University of Southern Mississippi, 1969), p. 22.

[2] Norman W. Houser, "Why, What, and How of Economic Education in the Secondary Schools of San Diego," N.A.S.S.P. Bulletin, 49 (November, 1965), pp. 139-141.

"should be viewed as a capstone to a sequential approach to economic understanding which starts at Grade 1."[1] Daughtrey recognizes the complexity of economics for students and suggests that it be offered as a separate course to the student at the most mature stage of his development in high school. She also claims that "a survey of the literature shows general agreement that economics should be offered in the senior year in high school."[2] Similar findings are reported by Nolan, et al.[3]

The National Task Force on Economic Education made the following recommendation:

> We recommend that wherever feasible students take a high school course in economics or its equivalent under another title . . . and that in all high schools of substantial size there be at least an elective senior-year course in economics. To attain the level of economic understanding suggested , . . will require at least a full semester course for high school students. For most students, even a full course may prove insufficient unless a preliminary groundwork had been laid in earlier courses, including both economic institutions and a logical, objective way of thinking about social problems. Thus we believe that the equivalent of one semester course is necessary, but not sufficient for most students, to assure the minimum level of economic understanding we recommend.[4]

The greatest fear surrounding the adoption of separate economics courses is that such an approach would tend to de-emphasize the treatment of economic concepts in other subjects. This would not present a problem if most students did in fact enroll in economics before gradua-

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[1] Frankel, Economic Education, p. 84.

[2] Daughtrey, op. cit., p. 359.

[3] C. A. Nolan, et al., Principles and Problems of Business Education (Cincinnati: South-Western Publishing Company, 1967), p. 175.

[4] National Task Force on Economic Education, op. cit., p. 65.

tion. Kastner and Jackson addressed this problem in the following observation:

> It has been suggested that economic illiteracy will persist until a greater portion of the high school population is exposed to a course in economics. Not only has there been a lack of scholarly evidence available to support this contention, but the rationale implied leaves much to be desired. This position assumes that (1) the time available for one economics course is sufficient enough to develop some competencies, and (2) most high school students will take the course. Unfortunately, the economics course is usually offered during the twelfth grade and a significant portion of the nation's youth never reach this level. Furthermore, unless a strong orientation precedes this course, most of the course time must be given to developing a familiarization of terminology.[1]

The integration of economic facts and concepts into the content of other subjects is often cited by educators as a logical alternative to the separate course approach. Weiss and Hurst offer support and a strategy for the adoption of such an approach.[2] Libby Joyce, economist with the Canadian Foundation for Economic Education, reports that, due to enrolment in economics in Canadian high schools, if the prospects for economic literacy in Canada depended on high school economics courses, the prospects would be grim. Accordingly, the Foundation is now channeling its efforts into the inclusion of economic concepts into history, geography, business education, home economics, and consumer education. Joyce views consumer education as having great potential as a vehicle for economic education:

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[1]Harold H. Kastner and Harry D. Jackson, "Economics and United States History," Journal of Secondary Education, 42 (September, 1967), p. 34.

[2]Stephen J. Weiss and Joseph B. Hurst, "Infusing Economics into the Social Studies," The Social Studies, LXVII (November/December, 1976), pp. 243-247.

> Consumer education courses are as well-suited to introducing economic concepts as history courses, if not better. Their content is usually less strictly defined than history courses, and they almost all include at least a nod in the direction of consumer economics. They have the added advantage of relative popularity at present.[1]

Houser rejects the integrative approach to economic education in his summary of the value and limitations:

> The integrative approach has considerable appeal. It requires no new courses to be introduced to an already overcrowded schedule. It is not as demanding of teachers knowledge of economics because the teacher need only mention that with which he is familiar. It makes the job everyone's job. The students are to learn natural applications or implications of economics in many areas. The contact of student with economic thought is intended to be in small but continuous doses. All in all, it is an easy way to insert economics into the curriculum.
>
> We reject it as our major method, however. . . . . It was too likely to be similar to showing a student some nuts, bolts, gears, wheels, and other assorted parts, in random order and a few at a time, in hopes that he would comprehend a modern automobile..
>
> Students who have been given only a nuts and bolts program of integrated economics never understand the unity of an economic system or the differences among the various systems. A series of experiences which might be called descriptive economics is likely to dominate instruction. . . . When, by theory, everyone is responsible for instruction, in actual practice no one is. Instruction becomes incidental, or more frequently, accidental. The simple fact that teachers, who are admittedly ill-prepared by their training to teach an elementary course in economics, can comfortably handle the integrated approach without further inservice education makes one wonder by what magic the students would achieve an understanding of economics.[2]

The issue of providing a separate course in economics versus the integrating of economics into other courses has been resolved in many schools by emphasizing both approaches. Jones explains the rationale

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[1] Libby Joyce, "Economics and Consumer Education: A Cross Reference" (Toronto: Canadian Foundation for Economic Education, February, 1978), p. 1.

[2] Houser, op. cit., pp. 139-140.

for this approach as follows:

> Schools using this approach reason that economic institutions, principles, concepts, and analysis must be dealt with as they arise in the study of history, government, business subjects, and home economics. It is desirable, therefore, to plan curricula and to prepare teachers so that the students understand the economic problem and become familiar with the tools of economic reasoning.
>
> At the same time, these schools are convinced that at least one semester of economics is desirable, usually at the 12th grade level, in order to assure that students really understand what has been learned previously. Furthermore, they believe that a systematic, well-organized economics course, taught by a teacher well grounded in economics, capitalizing on prior learnings, guarantees study in depth and competency in reasoning about economic principles and problems so important to life-long learning.[1]

Houser concludes that the third approach to economic education, that is, including substantial blocks or units of economic content in some of the already established courses at more than one grade level, offers the best solution. While this approach is similar to the integrative method in that instruction in economics is included as part of another course, it is deemed to be superior to the 'nuts and bolts' approach of a strictly integrated effort. The superiority of the block approach stems from the fact that "it actually provides us with substantial-blocks-of-time in which we teach facts and principles, tie these all together into an interrelated, meaningful unity that is our economic system."[2]

It is apparent that a great deal of the reluctance on the part of economic education advocates to subscribe to a separate course approach

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[1] Galen Jones, "The Current Status of Economics Teaching in the High Schools of the United States," N.A.S.S.P. Bulletin, 49 (November, 1965), p. 22.

[2] Houser, op. cit., p. 141.

to economics stems from the inability of these courses to attract enough students. One possible recourse could be the designation of economics as a required or compulsory course. Warren surveyed the opinions of teachers across Canada regarding the introduction of a compulsory course or courses in economics. He reports that seventy-five percent of the teachers rejected making economics compulsory, presumably because teachers in Canada are philosophically opposed to having substantial core programs of compulsory subjects at the senior high school level. Nearly all teachers did agree, however, that at least one course with substantial economic content should be compulsory and over fifty percent felt that an effort should be made to guide students into a second course dealing with economic and political systems.[1]

With regards to economics being accorded the status of a required course in the secondary schools of San Diego, Houser concludes that:

> An already overcrowded schedule of state-mandated courses, graduation requirements, college entrance requirements (none of which include economics) and tradition make it virtually impossible to get economics into our schools as a required subject.[2]

Assigning a specific school department responsibility for economic education presents another concern relative to the placement of economics in the curricula of the schools. The United States Joint Council on Economic Education emphasizes the beginning of such learning in the elementary school and considers social studies as the area best fitted

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[1] Robert Warren, Education for Economic Literacy (A study of economic education in the schools of Canada, September, 1973), p. 22.

[2] Houser, op. cit., p. 140.

to deal with economic education in the high schools.[1] Relevant literature, both in Canada and the United States, is generally supportive of this view.

Nanassy believes that the most convincing argument in favor of economics being subsumed under business education is the fact that business education teachers are generally more qualified in the area of economics. He notes that, while a recent study revealed that only about half of all social studies teachers in the United States have completed course work in economics, another study indicates that in two states business education teachers had about fifty percent more undergraduate preparation in economics than did the social studies teachers in these states.[2] Tonne recognizes that business education teachers appear more prepared to teach economics from the standpoint of formal courses completed in college but offers the following caution:

> Business teachers are convinced that they can do a better job than social studies teachers because they have had more courses in economics in college. There is some evidence that numbers of courses taken in college has little influence on economic competency. Moreover, most business teachers are primarily interested in shorthand, typing, and bookkeeping, which require somewhat different teaching techniques than those used in teaching economics.[3]

In all likelihood the debate will continue over whether economics is an academic subject and should be taught by a social studies teacher

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[1] Herbert A. Tonne and Louis C. Nanassy, Principles of Business Education (New York: McGraw-Hill Book Company, 1970), p. 337.

[2] Louis C. Nanassy, et al., Principles and Trends in Business Education (Indianapolis: Babbs-Merrill Educational Publishing, 1977), pp. 335-336.

[3] Tonne and Nanassy, op. cit., p. 337.

or whether it is a business subject to be taught by a business teacher. In the final analysis, it would appear more important to ensure that a well-qualified teacher is assigned economics than to be overly concerned as to whether it is assigned to one department or the other.[1]

IV. THE STUDENT AND ECONOMICS

Student Enrolment in Separate Economics Courses

From a review of the literature, it is obvious that student enrolment in separate economics courses in Canada and the United States is far from adequate. As early as 1951, concern was being expressed about the inadequate provision for instruction in economics in the high schools of the United States. In that year, McKee and Moulton reported that "less than five percent of all high school students take the equivalent of a separate course in economics."[2] A decade later, the United States Task Force on Economic Education revealed that "only about five percent of all high school students ever take a separate course in economics."[3]

Student enrolment in economics in the United States varies greatly from state to state. Ellis reported that, in 1968, fifty-three percent of the total senior population in the high schools of Mississippi were enrolled in economics courses.[4] In 1974, Selim found that twenty-five

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[1] Nanassy, et al., op. cit., p. 336.

[2] C. W. McKee and H. G. Moulton, A Survey of Economic Education (Washington: The Brookings Institute, 1951), p. 2.

[3] National Task Force on Economic Education, op. cit., p. 8.

[4] Ellis, op. cit., p. 89.

percent of the students of St. Paul (Minnesota) chose economics as an elective subject.[1]

Provincial variations within Canada are likewise evident. In 1966, Jones reported that in some provinces economics is not offered as a separate course. In Alberta, about eight percent of Grade XII students enrolled in economics, as compared to forty percent of Grade XII students in Newfoundland.[2] It must be noted, however, that Newfoundland's Grade XII is actually first year university. For Canada as a whole, the picture does not appear to be any brighter for economics than that portrayed for the United States. Statistics Canada revealed that, in 1975-76, student enrolment in economics courses was less than thirteen percent of the total high school enrolment for all of Canada.[3]

While recognizing that there are problems associated with acquiring a precise interpretation for much of the statistical data reported on student enrolment in economics, there is ample evidence to suggest that the subject has demonstrated little drawing power. The next obvious question, then, is why has economics failed to attract a larger portion of the high school population?

Student Interest in Economics

Many writers express the view that the poor response to economics may be symptomatic of a much larger problem--that of discontent on the

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[1] M. A. Selim, "A Study of Economic Education in St. Paul (Minnesota) and Area High Schools" (College of St. Thomas, St. Paul, Minnesota, September, 1974), p. 7.

[2] Jones, op. cit., p. 33.

[3] Joyce, op. cit., p. 1.

part of students with the overall social studies program. Fernandez, et al. studied high school students' perceptions of social studies in San Francisco and concluded that:

> . . . it would appear from our findings that teachers of social studies have serious problems. Students do not consider the content of social studies to be as important as the skills they learn in other courses and they do not perceive the classroom atmosphere of social studies as more interpersonally constructive.[1]

A Calgary Public School Board Survey report, released June 15, 1973, contained the following statement on the status of social studies:

> According to the survey analysis, the Social Studies program is the least liked by students, and is their area of least achievement. It is also the course in which the greatest number of students report having taken only to earn credits, as opposed to any personal interest or perceived relevance to job preparation or university entrance. It ranks last among subjects which students have indicated they would choose if they were to spend an extra year in high school.[2]

In 1973, Warren interviewed Canadian teachers from all provinces and, with specific reference to the above statement from the Calgary survey of social studies, concluded that "if applied to the options in Economics in most provinces, would certainly reflect the point of view of over half of the teachers interviewed regarding the situation in the province in which they teach." Also, Warren reported that he was frequently reminded that students have become sharp consumers of courses and are simply not buying economics as an option. In fact, in some provinces and in many schools, economics is so low on the student

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[1] Celestino Fernandez; et al., "High School Students' Perceptions of Social Studies," The Social Studies, LXVII (March/April, 1976), p. 56.

[2] Warren, op. cit., p. 11.

priority list that it has been dropped from the timetables of the schools.[1]

Houser reviewed the position of economics in the secondary schools of San Diego in 1965 and concluded that it did not enjoy much esteem. This, he suggested, was because economics is not required for graduation and college entrance, and it does not lead to scholarships, advanced placement, or other awards or honors. He summed up the general interest level of students for economics as follows:

> Long years ago, it was Carlyle who, after reading the dour predictions of Thomas Malthus, dubbed economics as the 'dismal science.' The description has stuck, not so much because of the population implications that Carlyle had in mind but because successive groups of students have found it, as it is traditionally taught, far from an exciting subject to study. This image is not easily dispelled--with students or teachers.[2]

Gilliam found that economics is unpopular with students even though many of them receive high grades in the subject. He observed that:

> Throughout the United States elementary courses in economics are frequently unpopular and even distasteful to students. Large numbers of beginning students feel the study of economics is dry, dull, and dismal. And students often regard the study of economics as a sort of meaningless academic exercise. This accusation is supported by the fact that many, many students receive high grades in passing economics courses--and yet have very little understanding of what economics is all about, let alone function more effectively as citizens. It is little wonder why so many students have such a dislike for the dismal study of economics.[3]

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[1] Ibid., p. 11.

[2] Houser, op. cit., p. 137.

[3] John C. Gilliam, "Some Thoughts on the Teaching of Elementary Economics," Indiana Social Studies Quarterly, XXV (Winter, 1972-73), p. 57.

According to Jones and Austin, the term "economics" is partially the reason for the lack of interest in an economics course. Senior students will have completed many courses in history, English, and mathematics and be reasonably familiar with the instructional technique in these areas. As for economics, the authors contend that most students will have only a vague idea. Therefore, it is safer for them to elect courses with which they are familiar. Parental attitudes towards economics is also cited as being a source of discouragement to students who may wish to enroll in economics.[1] Upon completion of a study of the status of economic education in the United States in 1967, Toms revealed that interest in economics was declining and recommended that "more separate courses in economics be offered as part of a required curriculum and that, if offered as electives, an effective 'selling' program be initiated to interest and encourage more students to take economics."[2]

The dilemma of interesting students in economics without settling for aims that are inadequate for the subject is set forth by Morton and Rezny as follows:

> An economics course for high school students presents several problems. Although much of a person's life will be concerned with economic matters, many young people do not recognize this and therefore view the subject as dull and unimportant. Students are sensitive to many national problems, but an analytical treatment of these problems is

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[1]Lyle E. Jones and Charles O. Austin, Jr., "Rock Island Requires Economics for Graduation," N.A.S.S.P. Bulletin, 49 (November/December, 1965), p. 119.

[2]Evelyn C. Toms, "A Study of the Status of Economic Education in the Public Secondary Schools" (Unpublished Master's thesis, California State College, 1967), p. 66.

> difficult for them. In attempting to make economics more interesting by simplifying it, one runs the risk of creating a superficial course and doing little to improve the student's analytical powers. Thus, our main dilemma is that, while we are faced with the challenge of helping students to become economically literate, we shall surely fail if in doing so we completely destroy interest in the subject or settle for aims that are inadequate.[1]

Enrolment in Economics and Size of School

Jones' survey of the status of economics in American high schools indicates that school size has no real bearing upon whether or not the school offers a separate course in economics, makes it a required or elective course, or presents it on a semester or year basis. More important, however, is that the actual student enrolment in separate economics courses does vary significantly with the size of the school. Jones reports that the percentage of twelfth-grade students taking economics in small schools is from one-half to double that found in large schools. The author attributes this differential to the fact that fewer elective choices are open to students in the smaller senior high schools.[2]

Ellis, in his survey of high schools in Mississippi, produced findings that are at variance to those reported by Jones. He reported that approximately seventy percent of the schools with less than one hundred seniors offered economics as an option to students, whereas approximately eighty-seven percent of those schools with senior enrol-

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[1] John S. Morton and Ronald R. Rezny, "Some Teaching Techniques for High School Economics," Journal of Economic Education (Fall, 1971), p. 11.

[2] Jones, op. cit., p. 10.

ments in excess of one hundred offered economics. Ellis did not indicate the actual enrolment percentages of students in economics courses by size of school.[1]

Warren's findings suggest that school size does make a difference in Canada. The low priority accorded to economics in most of Canada is not evident in the Atlantic provinces where there appears to be a parity of esteem for economics among all other options. Some of the teachers interviewed by Warren attributed this situation to the academic tradition of the Atlantic region, while others expressed the view that it results from the fact that schools are generally smaller in the Atlantic provinces with fewer options in competition.[2]

Enrolment in Economics and Sex of Student

The only study that provides a breakdown of student enrolment in economics courses according to sex was conducted by Ellis in Mississippi. Females comprised forty-six percent of those enrolled in economics in that state.[3] The ability to benefit from economics courses according to sex of the student has also been documented. Paul undertook a study in Georgia to analyze the relationship of certain variables to economic understanding in selected high schools. The results of that study indicated that boys scored significantly higher than girls in a test of economic understanding.[4] Deitz reported similar findings in a California

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[1]Ellis, op. cit., p. 92.

[2]Warren, op. cit., p. 11.

[3]Ellis, op. cit., p. 93.

[4]Joel Harris Paul, "Analysis of Economic Understanding in Selected Georgia Schools," Dissertation Abstracts, XXV, No. 9, Ann Arbor, Michigan University Microfilms, Inc., March, 1964), p. 3563.

study.[1]

In Canada, Norelius concluded a study of the economic understanding acquired by Saskatoon Grade XII students with the following observation:

> It was apparent from the descriptive statistics that the male groups tended to score higher than did the female groups in all areas of economic understanding, with the exception of (1) Savings and Investment and (2) Labour and Unions. Similarly, on the total score means, the male groups scored higher than did the female group.[2]

Enrolment in Economics and Academic Ability of Students

If one can associate the more academically-oriented students with those who continue their education at the college level, Jones' study of economic education in the secondary schools of San Diego may be helpful. With reference to economics having little drawing power in the schools surveyed, he reported that "this is especially true for most college preparatory students who already have more courses of recognized academic standing to take than they can comfortably fit into their program."[3]

Houser's survey of economics in the high schools of the United States in 1965 revealed that many schools experienced difficulties in attempting to tailor economics to the needs of all students. There was an expressed need for an economics course for slow and average learners that omits the more difficult theoretical analysis and emphasizes the descriptive, historical section of the text, as well as a course for

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[1] James E. Deitz, "Economic Understanding of Senior Students in Selected California High Schools," Dissertation Abstracts, XXIV, No. 9, Ann Arbor, Michigan University Microfilms, Inc., 1964, pp. 3562-3563.

[2] Lorna Ruth Norelius, "A Study to Determine the Extent of Economic Understanding Acquired by Saskatoon Grade Twelve Students" (Unpublished Master's thesis, University of Saskatchewan, 1969), p. 65.

[3] Jones, op. cit., pp. 25-26.

faster learners that places emphasis on theory and analysis and less on descriptive and historical material.[1]

Nolan contends that the nature of economics is such that it requires the student to be at a reasonable level of maturity and at least of average intelligence. He suggests that separate economics courses be made available, on an elective basis, to all senior students and to those juniors who are academically able to do successful work in the course.[2] A similar point is made by Daughtrey.[3]

In those schools where economic education is incorporated under business education, there is concern that the academically talented students are seldom provided an opportunity to enroll in separate economics courses. The following paragraph is indicative of this concern:

> In view of the important part that the academically talented will play in all probability in our society, it is vital that these future business, social, and political leaders graduate from secondary school with a high degree of economic understanding.[4]

Selim provides the only breakdown of enrolment in economics according to the ability level of students as perceived by teachers. For those schools surveyed, he concludes that:

> In regard to the ability levels of those students, 10 percent of the teachers expressed the opinion that economics

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[1]Houser, op. cit., p. 137.

[2]Nolan, et al., op. cit., p. 175.

[3]Daughtrey, op. cit., p. 359.

[4]National Education Association and United Business Education Association, Business and Economic Education for the Academically Talented Student (Washington, D.C.: National Education Association, 1961), p. 13.

> students were generally of superior ability, while 20 percent felt that students with average abilities made the choice of economics as an elective. In effect, then, students with diverse ability levels selected economics.[1]

Fernandez, et al. reported that, as a whole, social studies is regarded differently from other academic subjects students are required to take in high school. Students expressed the view (and were supported in their belief by the attitudes of their parents, counselors, and friends) that social studies courses were less important than mathematics and English for their occupational choices. According to the authors, social studies classes are not perceived by students as articulated to future occupations.[2]

V. THE TEACHER AND ECONOMICS

Requirements for the Effective Teaching of Economics

At this point, the reader may well suspect that the major problem with high school economics is the student. Certainly, if this were the case, the task of improving economic education would be made somewhat more limited or defined as to the approach needed to alleviate the difficulties. In actual fact, however, the student represents but one of the many variables entering the picture. Complicating matters is the teacher of economics.

Research is readily available to support the contention that teachers play a key role in the successful development and implementa-

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[1] Selim, op. cit., p. 7.

[2] Fernandez, et al., op. cit., p. 56.

tion of any program. Wood conducted a major study in the area of economics in the high schools and his findings are recorded by Gilliam as follows:

> . . . the single most important factor in the effective teaching of economics is the teacher. Even with ideal equipment, facilities, and materials a course is of little value without an effective teacher. On the other hand, a really top-notch teacher with limited facilities and materials--and with students who are least equipped to gain from economics instruction--can produce effective results.[1]

Undoubtedly, poor teaching is the result of many causes but one that is quite frequently cited is that of teacher preparation. The need for increased emphasis on teacher preparation is advocated by Wallace in the following observation:

> Despite all the mechanization and gadgetry in education, all the improvements in hardware and software, and all the tinkering with curricula, however, the classroom teacher is likely to remain for the foreseeable future the key to effective education and learning in economics, so that we still face the perennial problem of teacher preparation.[2]

Jones emphasizes that the principal requisites in an effective program of economic education, especially in the high schools, "are teachers well-grounded in economics who are supplied with adequate tools--textbooks, teaching-learning units, and other instructional aids."[3] Ellis, recognizing that it is necessary that the teacher be proficient in the subject of economics, maintains that it is equally important that the teacher be given some training in the methods he may employ in pre-

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[1] Gilliam, op. cit., p. 60.

[2] E. S. Wallace, "The Preparation of High School Teachers of Economics," The Journal of Economic Education (Fall, 1970), p. 70.

[3] Jones, op. cit., pp. 13-14.

senting this knowledge to students in the schools.[1] Dawson substantiates this when he observes:

> Obviously, I do not agree with the old cliche: "If you know your subject, you can teach it." Having taught in the secondary schools of New York, and having served as supervisor of student teachers at New York University's School of Education, I am fairly convinced that some training in pedagogy is necessary. There may be a few persons who are natural born teachers and who need no instruction in educational methods, but I never have had the good fortune to meet one of them.[2]

In conclusion, Gilliam recognizes the hazards involved in attempting to describe the "good" teacher but suggests that there are three essential characteristics which an effective economics teacher should possess: (1) he should have an excellent knowledge and ability in the subject matter of economics; (2) he should be skilled in the use of teaching techniques and procedures; and (3) he should be an enthusiastic teacher.[3]

Teacher Preparation for the Teaching of Economics

Inadequacies associated with the teaching of economics in the schools were brought to light by the findings of the National Task Force on Economic Education in the United States in 1961. Since that date, much attention has been devoted in the literature to improving teacher performance in economics in that country. Attention to the problem has not been evident in Canada to the same degree. However, this situation

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[1] Ellis, op. cit., p. 18.

[2] George G. Dawson, "Offer a Sensible Economic Program," Balance Sheet, XLIII (November, 1961), pp. 100-101.

[3] Gilliam, op. cit., p. 59.

appears to be changing. The establishment of the Canadian Foundation for Economic Education, with its main goal being "the stimulation of teaching economics in the primary and secondary schools," is but one example of a growing concern for economic education in this country.[1]

The National Task Force on Economic Education, in surveying the preparatory economic background of social studies teachers in the United States, found that "almost half of all high school social studies teachers, and perhaps a quarter of all those teaching actual courses in economics, have not had as much as a single college course in economics." The Task Force subsequently recommended that a minimum of one full year course in college economics be required for the certification of all social studies teachers, with at least another year of college economics beyond the elementary course being desirable. For those teaching a separate course in economics at the high school level, a minor (eighteen semester hours or three full year courses) was recommended as a minimum requirement and a major being preferable. It was suggested that, short of a college minor in economics, the high school teacher of economics actually possesses formal training that puts him only marginally ahead of his best students.[2]

With regards to certification requirements for high school social studies teachers, the Task Force expressed concern that only sixteen of the fifty states require even an elementary course in economics. It

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[1]The Canadian Foundation for Economic Education, Third Annual Report, 1977 (Toronto: Canadian Foundation for Economic Education, 1977), p. 2.

[2]National Task Force on Economic Education, op. cit., pp. 73-74.

was also reported that:

> In a recent study of social studies teacher programs in 50 selected colleges and universities throughout this country, 38 were found to offer a major in social studies, with a median requirement of only one year of elementary economics for these teachers of tomorrow who will be largely responsible for teaching basic understanding of economics in our schools.[1]

In 1963, Randall examined the requirements of selected Canadian and United States universities and reported that all Canadian universities required courses in history for their potential social studies teachers, about eighty percent required courses in geography, and no university required a course in economics. However, most universities in Canada did provide an opportunity for students to take economics. Randall reported that, of the two hundred thirty-eight Alberta social studies teachers questioned, only nine percent had more than three courses in economics, as compared to sixty-seven percent who had more than three courses in history.[2]

McElroy studied thirty-six selected high schools in the United States in 1965 and found that fifty-five percent of the teachers in the social studies departments were academically deficient in their preparation in economics.[3] In the same year, the National Association of Secondary School Principals reported that, assuming that at least two college courses in economics are required for a teacher to feel comfor-

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[1] Ibid., p. 10.

[2] Ruth Esther Randall, "The Training of Teachers for Social Studies Instruction" (Unpublished Master's thesis, University of Alberta, 1963), p. 98.

[3] Derwyn Frank McElroy, "Economic Education in Selected High Schools" (Unpublished Doctoral dissertation, Auburn University, 1965), pp. 210-211.

table in economic instruction at the high school level, the facts of this study were reassuring. For those teaching separate courses in economics, 82.4 percent were deemed to be adequately prepared for the task, while 14.2 percent had only one college course in economics, and 3.3 percent had none. Also, 73.2 percent of teachers of other courses incorporating economics had two or more courses in economics.[1]

Dawson's nationwide survey of the economic education of teacher-trainees in the United States, in 1967, revealed that only two out of every nine social studies teachers have had six credits (two semester courses) or more in economics. Dawson reported that in some states teachers can meet the state's economics requirements with a single three-hour course. He further observed that:

> It is distressing, also, that only 22 percent of social studies teacher-trainees are receiving instruction in the methods of teaching economics, when it is probable that most of them will be teaching courses which should include some economics.[2]

A study of the status of economic education in Mississippi schools, conducted by Ellis in 1968, revealed that approximately forty-nine percent of the teachers of economics possessed six semester hours or less in formal training in economics courses. It was also determined that, for all social studies teachers, approximately eighty-four percent possessed six hours or less in formal courses in economics.[3]

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[1] Jones, op. cit., pp. 14-16.

[2] George G. Dawson, Nationwide Survey in the Economic Education of Teacher-Trainees (New York: Joint Council on Economic Education, 1967), pp. 1-10.

[3] Ellis, op. cit., p. 90.

Moreover, the Joint Council on Economic Education reported in 1969 that half of the social studies teachers in the United States had no formal college credit in the subject. Furthermore, it appeared as though less than a third of these teachers had as much as six semester hours credit in economics.[1] A study by Parker, in 1969 found that the status of economic education in Illinois schools was neither as good as one would hope nor as bad as many would fear. The majority of teachers had some formal course work in economics. In fact, only 39.1 percent of all teachers reported no course in economics; 33.6 percent had between one and five hours; ten percent had six hours; and the remaining 17.3 percent had seven or more hours of formal economics training.[2]

If one were to adopt the recommendations of the National Task Force on Economic Education, that is, one full year course in college economics for all social studies teachers, with a second year course highly desirable, and three full year courses in economics for all economics teachers as minimum requirements for certification, then the prospects for economic education in our schools are not encouraging. Research in the United States does suggest that teacher preparation for economics instruction is improving. However, there was no evidence available to the writer to indicate a similar trend in Canada.

Factors Contributing to Inadequate Teacher Preparation

That there is a need to improve the academic preparation of teachers

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[1] Wallace, op. cit., p. 70.

[2] Edmond T. Parker, "A Study of the Status of Economic Education in Illinois Schools (K-12)" (Unpublished Doctoral dissertation, Northwestern University, 1969), p. 26.

relative to the teaching of economics, as a separate discipline or as part of other courses, has been documented. Before one can meaningfully deal with this problem, however, the identification of those factors contributing to present inadequacies is a logical first step.

Darcy explored the reasons teachers skip economics during their pre-service training and suggests the following factors as being evident:

1. competing course requirements;
2. more attractive electives;
3. lack of awareness or interest;
4. failure of schools of education and state certification agencies to require or recommend it; and
5. poor teaching of economics at the college level.[1]

Wallace also addressed the question of why teachers do not choose economics courses at college. He concluded that there were many reasons, with the following being most evident:

1. it is an unfamiliar subject which most of them have not encountered at the pre-collegiate level;
2. it is a more difficult course than most of the alternatives;
3. its relevance to the subject the student expects to teach is not apparent, even to those expecting to teach social studies;
4. for the most part students in teacher-training programs tend to take what their advisers tell them to take, and many advisers do not recommend economics both for the same reasons the students avoid it and because they themselves have never had it; and

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[1]Robert L. Darcy, "Economic Education for Teachers: The Preservice Program," N.A.S.S.P. Bulletin, 49 (November, 1965), p. 16.

5. on many campuses the beginning course in economics has an unfortunate but justifiable reputation for being poorly taught and deadly dull.[1]

The problem of poor teaching at the college level surfaces as a major concern of many writers. Newer and smaller teacher training institutions are accused of offering economics courses that are taught by inexperienced teachers with heavy workloads, while, in larger institutions, the course is taught by graduate students who are preoccupied with their own problems. In other larger institutions, it is claimed that different sections of the economics course may be taught in a totally uncoordinated manner by senior members who regard such teaching as a chore to be performed as a means of earning the opportunity to teach graduate seminars and engage in their own research.[2]

Bach and Saunders seem to confirm the belief of students that introductory courses in economics are "irrelevant" and "a horrible waste of time." They conducted a study of high school economics teachers and found that their scores on a test of economic understanding were not significantly higher than teachers who had never taken a course in economics.[3]

Promoting Economic Competence for Teachers

Much of the literature pertaining to economic education has been

[1] Wallace, op. cit., p. 73.

[2] Ibid., pp. 74-75.

[3] G. L. Bach and Phillip Saunders, "Economic Education: Aspirations and Achievements," American Economic Review, LV (June, 1965), p. 335.

directed at improving the economic competence of teachers. Certainly, there is no simple way to alleviate the economic deficiencies evident among so many of our teachers. The two most obvious approaches are to expand and improve preservice and inservice training programs dealing with economics, with the former being primarily a preventive measure and the latter a remedial approach.

There has been an appreciable increase in the number of summer workshops and institutes on economic education held at various colleges and universities. In Newfoundland, it is noteworthy that the Canadian Foundation for Economic Education is presently engaged in discussions with Memorial University aimed at establishing a summer institute for economics teachers.

In the United States, a television program entitled "The American Economy" was aired during the school year 1962-63 for the benefit of teachers and the general public. Saunders reports that "the evidence indicates that the teachers who watched 'The American Economy' regularly did indeed learn a great deal of economics."[1]

Numerous other types of inservice programs have been successfully attempted; e.g., school and district workshops. A study conducted by the National Association of Secondary School Principals reported in its findings that:

> Especially noteworthy was the frequency of mention of the role of workshops in strengthening the confidence of teachers in their ability to cope successfully with the exacting discipline of economics. The perennial need to keep abreast of

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[1] Phillip Saunders, "The Relevance of Economics in the High School: The Developmental Education Program" (Social Studies Education Consortium, Inc., Boulder, Colorado, 1971), p. 9.

> developing knowledge and current material in economics is recognized; and workshops have proved to be indispensable in meeting this need.[1]

The very nature of economics, and indeed most other disciplines, dictates that inservice education must be continued and more effective means of conducting it must be explored, irrespective of the level of formal training of teachers in economics. The greatest challenge, perhaps, is that of improving the preservice training of teachers in economics.

Darcy emphasizes the futility of concentrating efforts on inservice programs at the expense of more preservice programs in the following observation:

> To those who believe firmly in economic education, it seems patently futile and foolish that thousands of new teachers should graduate from our colleges and universities each year without having taken a single course dealing with the operation of our economic system. Subsequent attempts to reach these teachers by means of summer workshops, educational television, and other in-service programs, once they have scattered from the campus to a thousand different school systems, is like trying to pour spilled milk back into a bottle.[2]

Saunders endorses the need for inservice programs as a means to correct the deficiencies in economic understanding for those teachers already in the system, but emphasizes the preservice needs of teacher-trainees. He concludes:

> It is simply ridiculous to keep turning out teachers poorly trained in economics and then turn to the much more expensive and more variable techniques of inservice training programs to repair this inadequacy. . . . If we are to make any really lasting progress in training teachers in economics,

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[1] Jones, op. cit, p. 23.

[2] Darcy, op. cit., p. 74.

the job must be undertaken on a much more serious basis at the preservice level, where the teachers of the future are "tooling up" for the first time in preparing themselves for their subsequent teaching careers.[1]

It seems, then, that teaching deficiencies in economics will not be overcome unless a major shift in emphasis occurs toward producing and marketing a better original product. In view of the fact that Dawson's national survey of teacher-trainees in the United States revealed that unless trainees are required to take economics very few will do so,[2] what are the alternatives?

Some writers contend that certification requirements for teachers constitutes part of the problem. Monohan points out that, once certified to teach social studies, one is in an incongruous situation of being allowed to teach everything from anthropology to sociology regardless of the fact of whether one has academic training in that area. He suggests that there are two possible solutions to this dilemma: (1) drop the masquerade that secondary schools offer an integrated social studies program, begin to certify teachers in special disciplines, e.g., economics, geography, etc., and eliminate the term social studies; and (2) begin a real integration of social studies disciplines as the name suggests. The author expresses his preference for the latter.[3]

Wallace supports the idea of having economics included as a requirement for teacher certification but admits that such a move is not likely

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[1]Saunders, op. cit., p. 10.

[2]Dawson, Nationwide Survey on the Economic Education of Teacher-Trainees; pp. 3-9.

[3]Dan Monohan, "Social Studies--Why Not?" The Social Studies, LXVI (May/June, 1975), p. 105.

to occur in the foreseeable future. He reports that opposition to such an approach is based on the following arguments: (1) imposition of additional requirements is contrary to the current trend toward greater permissiveness in college curricula; (2) a required course is usually a poor course because there is no motivation to improve it; and (3) state certification requirements might lead to state dictation of the content and teaching methods for the course.[1]

The National Task Force on Economic Education suggested that the difficulties associated with getting teacher-trainees to enroll in economics might be lessened by having special economics courses designed by college and university economics departments to meet the special needs of teachers.[2] Similar positions are put forth by Cooley[3] and Mormar.[4] Parker's study of teachers in Illinois lends support to this concept. He found that, while only seventeen percent of the respondents had been in such a course, of these, twice as many teachers felt the course was useful and helpful than those who did not.[5]

Despite the popularity and frequent success of special economics courses for teachers, Darcy contends that, assuming a well-structured and meaningful introductory course in economics is offered:

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[1]Wallace, op. cit., pp. 72-73.

[2]National Task Force on Economic Education, op. cit., p. 75.

[3]Max G. Cooley, "Developed an Economics Course for Prospective Teachers," Balance Sheet, XLIV (April, 1963), pp. 354-355.

[4]James G. Mormar, "Teacher Preparation in Economics," Business Educational Forum, XVII (April, 1963), pp. 22-25.

[5]Parker, op. cit., p. 30.

> . . . the only real advantage of a special course "for teachers only" would be the opportunity to devote a couple of sessions to a review of literature and curriculum developments in economic education. Orientation of this type could readily be handled by means of special student conferences and projects or could be integrated into the standard 'methods' course in the school of education.[1]

All things considered, perhaps the most feasible approach to increasing economic competence for teachers is to seek to improve the present economic course offerings at the college or university such that they will be more attractive to prospective teachers. Of particular concern seems to be the introductory course in economics which, according to Saunders, could be improved by "cutting down the amount of material and unduly complicated analysis that is presently jammed into the introductory course."[2]

Wallace maintains that many teachers shy away from economics courses because of the way in which the introductory course is presented:

> The beginning course deserves a far better fate. . . . It is the most important course in the department, the one that will attract or repel potential majors, the one taste of economics that most students who enroll in it will ever get. It is also the most difficult course in the department to teach successfully and the one that requires the broadest and most mature content knowledge and teaching skill that the department has available. Economics departments would be well advised to select a staff member with such qualifications, grant him full professorial status, and assign as his exclusive duty the responsibility of planning, supervising, and improving the elementary course.[3]

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[1] Darcy, op. cit., p. 85.

[2] Phillip Saunders, "Preparing Future Teachers for Economic Competence," Social Education, 30 (April, 1966), p. 247.

[3] Wallace, op. cit., p. 74.

Experience of Economics Teachers

Because of the difficult and controversial nature of economics as a discipline, it has been intimated that the teaching of economics reluctantly falls within the teaching responsibilities of the more experienced teachers. However, current literature does not refer to any studies designed specifically to deal with this question. Therefore, the two studies reported below, though tangential, cannot be considered conclusive.

Parker contends that in any evaluation of the formal preparation of teachers in economics, the recency of training is an important consideration, especially since the discipline of economics has changed rapidly in recent years. His findings indicate that while 63.4 percent of the teachers surveyed had completed course work in economics no longer than ten years ago, the teachers of economics tend to be the more experienced teachers. The author further suggests that the more experienced teachers may have picked up economics courses in addition to their degrees and their teaching credentials; thus, one cannot assume that there has been a change in the practices of teacher training institutions relative to the preparation of teacher-trainees for economics.[1]

Frankel reports of a sample survey of social studies teachers in the United States in 1965. From the survey, it was concluded that those teachers with the greatest number of economics courses are more likely to have earned their degrees longer ago.[2]

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[1]Parker, op. cit., pp. 34, 85, 106.

[2]M. L. Frankel, "Education for the Economic Challenges of Today and Tomorrow," N.A.S.S.P. Bulletin, 49 (November, 1965), p. 63.

Formal Preparation of Teachers and Their Treatment of, and Interest in, Economics

In a 1959 study of the effect of the economic education of teachers on the number of economics concepts reportedly taught, Hillier reported that those teachers with economics courses claimed they taught more economics concepts than those without formal economics courses. He concluded that the economics education of the teacher does make a difference in the number of economics concepts taught.[1]

A more recent study by Parker, in 1969, supports the findings of Hillier reported a decade earlier. Parker concluded that "there is a significant statistical relationship between the number of hours a teacher has taken in economics and the extent to which he treats economics topics in the classroom; the more hours taken in economics, the more treatment of economics topics."[2]

McElroy, in 1965, reported that the economics teachers surveyed in selected high schools of the United States considered economics as not being an important or significant aspect of their teaching.[3] In a study of economic education in the St. Paul (Minnesota) and surrounding area high schools in 1974, Selim asked teachers to indicate the areas of social studies or business education they enjoyed teaching most and the reason for their choice. He reported that the main reason cited by respondents for not enjoying the teaching of a certain subject was

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[1]Kenneth Lynn Hillier, "The Effect of the Economic Education of Teachers on the Number of Economics Concepts Reported Taught" (Unpublished Doctoral dissertation, Oklahoma State University, 1959).

[2]Parker, op. cit., p. 98.

[3]McElroy, op. cit., p. 211.

insufficient academic preparation in that subject. The eight subjects which teachers enjoyed teaching most were ranked in the following order:[1]

History -- 88%	Business Education -- 67%
Political Science -- 80%	Psychology -- 55%
Sociology -- 74%	Anthropology -- 52%
Economics -- 67%	Geography -- 46%

VI. SUMMARY

Economics has been incorporated into the curriculum of Newfoundland high schools since 1932. Objectives for the program have been set forth but no attempt has been made to measure the level of attainment of these objectives. Initially, the course was designed specifically to meet the needs of those students terminating their formal education at the Grade XI level.

Despite widespread agreement on the need for economic education in the schools, as well as the empirical evidence that even primary students can cope with certain economic concepts, the achievement of the goals of economic education has not been fully realized. A number of factors have been suggested as contributing to the seemingly low priority assigned to economics: (1) difficulty of the subject matter; (2) inadequate preparation of students for the type of analysis and problem-solving appropriate to economics; (3) inadequate preparation on the part of teachers; (4) use of ineffective methods and techniques in teaching; (5) failure to clearly define the content and scope of economics; and

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[1] Selim, op. cit., p. 9.

(6) public concern regarding the treatment of controversial issues in schools.

The literature is supportive of separate economics courses in the senior high school curriculum. The reality of the situation, however, is that economics is usually offered as an elective subject, with little chance of being accorded the status of a required course, and is subscribed to by only a small portion of the high school population. Accordingly, it is imperative that economics be incorporated into other subjects, either by the integrative approach or block (unit) approach. While the literature suggests that economics be considered as a component of the social studies curriculum, as opposed to business education, the ultimate concern must be that it is taught by the best qualified teachers, be they social studies or business teachers.

It is strongly suggested that, with the possible exception of the Atlantic provinces, student enrolment in economics courses in Canada and the United States is far from adequate to provide an acceptable level of economic literacy among high school graduates. The reasons cited for the limited drawing power of economics are numerous, many of them deeply entrenched, and varying in degree of importance from one school system to another. With fewer course options available to students in smaller high schools, it is suggested that a higher percentage of students in these schools will enroll in economics in comparison to larger high schools. There is no evidence to support or deny that enrolment in economics courses is correlated with the sex of the student. However, male students appear to achieve more economic understanding than females when exposed to economics teaching. Students do not appear

to view economics courses as being articulated to future occupations and, while there is evidence that students of diverse ability levels select economics, the choice seems to be less frequent among those students who aspire to continue their academic studies beyond high school.

The attainment of a desirable level of economic literacy for all high school graduates is largely dependent upon the availability of teachers who are well-grounded in economics and skilled in the use of teaching techniques and procedures. A review of the literature suggests that schools have not been adequately furnished with such teaching personnel.

Based on minimum requirements for the effective teaching of economics, many teachers who leave teacher-training institutions and subsequently engage in teaching subjects that require the treatment of economics concepts are ill-prepared for the task. Many reasons have been cited for this inadequate preparation of teachers for economics, including: (1) the unfamiliarity of economics to teacher-trainees; (2) the availability of more attractive electives; (3) the inability of teacher-trainees to see the relevance of economics for their anticipated teaching assignment; (4) the absence of economics as a requirement for teacher certification, even for social studies teachers; and (5) the poor reputation associated with economics courses at the college and university level.

That various types of inservice programs for teachers of economics are useful has been documented; however, there is general agreement that inadequate teacher preparation must be tackled and resolved at the pre-

service level. Suggestions for improvements at the preservice level include (1) making economics a required course for teacher certification, (2) designing economics courses specifically to meet the needs of teachers, and (3) improving the content, structure, and teaching of economics courses presently offered. The latter two suggestions are lauded as being most desirable. There is evidence that economics teachers tend to be the more experienced staff members. Yet, this cannot be construed to mean that teacher-training practices have changed. Finally, it has been suggested that the number of formal courses completed by teachers will influence significantly their level of interest in economics and the amount of treatment accorded economics concepts in their subject areas.

CHAPTER 3

METHODOLOGY

I. INTRODUCTION

The concern of this study is the status of Economics in Grade XI as perceived by students and teachers in the Roman Catholic School District of St. John's. This chapter focuses on the following:

(a) type of study;

(b) population;

(c) instruments;

(d) piloting the instruments;

(e) data collection procedures; and

(f) data analysis.

II. TYPE OF STUDY

The absence of any previous research in the area of economic education in this Province, both from the standpoint of students and teachers, suggested a need to establish possible relationships and to determine if a problem actually existed in the field. As well, the researcher was concerned with identifying potential areas deserving further in-depth study. Accordingly, this study has taken the form of a descriptive survey.

III. POPULATION

In establishing the criteria to be used in selecting the population of this study, a primary concern was to obtain as large a population as possible, as well as a differential in school size. Concomitantly, it was felt that the selection of one school board district would afford the researcher an opportunity to work closely with one group of school board personnel, both in the implementation of the study and in any follow-up activity that may be suggested by the findings. The Roman Catholic School Board District of St. John's seemed to satisfy these criteria.

In March, permission was granted by the Roman Catholic School Board of St. John's for the researcher to approach the six high school principals whose schools would be involved in the study. One of the principals found it would be inconvenient for his school to participate, leaving five high schools to be involved in the survey: Holy Heart of Mary; Beaconsfield; Brother Rice; St. Kevin's; and St. Edward's.

Students involved in this survey included all Grade XI full-time students in the five high schools, comprising a total of 1,012 possible respondents. Teachers involved included all teachers teaching any or all social studies subjects in Grades X and XI, a total of 24 possible participants.

IV. INSTRUMENTS

Since this was the first study of its kind in the area of economic education in this Province, an attempt was made to obtain as much perti-

nent information as possible. The questionnaire method was found to best meet this requirement.

Two questionnaires were required for the study and, because no appropriate questionnaires were available, the instruments were devised by the researcher. Items included in the initial draft of the student and teacher questionnaires attempted to reflect both the purposes of the study set forth in Chapter 1 and the information gathered in the review of literature discussed in Chapter 2.

V. PILOTING THE INSTRUMENTS

In order to check on students' and teachers' interpretation of the questions and to determine if the instruments were reliable, a test-retest was carried out. Seventy-eight students and thirteen teachers in the Roman Catholic School District of Ferryland and the Avalon Consolidated School Board District of St. John's participated in the piloting. Besides completing the questionnaires, all participants were asked to place a question mark on any question which was not easily interpreted. Students and teachers completed a second questionnaire after a lapse of twelve days.

Following an analysis of both sets of questionnaires, a number of questions were deleted because of the frequency of mis-matching recorded. Those questions noted by the participants as lacking a precise meaning were re-worded and discussed with them immediately following the retest. Copies of the revised student and teacher questionnaires are contained in Appendix A.

VI. COLLECTION OF THE DATA

Student and teacher questionnaires were delivered to the principal or social studies department in the five cooperating schools during mid-May and were to be administered whenever it was convenient to do so. All schools completed the questionnaires within two weeks.

From a possible 1,012 student questionnaires, 851 (or 84 percent) were completed satisfactorily. A significant portion of the non-responses resulted from student absenteeism on the days the questionnaires were administered. Twenty-three of a possible twenty-four teacher questionnaires were completed (or 96 percent).

VII. ANALYSIS OF THE DATA

Data from the completed questionnaires were processed by the SPSS system of computer programs. Statistical procedures used to examine the distributional characteristics of each of the independent and dependent variables under consideration and the relationship between two or more variables were frequencies, and crosstabs. The results are presented in tabular form in Chapter 4.

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE DATA

In this chapter the data relevant to this study will be presented and analyzed under two sections as follows: (1) students and Economics; and (2) teachers and Economics.

I. STUDENTS AND ECONOMICS

The subheadings used in this section correspond with the research questions cited in Chapter 1 regarding students and Economics.

Enrolment in Economics by Sex of Students

A total of 851 Grade XI students participated in the study, comprised of 293 boys and 558 girls (34.4 percent and 65.6 percent respectively). The low number of male respondents relative to female respondents resulted from the fact that the one school within the school board district that did not find it convenient to participate in the study was an all-boys school. Four hundred and fifty-five students were enrolled in Economics, representing 53.5 percent of the total sample. Relative to enrolments in other Grade XI subjects, Economics was the sixth highest, following English (99.4 percent), Mathematics (98.8 percent), Religious Education (97.4 percent), Biology (80.6 percent), and History (55.8 percent).

An analysis of enrolment in Economics by sex of students revealed

that 61.4 percent of all male respondents were enrolled in Economics, as compared to 49.3 percent of all female respondents. Overall, the percentage of boys enrolled in Economics exceeded the percentage of girls by 12.1 percent. Enrolment in Economics by sex of students is summarized in Table 1.

TABLE 1

ENROLMENT IN ECONOMICS BY SEX OF STUDENTS

	Student Response		Enrolment in Economics	
	f	%	f	%
Number of Boys	293	34.4	180	61.4
Number of Girls	558	65.6	275	49.3
Total	851	100.0	455	53.5

Enrolment in Economics by School Size

For the purpose of this study, school size was based on the actual number of Grade XI classes contained in each school. The four categories of school size used were: (1) schools with less than five Grade XI classes; (2) schools with from five to seven classes; (3) schools with from eight to eleven classes; and (4) schools with twelve or more classes.

Enrolment in Economics, expressed as a percentage of total enrolment for each school size, was as follows: schools with less than five classes (32.1 percent); schools with from five to seven classes (47.8 percent); schools with from eight to eleven classes (65.8 percent); and schools with twelve or more classes (54.4 percent). It is apparent, then, that enrolment in Economics does vary with school size, and, contrary to what

was suggested in the literature, enrolment in that subject as percentage of total enrolment is higher in the larger schools. Data relative to these findings are presented in Table 2.

TABLE 2

ENROLMENT IN ECONOMICS BY SCHOOL SIZE

Number of Grade XI Classes	Student Response		Enrolment in Economics	
	f	%	f	%
Less than 5	81	9.6	26	32.1
5 to 7	182	21.5	87	47.8
8 to 11	196*	23.1	129	65.8
12 or more	388**	45.8	211	54.4
Total	847	100.0	453	53.5

* All male respondents

** All female respondents

When enrolment in Economics is controlled for sex of students, school size becomes an even more significant factor. The number of boys enrolled in Economics, expressed as a percentage of the total number of boys for each school size, was found to be as follows: schools with less than five Grade XI classes (41.7 percent); schools with from five to seven classes (55.1 percent); and schools with from eight to eleven classes (74.1 percent). Similar computations revealed the following percentage enrolments in Economics for girls according to school size: schools with less than five classes (24.4 percent); schools with from five to seven classes (42.3 percent); and schools with twelve or more classes (54.4 percent). These findings are summarized in Table 3.

TABLE 3

ENROLMENT IN ECONOMICS BY SCHOOL SIZE
CONTROLLING FOR SEX OF STUDENTS

Number of Grade XI Classes	Student Response				Enrolment in Economics			
	Male		Female		Male		Female	
	f	%	f	%	f	%*	f	%*
Less than 5	36	12.5	45	8.4	15	41.7	11	24.4
5 to 7	78	27.1	104	19.4	43	55.1	44	42.3
8 to 11	174	60.4	-	-	129	74.1	-	-
12 or more	-	-	388	72.3	-	-	211	54.4
Total	288	100.0	537	100.0	187	64.9	266	49.5

* represents percent of males and females enrolled in Economics for each school size.

- = no responses.

Enrolment in Economics by Grade Mark Average of Students

The grade mark average reported for students represents the final marks achieved in Grade X. The number of students enrolled in Economics for each grade mark average level, reported as a percentage of the total student population in each level, was as follows: grade mark average less than 60 (61.5 percent); average 60 to 69 (68.2 percent); average 70 to 79 (49.8 percent); average 80 to 89 (25.5 percent); and average 90 to 100 (18.2 percent).

Of the total population with grade mark averages less than 70, 66.6 percent of the students elected to do Economics, as compared to only 40.2 percent of the total population with averages of 70 or greater. These findings are illustrated in Table 4.

TABLE 4

ENROLMENT IN ECONOMICS BY GRADE MARK AVERAGE OF STUDENTS

Grade Mark Average	Student Response		Enrolment in Economics	
	f	%	f	%*
Less than 60	104	12.3	64	61.5
60 to 69	324	38.3	221	68.2
70 to 79	259	30.6	129	49.8
80 to 89	137	16.2	35	25.5
90 to 100	22	2.6	4	18.2
Total	846	100.0	453	53.5

* represents percentage of students enrolled in Economics at each level.

A breakdown of enrolment in Economics by grade mark average according to sex of students, as shown in Table 5, revealed a similar trend to that reported for the overall population. Enrolment in the subject increased

TABLE 5

ENROLMENT IN ECONOMICS BY GRADE MARK AVERAGE CONTROLLING FOR SEX

Grade Mark Average	Student Response				Enrolment in Economics			
	Male		Female		Male		Female	
	f	%	f	%	f	%*	f	%*
Less than 60	38	13.0	66	11.9	25	65.8	39	59.1
60 to 69	134	45.9	190	34.3	101	75.4	120	63.2
70 to 79	79	27.1	180	32.5	42	53.2	87	48.3
80 to 89	35	12.0	102	18.4	11	31.4	24	23.5
90 to 100	6	2.0	16	2.9	1	16.7	3	18.8
Total	292	100.0	554	100.0	180	61.6	273	49.3

* represents percentage of males and females enrolled in Economics at each level.

from 65.8 percent for boys with grade mark averages less than 60 to 75.4 percent for boys with averages between 60 and 69. Enrolment then decreased steadily as grade mark averages of boys increased: averages 70 to 79 (53.2 percent); averages 80 to 89 (31.4 percent); and averages 90 to 100 (16.7 percent). Similarly, enrolment in Economics increased from 59.1 percent for girls with grade mark averages less than 60 to 63.2 percent for girls with averages between 60 and 69. As with the boys, enrolment in the subject then decreased steadily as grade mark averages of girls increased: averages 70 to 79 (48.3 percent); averages 80 to 89 (23.5 percent); and averages 90 to 100 (18.8 percent).

In summary, 73.3 percent of all boys with grade mark averages less than 70 elected to do Economics, as compared to 49.1 percent of all boys with averages 70 or greater. For girls, 62.1 percent with grade mark averages less than 70 enrolled in Economics, as compared to only 38.3 percent of all girls with averages 70 or greater.

Enrolment in Economics by Career Plans of Students

A total of 829 students indicated their career preferences upon completion of Grade XI. Student career plans, expressed as a percentage of the total population were as follows: University (28.7 percent); College of Trades and Technology (31.1 percent); Fisheries College (1.4 percent); Vocational School (4.1 percent); Work (17.6 percent); Business Education at Holy Heart (10.1 percent); and Other (6.9 percent). It is apparent that the Grade XI students surveyed seemingly do not share the much acclaimed viewpoint that Newfoundland's future lies in the fisheries, as only twelve students (or 1.4 percent) indicated a preference to

attend the College of Fisheries.

A breakdown of student enrolment in Economics by career plans is presented in Table 6. The number of students enrolled in the subject, expressed as a percentage of the total number of responses for each career preference, was as follows: University (34.5 percent); College of Trades and Technology (61.2 percent); College of Fisheries (41.7 percent); Vocational School (41.2 percent); Work (65.8 percent); Business Education (53.6 percent); and Other (73.7 percent). Of particular interest is the fact that only 82 of the 238 students planning to attend university elected to do Economics. It is evident that most university-oriented students do not opt for Economics in high school and it would be interesting to know how many of these students who did not enroll in Economics in high school will do so when they enter university.

TABLE 6

ENROLMENT IN ECONOMICS BY CAREER PLANS

Career Plans	Number of Responses		Enrolment in Economics	
	f	%	f	%
University	238	28.7	82	34.5
Trades & Technology	258	31.1	158	61.2
Fisheries College	12	1.4	5	41.7
Vocational School	34	4.1	14	41.2
Work	146	17.6	96	65.8
Business Education	84	10.1	45	53.6
Other	57	6.9	42	73.7
Total	829	100.0	442	53.3

Enrolment in Economics by Knowledge of the Nature of that Subject Prior to Entering Grade XI

Students were asked to describe their knowledge of the nature of Economics as a course of study at the time they registered for courses in Grade XI. As shown in Table 7, of the 836 responses, 363 students (43.3 percent) indicated they had an adequate knowledge of the nature of the subject, while 473 students (56.6 percent) reported their knowledge of the subject as having been inadequate.

TABLE 7

ENROLMENT IN ECONOMICS BY KNOWLEDGE OF THE NATURE OF THE SUBJECT PRIOR TO ENTERING GRADE XI

Knowledge of Economics	Student Response		Students Not Enrolled in Economics		Students Enrolled in Economics	
	f	%	f	%	f	%
Adequate	363	43.4	107	27.9	256	56.6
Inadequate	473	56.6	277	72.1	196	43.4
Total	836	100.0	384	100.0	452	100.0

Table 7 also presents a breakdown of student responses regarding their knowledge of the nature of Economics as a course of study prior to entering Grade XI according to their decision about enrolling in that subject. Of the 384 students who did not elect to do Economics, only 27.9 percent of those students reported having had an adequate knowledge of the nature of the subject, as compared to 72.1 percent who reported their knowledge of the subject as having been inadequate. In comparison, of the 452 students who chose Economics as part of their programme, 56.6 percent considered their knowledge of the nature of the subject as having

been adequate, while 43.4 percent considered their knowledge as having been inadequate.

While it appears that having had an adequate knowledge of the nature of Economics prior to entering Grade XI influenced students' decisions to enroll in that subject, one must be cognizant of the possibility that earlier perceptions as reported by students may have been influenced by later experiences.

An analysis of student responses regarding their knowledge of the nature of Economics prior to entering Grade XI according to the sex of students revealed a significant difference. As shown in Table 8, 149 boys (51.7 percent) reported having had an adequate knowledge of the subject, as compared to 214 girls (39.1 percent). On the other hand, 139 boys (48.3 percent) considered their knowledge of the subject as having been inadequate, as compared to 334 girls (60.9 percent).

TABLE 8

KNOWLEDGE OF THE NATURE OF ECONOMICS PRIOR TO ENTERING GRADE XI BY SEX OF STUDENTS

Knowledge of Economics	Student Response		Male		Female	
	f	%	f	%	f	%
Adequate	363	43.4	149	51.7	214	39.1
Inadequate	473	56.6	139	48.3	334	60.9
Total	836	100.0	288	100.0	548	100.0

Enrolment in Economics by Perceived Difficulty of that Subject Relative to Other Course Options Prior to Entering Grade XI

Students were asked to indicate their perceptions of the degree of difficulty of Economics relative to other course options at the time

they registered for courses in Grade XI. As illustrated in Table 9, from a total of 836 student responses, 254 students (30.4 percent) reported having perceived Economics as having the same degree of difficulty relative to other subjects, while 245 students (29.3 percent) reported it as being easier and 234 students (28.0 percent) indicated they did not know. Only 103 students (12.3 percent) claimed they perceived the subject as being harder than other course options.

TABLE 9

ENROLMENT IN ECONOMICS BY PERCEIVED DIFFICULTY OF ECONOMICS PRIOR TO ENTERING GRADE XI

Perceived Difficulty of Economics	Student Response		Students Not Enrolled in Economics		Students Enrolled in Economics	
	f	%	f	%	f	%
Easier	245	29.3	104	27.2	141	31.1
Harder	103	12.3	35	9.2	68	15.0
Same	254	30.4	85	22.3	169	37.2
Did Not Know	234	28.0	158	41.4	76	16.7
Total	836	100.0	382	100.0	454	100.0

The perceived degree of difficulty of Economics relative to other subjects by students not enrolled in Economics, expressed as a percentage of the total number of students not enrolled in the subject, was reported as follows: easier (27.2 percent); harder (9.2 percent); same (22.3 percent); and did not know (41.4 percent). In comparison, responses by those students who did enroll in Economics were reported as follows: easier (31.1 percent); harder (15.0 percent); same (37.2 percent); and did not know (16.7 percent). Only 3.9 percent more students who elected

to do Economics perceived the subject as being easier than did students who chose not to do the subject. Contrary to what one might expect, 5.8 percent more students who enrolled in Economics perceived it to have been harder than those students who chose not to enroll in the subject. Significant, also, is the fact that 24.7 percent more students who did not opt for Economics, indicated they did not know the degree of difficulty than did those students who enrolled in the subject. Data relevant to these findings are presented in Table 9.

Reasons Cited by Students for Not Doing Economics

A total of 387 students responded to the question of why they did not elect to do Economics in Grade XI. As shown in Table 10, 148 students (38.2 percent) reported being more interested in other subjects, 98 students (25.3 percent) could not fit Economics into their schedule, and 91 students (23.5 percent) indicated they were not sure of the

TABLE 10

REASONS CITED FOR NOT DOING ECONOMICS

Reasons for Not Doing Economics	Student Response	
	f	%
Could Not Fit into Schedule	98	25.3
Not Sure of Nature of Subject	91	23.5
Interested in Other Subjects	148	38.2
Friends were not doing Subject	2	0.5
Not Relevant for Future Plans	33	8.5
Advised Not to do Economics	8	2.1
Other	7	1.8
Total	387	100.0

nature of the subject. Of the remaining students, 33 students (8.5 percent) reported that Economics was not relevant for their future plans, 8 students (2.1 percent) were advised not to do Economics, 2 students (0.5 percent) indicated that their friends were not doing the subject, and 7 students (1.8 percent) cited other reasons. It is noteworthy that a significant number of students commented that they could not do Economics because they wanted to do a second science course or because they were on an academic program.

An analysis of reasons cited for not doing Economics by sex of students revealed that the largest discrepancy between the responses of boys and girls occurred with regard to scheduling. Fourteen boys (13.0 percent) reported scheduling problems as their major reason for not doing Economics, while 84 girls (30.1 percent) reported scheduling as their major reason. A complete breakdown of student responses according to sex is presented in Table 11.

TABLE 11

REASONS CITED FOR NOT DOING ECONOMICS BY SEX OF STUDENTS

Reasons for Not Doing Economics	Student Response			
	Male		Female	
	f	%	f	%
Could Not Fit into Schedule	14	13.0	84	30.1
Not Sure of Nature of Subject	29	26.9	62	22.2
Interested in Other Subjects	42	38.9	106	38.0
Friends were Not doing Subject	1	0.9	1	0.3
Not Relevant for Future Plans	13	12.0	20	7.2
Advised Not to do Economics	4	3.7	4	1.4
Other	5	4.6	2	0.7
Total	108	100.0	279	100.0

An examination of student responses concerning their reasons for not doing Economics according to grade mark averages of students revealed that interest in other subjects was by far the largest single reason cited for not doing Economics by students with grade mark averages of 70 or greater (44.3 percent), followed by scheduling problems (22.0 percent), and uncertainty about the nature of the subject (18.7 percent). In comparison, for those students with grade mark averages less than 70, scheduling problems was cited most frequently (31.9 percent), followed by uncertainty about the nature of the subject (30.4 percent), and interest in other subjects (28.3 percent). A complete breakdown of student responses according to grade mark averages is shown in Table 12.

TABLE 12

REASONS CITED FOR NOT DOING ECONOMICS BY GRADE MARK AVERAGE

Reasons for Not Doing Economics	Grade Mark Average			
	Less than 70		70 or Greater	
	f	%	f	%
Could Not Fit into Schedule	44	31.9	54	22.0
Not Sure of Nature of Subject	42	30.4	46	18.7
Interested in Other Subjects	39	28.3	109	44.3
Friends were Not doing Subject	-		2	0.8
Not Relevant for Future Plans	7	5.1	26	10.6
Advised Not to do Economics	4	2.9	4	1.6
Other	2	1.4	5	2.0
Total	138	100.0	246	100.0

Reasons Cited by Students for Enrolling in Economics

Four hundred and fifty-two students responded to the question of why they chose to do Economics. As shown in Table 13, the reason cited most frequently by students was interest in the subject matter (47.3 percent). Other reasons cited were: dislike for other course options (21.2 percent); advised to do Economics (10.0 percent); Economics was easier than other options (8.4 percent); Economics was easier to fit into schedule (7.5 percent); friends were doing the subject (1.8 percent); liked the teacher of Economics (1.8 percent); and other (2.0 percent). It is interesting to note that, while 31.1 percent of those students who enrolled in Economics indicated they perceived it as being easier (Table 9), only 8.4 percent of those students reported this as their major reason for taking the subject.

TABLE 13

REASONS CITED BY STUDENTS FOR ENROLLING IN ECONOMICS

Reasons Cited for Doing Economics	Student Response	
	f	%
Did Not Like Other Options	96	21.2
Easier than Other Subjects	38	8.4
Friends were Doing Economics	8	1.8
Interested in the Subject	214	47.3
Liked the Teacher of Economics	8	1.8
Easier to Schedule	34	7.5
Advised to do Economics	45	10.0
Other	9	2.0
Total	452	100.0

An examination of reasons cited for enrolling in Economics by sex of students revealed that interest in the subject matter of Economics was the major reason put forth by both boys and girls (43.9 percent and 49.6 percent respectively). Also, disinterest in other course options was indicated as the major reason for doing Economics by the second largest proportion of boys and girls (24.4 percent and 19.1 percent respectively). A complete breakdown of student responses according to sex is presented in Table 14.

TABLE 14

REASONS CITED FOR DOING ECONOMICS BY SEX OF STUDENTS

Reasons Cited for Doing Economics	Student Response			
	Male		Female	
	f	%	f	%
Did Not Like Other Options	44	24.4	52	19.1
Easier than Other Subjects	18	10.0	20	7.4
Friends were doing Economics	2	1.1	6	2.2
Interested in the Subject	79	43.9	135	49.6
Liked the Teacher of Economics	2	1.1	6	2.2
Easier to Schedule	12	6.7	22	8.1
Advised to do Economics	19	10.6	26	9.6
Other	4	2.2	5	1.8
Total	180	100.0	272	100.0

Degree of Difficulty of Economics Relative to Other Subjects

Students who had completed or nearly completed course work in Economics were asked to indicate the degree of difficulty of Economics relative to their other courses of study. Of the 455 student responses,

41.4 percent indicated that they found the subject easier, 14.3 percent found it harder, and 44.3 percent claimed the same degree of difficulty for Economics relative to other subjects. When one considers the degree of difficulty associated with the study of economics in the literature, it is surprising that only 14.3 percent of the students with varied academic backgrounds deemed Economics to be harder relative to other subjects. These findings are summarized in Table 15.

TABLE 15

DEGREE OF DIFFICULTY OF ECONOMICS RELATIVE TO OTHER SUBJECTS

Degree of Difficulty	Student Response	
	f	%
Easier	189	41.4
Harder	65	14.3
Same	201	44.3
Total	455	100.0

Examination of the degree of difficulty accorded Economics relative to other courses of study by students according to sex showed no great variation. Economics was claimed to be easier by 43.1 percent of the boys, as compared to 40.4 percent of the girls. A larger proportion of boys than girls indicated they found Economics harder (17.1 percent and 12.4 percent respectively). The same degree of difficulty was attributed to the subject by 39.8 percent of the boys, as compared to 47.3 percent of the girls. Since the literature reviewed suggests that boys achieve more understanding from instruction in Economics, it may be

somewhat surprising that more boys than girls found the subject to be harder. These findings are presented in Table 16.

TABLE 16

DIFFICULTY OF ECONOMICS RELATIVE TO OTHER SUBJECTS BY SEX OF STUDENTS

Degree of Difficulty	Student Response			
	Male		Female	
	f	%	f	%
Easier	78	43.1	111	40.4
Harder	31	17.1	34	12.4
Same	72	39.8	130	47.3
Total	181	100.0	275	100.0

Examination of the degree of difficulty of Economics relative to other subjects by grade mark averages of students revealed that Economics was found to be easier by slightly more students with averages 70 or greater than those with averages less than 70 (42.0 percent and 40.7 percent respectively). The subject was deemed to be harder by 16.1 percent of students with averages less than 70, as compared to 11.2 percent of students with averages of 70 or greater. The same degree of difficulty was cited by 43.2 percent of students with averages less than 70, as compared to 46.7 percent of students with averages 70 or greater. Table 17 presents the data on the degree of difficulty attributed to Economics according to grade mark averages of students.

Level of Student Interest in Economics Relative to Other Subjects

Students enrolled in Economics were asked to describe their level

TABLE 17

DIFFICULTY OF ECONOMICS RELATIVE TO OTHER SUBJECTS BY GRADE MARK AVERAGES OF STUDENTS

Degree of Difficulty	Grade Mark Average			
	Less than 70		70 or Greater	
	f	%	f	%
Easier	116	40.7	71	42.0
Harder	46	16.1	19	11.2
Same	123	43.2	79	46.7
Total	285	100.0	169	100.0

of interest in that subject relative to other courses of study. As shown in Table 18, of the 455 respondents, 57.6 percent reported Economics as being 'more' interesting, 32.8 percent claimed it was 'as' interesting, and only 9.6 percent described the subject as being 'less' interesting. Considering the complicated nature of the subject, as well as the varied academic backgrounds of the students being instructed, the above results speak well for the teaching of Economics.

TABLE 18

STUDENT INTEREST IN ECONOMICS RELATIVE TO OTHER SUBJECTS

Level of Interest	Student Response	
	f	%
More Interesting	263	57.6
As Interesting	149	32.8
Less Interesting	43	9.6
Total	455	100.0

An analysis of the level of interest in Economics by sex of students was conducted and the results presented in Table 19. Of the 180 boys who responded to the question, 54.4 percent described Economics as 'more' interesting, 33.5 percent claimed it was 'as' interesting, and 12.1 percent found the subject 'less' interesting. In comparison, of the 275 girls who responded, 59.8 percent said Economics was 'more' interesting, 32.2 percent found it was 'as' interesting, and only 8.0 percent described the subject as 'less' interesting. It is noteworthy that, while a larger proportion of boys than girls enroll in Economics, a higher percentage of girls than boys claimed that Economics was 'more' interesting. As well, a smaller percentage of girls than boys described the subject as 'less' interesting.

TABLE 19

INTEREST IN ECONOMICS RELATIVE TO OTHER SUBJECTS
BY SEX OF STUDENTS

Level of Interest	Student Response			
	Male		Female	
	f	%	f	%
More Interesting	98	54.4	164	59.8
As Interesting	60	33.5	89	32.2
Less Interesting	22	11.1	22	8.0
Total	180	100.0	275	100.0

An examination of the participants' responses by grade mark averages revealed that only 6.5 percent of those students with averages 70 or greater found Economics 'less' interesting, as compared to 11.5 percent of those students with averages less than 70. One may not have anti-

pated this finding since a larger proportion of those students with averages less than 70 elected to do Economics. A complete breakdown of student responses according to grade mark averages is presented in Table 20.

TABLE 20

INTEREST IN ECONOMICS BY GRADE MARK AVERAGES OF STUDENTS

Level of Interest	Grade Mark Average			
	Less than 70		70 or Greater	
	f	%	f	%
More Interesting	162	56.8	100	59.2
As Interesting	91	31.7	58	34.3
Less Interesting	33	11.5	11	6.5
Total	286	100.0	169	100.0

Student Choice of Doing Another Course in Economics

Students were asked if they would like to enroll in another course in Economics if the opportunity were presented (i.e., Grade XII). As indicated in Table 21, of the 455 respondents, 64.3 percent indicated 'yes,' 27.6 percent said they were 'not sure,' and only 8.1 percent reported 'no.'

An examination of responses by grade mark averages of students revealed that 72.8 percent of those students with averages 70 or greater indicated they would like to do another course in Economics, as compared to 59.1 percent of those students with averages less than 70. Of those students with averages less than 70, 10.5 percent reported they would not choose to do another course in Economics, as compared to only 4.1

TABLE 21

STUDENT CHOICE OF DOING ANOTHER COURSE IN ECONOMICS

Choice	Student Response	
	f	%
Yes	293	64.3
No	37	8.1
Not Sure	125	27.6
Total	455	100.0

of those students with averages of 70 or greater. Uncertainty about enrolling in another course was indicated by 30.4 percent of those students with averages less than 70, as compared to 23.1 percent of those students with averages of 70 or greater. These findings are summarized in Table 22.

TABLE 22

STUDENT CHOICE OF DOING ANOTHER COURSE IN ECONOMICS BY GRADE MARK AVERAGE

Choice	Grade Mark Average			
	Less than 70		70 or Greater	
	f	%	f	%
Yes	169	59.1	123	72.8
No	30	10.5	7	4.1
Not Sure	87	30.4	39	23.1
Total	286	100.0	169	100.0

Summary

A detailed summary of the descriptive statistics relative to students and Economics on the basis of research questions posed in Chapter 1

is provided in Chapter 5. Considering that Economics has never been credited the status of a compulsory subject for Grade XI students; that it has not been a required subject for entrance into post-secondary institutions; and that it has not received much attention even from social studies personnel, one is led to conclude that Economics has been exceptionally well received by those students surveyed. Evident, also, is the potential for expansion of economic education in our high schools, especially in view of present considerations for the adoption of Grade XII in this Province.

II. TEACHERS AND ECONOMICS

The subheadings used in this section correspond with the research questions posed in Chapter 1 concerning teachers and Economics.

Semester Courses Completed in Economics by Sex of Teachers

A total of twenty-three social studies teachers reported the number of semester courses they had completed in Economics. The findings, as shown in Table 23, are certainly not encouraging. Nearly half of the respondents (47.8 percent) reported not having completed a single semester course in the subject. The twelve remaining teachers responded as follows: one semester course (13.0 percent); two courses (8.7 percent); three to four courses (8.7 percent); seven to ten courses (13.0 percent); and eleven to fifteen courses (8.7 percent). Approximately 2.8 courses represented the mean number of semester courses reported for all teachers.

TABLE 23

SEMESTER COURSES COMPLETED IN ECONOMICS BY SEX OF TEACHERS

Semester Courses in Economics	Teacher Response: Male f	Male %	Female f	Female %	Total f	Total %
None	8	41.4	3	50.0	11	47.8
1	2	11.8	1	16.7	3	13.0
2	2	11.8	–	–	2	8.7
3 to 4	1	5.9	1	16.7	2	8.7
5 to 6	–	–	–	–	–	–
7 to 10	3	17.6	–	–	3	13.0
11 to 15	1	5.9	1	16.7	2	8.7
Total	17	100.0	6	100.0	23	100.0

Based upon the 1961 United States National Task Force on Economic Education recommendations of two semester courses in Economics as a bare minimum for all social studies teachers and six semester courses as a minimum for teachers of Economics, the academic preparation of teachers in this survey appears grossly inadequate from the standpoint of economic education. In fact, fourteen respondents (60.9 percent) did not meet the academic requirements as set forth by the Task Force to adequately cope with economic concepts in the general social studies curriculum, and only five respondents (21.7 percent) would be considered by the Task Force to be qualified to teach a separate course in Economics.

Data on the number of semester courses completed in Economics according to the sex of teachers are also presented in Table 23. Seventeen male teachers (73.9 percent) and six female teachers participated

in the survey. The reported number of semester courses completed by female teachers, expressed as a percentage of all female respondents, was as follows: no courses (50.0 percent); one course (16.7 percent); three to four courses (16.7 percent); and eleven to fifteen courses (16.7 percent). The reported number of semester courses in Economics completed by male teachers, expressed as a percentage of all male respondents, was as follows: no courses (41.1 percent); one course (11.8 percent); two courses (11.8 percent); three to four courses (5.9 percent); seven to ten courses (17.6 percent); and eleven to fifteen courses (5.9 percent).

A comparison of the mean number of semester courses in Economics reported by male and female respondents showed no significant difference. Approximately 2.5 courses and 2.4 courses represented the mean number of courses reported completed by male and female teachers respectively.

Apparent deficiencies in the academic preparation of teachers for economic education are more clearly demonstrated when the number of courses completed in Economics is compared to those completed in History and Geography. Whereas 47.8 percent of the respondents reported having completed no course work in Economics, only 4.3 percent and 22.7 percent reported the same for History and Geography respectively. A comparison of the approximate mean number of semester courses completed by teachers in Economics and Geography revealed very little difference (2.8 courses and 2.6 courses respectively), with the approximate mean number of courses in History being extremely high at 11.0 courses. Finally, it is significant that all female respondents reported having completed

from eleven to fifteen courses or more in History. A complete breakdown of the number of courses completed by teachers in each subject is presented in Table 24.

TABLE 24

SEMESTER COURSES COMPLETED BY TEACHERS IN HISTORY, GEOGRAPHY, AND ECONOMICS

Semester Courses Completed	Teacher Response					
	History		Geography		Economics	
	f	%	f	%	f	%
None	1	4.3	5	22.7	11	47.8
1	3	13.0	7	31.8	3	13.0
2	–	–	2	9.1	2	8.7
3 to 4	2	8.7	3	13.6	2	8.7
5 to 6	–	–	2	9.1	–	–
7 to 10	1	4.3	3	13.6	3	13.0
11 to 15	7	30.4	–	–	2	8.7
16 or more	9	39.2	–	–	–	–
Total	23	100.0	22	100.0	23	100.0

Courses Completed in Economics by Level of Teaching Certificate

Generally, the level of teaching certificate reported by respondents was found to be quite high. Three teachers (13.0 percent) possessed certificate level IV, three teachers (13.0 percent) reported level V, nine teachers (39.1 percent) had level VI, and the remaining eight teachers (34.8 percent) had attained level VII.

An analysis of the number of semester courses completed in Economics by teachers according to certificate level revealed the following

approximate mean number of courses completed by teachers at each certificate level: level IV (1.2 courses); level V (7.2 courses); level VI (2.4 courses); and level VII (2.3 courses). While the approximate mean number of courses for teachers with certificate levels IV and V were lower and higher respectively in comparison to teachers with certificate levels VI and VII, the number of respondents in each of the former cases is perhaps too small to be conclusive. No significant difference existed for teachers with certificate levels VI and VII. A complete breakdown of responses is presented in Table 25.

TABLE 25

COURSES COMPLETED IN ECONOMICS BY LEVEL OF TEACHING CERTIFICATE

Semester Courses in Economics	Certificate Level							
	IV		V		VI		VII	
	f	%	f	%	f	%	f	%
None	2	66.7	1	33.3	4	44.4	4	50.0
1	–	–	–	–	1	11.1	2	25.0
2	–	–	–	–	2	22.2	–	–
3 to 4	1	33.3	–	–	–	–	1	12.5
7 to 10	–	–	1	33.3	2	22.2	–	–
11 to 15	–	–	1	33.3	–	–	1	12.5
Total	3	100.0	3	100.0	9	100.0	8	100.0

Semester Courses Completed in Economics by Years of Teaching Experience

Data on the number of semester courses completed in Economics by years of teaching experience are presented in Table 26. No courses completed in Economics was reported by 66.7 percent of the respondents with

one to two years teaching experience, as compared to 33.3 percent of the teachers with three to five years experience, 44.4 percent of those with six to ten years, and 50.0 percent with eleven or more years of teaching experience.

TABLE 26

SEMESTER COURSES COMPLETED IN ECONOMICS BY TEACHING EXPERIENCE

Semester Courses in Economics	Years of Teaching Experience							
	1 to 2		3 to 5		6 to 10		11 or more	
	f	%	f	%	f	%	f	%
None	2	66.7	1	33.3	4	44.4	4	50.0
1	-	-	-	-	1	11.1	2	25.0
2	-	-	-	-	2	22.2	-	-
3 to 4	1	33.3	-	-	-	-	1	12.5
7 to 10	-	-	1	33.3	2	22.2	-	-
11 or more	-	-	1	33.3	-	-	1	12.5
Total	3	100.0	3	100.0	9	100.0	8	100.0

The approximate mean number of courses completed in Economics by teachers according to years of teaching experience was as follows: one to two years experience (1.2 courses); three to five years experience (7.2 courses); six to ten years experience (2.4 courses); and eleven or more years experience (2.3 courses). With the exception of those teachers with three to five years teaching experience, in which case there was a small proportion of respondents, there appears to be no significant relationship between the number of semester courses completed in Economics by teachers and their years of teaching experience.

Semester Courses Completed in Economics by Teachers of Economics

Eight teachers of Economics participated in the survey and responded to the question of how many semester courses they had completed in Economics. Each of three teachers reported having completed no formal course in the subject, one course, and three to four courses respectively. The remaining five teachers had completed seven or more courses in Economics.

Based upon the 1961 United States National Task Force on Economic Education recommendation of at least six semester courses in Economics for teachers of that subject, five of the eight teachers surveyed (62.5 percent) were adequately prepared academically. Two of the remaining three teachers of Economics did not meet the Task Force recommendation of a minimum of two courses in Economics for all social studies teachers.

It is encouraging to note that, considering the academic background of all teachers as presented in Table 23, the actual teachers of Economics, with one exception, were those most qualified. Data on the number of semester courses completed in Economics by teachers of that subject are presented in Table 27.

Semester Courses in Economics by Preference for Teaching of Economics

Teachers were asked to indicate their preference for the teaching of History, Geography, or Economics. As shown in Table 28, of the twenty-three social studies teachers surveyed, only six teachers (26.0 percent) expressed a preference for the teaching of Economics. No respondents with less than three courses in Economics (representing

TABLE 27

SEMESTER COURSES IN ECONOMICS BY TEACHERS OF ECONOMICS

Semester Courses in Economics	Teachers of Economics	
	f	%
None	1	12.5
1	1	12.5
2	–	–
3 to 4	1	12.5
5 to 6	–	–
7 to 10	3	37.5
11 to 15	2	25.5
Total	8	100.0

TABLE 28

SEMESTER COURSES IN ECONOMICS BY PREFERENCE FOR TEACHING ECONOMICS

Semester Courses in Economics	Teacher Response		Preference for Teaching of Economics	
	f	%	f	%
None	11	47.8	–	–
1	3	13.0	–	–
2	2	8.7	–	–
3 to 4	2	8.7	1	4.3
5 to 6	–	–	–	–
7 to 10	3	13.0	3	13.0
11 to 15	2	8.7	2	8.7
Total	23	100.0	6	26.0

sixteen teachers) expressed a preference for that subject, whereas six of the remaining respondents who reported having completed three or more courses in Economics did indicate a preference for that subject. These findings suggest that at least three to four semester courses in Economics is required by teachers before they feel confident enough to express a preference for the teaching of that subject.

A comparison of preferences expressed by teachers for the teaching of History, Geography, and Economics is shown in Table 29. The largest proportion of teachers indicated a preference for the teaching of History (43.5 percent), followed by Geography (30.5 percent) and Economics (26.0 percent). Considering the academic preparation of teachers for History (Table 24), it is not surprising that more teachers would prefer to teach that subject. Six of the eight teachers of Economics indicated that subject as their preference.

TABLE 29

PREFERENCE FOR TEACHING OF HISTORY, GEOGRAPHY, AND ECONOMICS

Subject Preference	Teacher Response	
	f	%
History	10	43.5
Geography	7	30.5
Economics	6	26.0
Total	23	100.0

Teachers' Perceptions of the Adequacy of their Formal Training for Present Teaching Assignments

Teachers were asked to describe the adequacy of their formal

training for their present teaching assignments. Examination of the responses, as shown in Table 30, revealed that sixteen teachers (76.2 percent) reported their training as being adequate, with the remaining five teachers (23.8 percent) reporting it as being inadequate. Of particular interest is the fact that all five respondents who claimed their formal training was not adequate for their present assignments had not completed any formal course work in Economics.

TABLE 30

ADEQUACY OF FORMAL TRAINING FOR PRESENT TEACHING ASSIGNMENTS

Adequacy of Training	Teacher Response f	%
Yes	16	76.2
No	5	23.8
Total	21	100.0

A breakdown of teacher responses to the question of the adequacy of their formal training according to individual social studies subjects in Grades X and XI is presented in Table 31. All three teachers of Consumer Education in Grade X described their formal training as being adequate for the teaching of that subject. Five teachers of Grade X Geography (83.3 percent) reported their training as being adequate, as compared to one teacher who claimed to have been inadequately trained. Seven teachers of Grade XI History (77.8 percent) claimed their training was adequate for that subject, while two teachers indicated it was not adequate. Seven of the eight teachers of Grade XI Economics (87.5

percent) described their training as being adequate. Only four of the seven teachers of Grade X Social Studies (57.1 percent) claimed to have been adequately trained for the teaching of that subject. Finally, both teachers of Grade XI Geography indicated their training was inadequate for that subject.

TABLE 31

ADEQUACY OF FORMAL TRAINING FOR INDIVIDUAL SOCIAL STUDIES SUBJECTS

Subjects and Grade Level	Adequacy of Training			
	Yes		No	
	f	%*	f	%*
Consumer Education X	3	100.0	-	-
Geography X	5	83.3	1	16.7
Social Studies X	4	57.1	3	42.9
Geography XI	-	-	2	100.0
History XI	7	77.8	2	22.2
Economics XI	7	87.5	1	12.5
Total	26	74.3	9	25.7

* represents percentage of teachers in each subject area.

Relative to teachers of other social studies subjects in Grades X and XI, teachers of Economics appear quite confident that their formal training for that subject was adequate. It is noteworthy, also, that the only subject in which all teachers reported having been adequately trained was Consumer Education, a subject heavy with economic content.

Treatment Accorded Economic Principles/Concepts by Teachers of History and Geography

Teachers were asked to describe their treatment of economic prin-

ciples/concepts in the teaching of History and Geography. Of the twelve History teachers who responded, four teachers (33.3 percent) indicated they placed great emphasis on economic principles/concepts, while the remaining eight teachers (66.7 percent) reported giving some emphasis to the subject. From a total of ten Geography teachers, one teacher (10.0 percent) reported placing great emphasis on economics in the teaching of Geography, seven teachers (70.0 percent) indicated some emphasis, and two teachers (20.0 percent) claimed they gave no treatment to economics.

It is evident, then, that teachers of History reportedly place a greater emphasis on the treatment of economic principles/concepts in the teaching of History than do teachers of Geography. These findings are summarized in Table 32.

TABLE 32

TREATMENT ACCORDED ECONOMIC PRINCIPLES/CONCEPTS IN THE TEACHING OF HISTORY AND GEOGRAPHY

Treatment Accorded Economics	Teacher Response			
	History		Geography	
	f	%	f	%
Great Emphasis	4	33.3	1	10.0
Some Emphasis	8	66.7	7	70.0
No Treatment	–	–	2	20.0
Total	12	100.0	10	100.0

Teachers' Perceptions of How Economic Topics/Concepts can Best be Placed in the Curriculum

Table 33 offers a breakdown of teacher responses to the question

of how economic topics/concepts can best be placed in the curriculum. Fifteen teachers (65.2 percent) expressed a preference for offering Economics as a separate discipline, seven teachers (30.4 percent) claimed that economic concepts could be best developed as part of general social studies, and only one teacher (4.3 percent) expressed a preference for Economics as part of Business Education.

TABLE 33

PLACEMENT OF ECONOMIC TOPICS/CONCEPTS IN THE CURRICULUM

Placement of Economics	Teacher Response	
	f	%
A Separate Discipline	15	65.2
Part of General Social Studies	7	30.4
Part of Business Education	1	4.3
Total	23	100.0

An examination of the responses of teachers of Economics revealed that six teachers (75.0 percent) favored having economic topics/concepts presented as a separate discipline, while the remaining two teachers (25.0 percent) claimed that economics could be best developed as part of general social studies. It is assumed, of course, that offering a separate course in Economics does not preclude the treatment of economic topics/concepts in other social studies subjects.

Teachers' Perceptions of the Academic Status of the Typical Student Who Enrolls in Economics

Teachers were asked to describe the academic status of the typical student who enrolls in Economics. As shown in Table 34, thirteen

teachers (56.5 percent) perceived the typical student of Economics as being academically-oriented, seven teachers (30.4 percent) perceived them as being non-academic, and three teachers (13.0 percent) reported no distinction.

TABLE 34

TEACHERS' PERCEPTIONS OF ACADEMIC STATUS OF STUDENTS ENROLLED IN ECONOMICS

Academic Status of Students	Teacher Response		Teachers of Economics	
	f	%	f	%
Academic	13	56.5	4	50.0
Non-Academic	7	30.4	1	12.5
No Distinction	3	13.0	3	37.5
Total	23	100.0	8	100.0

An analysis of the responses by teachers of Economics revealed that four teachers (50.0 percent) viewed the typical student of Economics as being academically oriented, three teachers (37.5 percent) reported no distinction, and only one teacher (12.5 percent) reported the typical student as being non-academic. Depending on how one defines academic and non-academic, it seems somewhat inconsistent that 50.0 percent of the teachers of Economics described the typical student of that subject as being academically oriented, when the largest proportion of students (62.9 percent) who elected to do Economics reported grade mark averages of less than 70 (Table 4).

Teachers' Perceptions of the Academic Status of those Students Most Suited for Economics

An analysis of teacher responses to their perceptions of the aca-

demic status of those students most suited for Economics revealed that thirteen teachers (56.5 percent) viewed the subject as being most suited for the academic student, one teacher (4.3 percent) reported the subject as being most suited for the non-academic student, and nine teachers (39.1 percent) reported no distinction. In comparison, no teachers of Economics claimed the subject was most suited for the non-academic student, while four teachers (50.0 percent) reported it most suited for the academic student, and four teachers (50.0 percent) reported no distinction. Teachers surveyed were supportive of the literature when they reported Economics as not being suited for the non-academic student. These findings are presented in Table 35.

TABLE 35

ACADEMIC STATUS OF STUDENTS MOST SUITED FOR ECONOMICS

Academic Status of Students	Teacher Response		Teachers of Economics	
	f	%	f	%
Academic	13	56.5	4	50.0
Non-Academic	1	4.3	–	–
No Distinction	9	39.1	4	50.0
Total	23	100.0	8	100.0

Economics as a Compulsory Subject for High School Students

Teachers were asked if they would like to see Economics become a compulsory course for all students at some point in their high school studies. As shown in Table 36, twenty teachers (87.0 percent) favored having Economics designated as a compulsory course for all high school students, while only three teachers (13.0 percent) said no. In compar-

ison, of the eight teachers of Economics, seven teachers (87.5 percent) supported a compulsory course, while only one teacher (12.5 percent) said no.

TABLE 36

TEACHERS' VIEWS OF ECONOMICS AS A COMPULSORY SUBJECT

Compulsory Subject	Teacher Response		Teachers of Economics	
	f	%	f	%
Yes	20	87.0	7	87.5
No	3	13.0	1	12.5
Total	23	100.0	8	100.0

Considering that many teachers are philosophically opposed to having a substantial core program of compulsory subjects at the high school level, teacher support for awarding Economics the status of a compulsory subject for all high school students as reported above is indeed significant.

In-Service Activities Attended by Teachers Designed Specifically to Assist in the Teaching of Economic Concepts

Teachers were asked how many in-service activities (i.e. workshops, seminars) they had attended that were designed specifically to assist them in the teaching of economic concepts. As shown in Table 37, eighteen teachers (78.3 percent) indicated not having attended any such in-service activities, three teachers (13.0 percent) reported having attended one, one teacher (4.3 percent) had attended four or more in-service activities.

TABLE 37

IN-SERVICE ACTIVITIES ATTENDED BY TEACHERS RELATED TO ECONOMICS

Number of In-Service Activities	Teacher Response		Teachers of Economics	
	f	%	f	%
None	18	78.3	4	50.0
1	3	13.0	2	25.0
2	1	4.3	1	12.5
3	-	-	-	-
4 or more	1	4.3	1	12.5
Total	23	100.0	8	100.0

An analysis of responses by teachers of Economics revealed that four teachers (50.0 percent) had received no in-service training, two teachers (25.0 percent) had attended one in-service activity, with the remaining two teachers (25.0 percent) having attended two and four or more activities respectively.

Of the fifteen respondents who were not teaching Economics, only one teacher reported any in-service training related to economic education, and that was limited to one activity. This is particularly disturbing due to the fact that ten of these teachers had not completed any course work in Economics during their formal training.

Summary

A detailed summary of the descriptive statistics relative to teachers and Economics as they relate to the research questions posed is presented in Chapter 5. In general, the pre-service level of preparation of social studies teachers for economic education reported by

those teachers surveyed can be described as inadequate, a situation that is further aggravated by an apparent lack of in-service programs relating to economic education. However, there is a general consensus among those teachers surveyed that economic education is a desirable ingredient for all students and it ought to be made a compulsory subject for all high school students at some point in their high school studies.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the problem that was investigated, the methodology employed, and the findings of the study. As well, recommendations for further research are proposed.

I. SUMMARY

The Problem

One major difference between our social system and the other major competing systems is that ultimate responsibility for decision-making in our system rests with citizens. The dynamic nature of society today has significantly increased the need for making decisions which involve economics, thereby demanding an economically literate citizenry. If our citizens are to achieve a desirable level of economic understanding, most of them will have to get it in the schools. At the time this study was initiated, no attempt had been made to ascertain the adequacy of economic education offered in Newfoundland school systems.

This study was designed specifically to survey the status of Economics in Grade XI as perceived by students and teachers in the Roman Catholic School Board District of St. John's. An immediate concern of the researcher was to provide some basis upon which a more wide-scale, provincial survey of economic education could be attempted, as well as

to explore the possibilities of expanding economic education in view of discussions presently ongoing regarding the possible implementation of Grade XII in this Province.

Instrumentation and Methodology

Two questionnaires were devised by the researcher to obtain pertinent information for the study. A test-retest was carried out on a group of high school students and teachers in order to check on students' and teachers' interpretation of the questions and to determine if the instruments were reliable. Revisions were made to both questionnaires as a result of this pre-test and copies of the final drafts used in collecting the data are contained in Appendix A.

Students involved in the study included all Grade XI full-time students in five high schools in the Roman Catholic School Board District of St. John's, comprising a total of 1,012 possible participants. A total of 24 social studies teachers in Grades X and XI in the same five high schools were asked to participate in the study.

Completed questionnaires were received from 851 students and 23 social studies teachers in May, 1978. Data from the completed questionnaires were tabulated and processed by the SPSS system of computer programming and descriptive statistics were compiled.

Findings

An examination of the descriptive statistics concerning students and Economics led to the following findings:

1. With 53.3 percent of all students surveyed enrolled in Economics, it represented the sixth highest course subscribed to in Grade XI. A

larger proportion of boys than girls elected to do Economics (61.4 percent and 49.3 percent respectively).

2. It was found that enrolment in Economics does vary with school size, with a larger percentage of students enrolling in the subject in the larger schools. This finding became even more conclusive when enrolment in the subject was controlled for sex of students. With more course options available to students in larger schools, one might have expected, as suggested in the literature, that a smaller proportion of students in larger schools would choose Economics.

3. The academic ability of students, as measured by grade mark averages, was found to influence students' choice of Economics but not in the same manner as suggested in the literature. Enrolment in Economics by both male and female students declined steadily as grade mark averages increased beyond 70. For those students with averages less than 70, 66.6 percent elected to do Economics, as compared to only 40.2 percent of those students with averages of 70 or greater.

4. The largest percentage of students surveyed planned to enter the College of Trades and Technology (31.1 percent), followed closely by University (28.7 percent), with the smallest percentage of students planning to attend the College of Fisheries (1.4 percent). An examination of student enrolment in Economics by career plans revealed that only 34.5 percent of those students planning to enter university were enrolled in Economics. Assuming that university bound students represent the more academically talented who will eventually command positions of leadership and decision-making, the low percentage of those students opting for Economics in high school has to be a matter of

concern. Of particular concern is the fact that most students entering university will not have been exposed to Economics in high school and may very well avoid the subject in university.

5. Only 43.3 percent of the students surveyed claimed that their knowledge of the nature of Economics was adequate prior to their entering Grade XI, as compared to 56.6 percent of the students who reported not having had an adequate knowledge of the nature of the subject. An examination of student enrolment in Economics by knowledge of the nature of the subject prior to entering Grade XI, revealed that 72.1 percent of those students who chose not to do Economics reported their knowledge of the nature of the subject as having been inadequate, while only 43.4 percent of those students who enrolled in the subject described their knowledge as having been inadequate. Significant, also, was the fact that 51.7 percent of the male respondents described their knowledge of the nature of the subject as having been adequate, as compared to only 39.1 percent of the female respondents.

6. Student response to the question of their perceptions of the degree of difficulty of Economics relative to other course options prior to entering Grade XI was as follows: easier (29.3 percent); harder (12.3 percent); same (30.4 percent); and did not know (28.0 percent). Of those students who did not enroll in Economics, only 9.2 percent reported having perceived the subject as being harder relative to other options, as compared to 15.0 percent of those students who did enroll in the subject. Whereas 41.1 percent of those students who chose not to enroll in Economics claimed they did not know the degree of difficulty of that subject, only 16.7 percent of those who did opt for Economics indicated

same.

7. The reason cited most frequently by students for not doing Economics was more interest in other subjects (38.2 percent). Not being able to fit Economics into their schedule and uncertainty about the nature of the subject were the two other reasons cited most frequently (25.3 percent and 23.5 percent respectively). More girls than boys identified scheduling problems as their major reason for not doing Economics (a difference of 17.1 percent), with no significant difference existing between boys and girls with regard to other reasons reported. For students with grade mark averages less than 70, scheduling problems was identified most frequently as the reason for not doing Economics (31.9 percent), followed by uncertainty about the nature of the subject (30.4 percent) and more interest in other subjects (28.3 percent). In comparison, of those students with averages of 70 or greater, interest in other subjects was the reason reported most frequently for not doing the subject (44.3 percent), followed by scheduling problems (22.0 percent) and uncertainty about the nature of the subject (18.7 percent).

8. The single major reason cited by students for electing to do Economics was interest in the subject (47.3 percent). The only other reason of significance was dislike for other course options (21.2 percent). An analysis of responses according to sex and grade mark averages of students revealed no significant difference.

9. Students who had completed or nearly completed course work in Economics reported the degree of difficulty of that subject relative to other courses as follows: easier (41.4 percent); harder (14.3 percent); and same (44.3 percent). Considering the degree of difficulty normally

associated with the study of Economics, it is indeed surprising that only 14.3 percent of the students with varied academic backgrounds found the subject to be harder relative to other subjects. An analysis of responses according to sex and grade mark averages of students showed no significant difference.

10. The level of interest in Economics relative to other subjects was reported by students as follows: more interesting (57.6 percent); as interesting (32.8 percent); and less interesting (9.6 percent). No significant variation in responses was found relative to sex and grade mark averages of students. Considering the complicated nature of the subject of Economics, as well as the varied academic backgrounds of the students being instructed, these findings have to be encouraging for the proponents of economic education.

11. The fact that 64.3 percent of students indicated they would like to enroll in another course in Economics if the opportunity were presented (i.e. Grade XII) is also encouraging. Only 8.1 percent of the respondents said they would not want to do another course, with the remaining 27.6 percent being undecided. Finally, while 10.5 percent of the respondents with grade mark averages less than 70 indicated they did not wish to do another course in Economics, only 4.1 percent of the respondents with averages of 70 or greater reported same.

An examination of the descriptive statistics concerning teachers and Economics led to the following findings:

1. Of the 23 social studies teachers in Grades X and XI who participated in the study, nearly half of the respondents (47.8 percent) reported not having completed a single semester course in Economics,

while the remaining respondents reported as follows: one semester course (13.0 percent); two courses (8.7 percent); three to four courses (8.7 percent); seven to ten courses (13.0 percent); and eleven to fifteen courses (8.7 percent). Approximately 2.8 courses represented the mean number of semester courses reported for all teachers. A comparison of the approximate mean number of semester courses completed by teachers in Economics and Geography revealed very little difference (2.8 courses and 2.6 courses respectively), as compared to a mean of approximately 11.0 courses reported for History. Also, whereas 47.8 percent of the respondents reported having completed no course work in Economics, only 4.3 percent and 22.7 percent of the respondents reported the same for History and Geography respectively.

2. Seventeen male teachers and six female teachers participated in the study. A comparison of the approximate mean number of semester courses reported completed in Economics by male and female respondents showed no significant difference (2.5 courses and 2.4 courses respectively). It was found that all female respondents had completed from eleven to fifteen semester courses or more in History.

3. The level of teaching certificate reported by respondents was found to be quite high. Three teachers (13.0 percent) possessed certificate level IV, three teachers (13.0 percent) possessed certificate level V, nine teachers (39.1 percent) had level VI, and the remaining eight teachers (34.8 percent) had attained level VII. The approximate mean number of semester courses completed in Economics by teachers at each certificate level was found to be as follows: level IV (1.2 courses); level V (7.2 courses); level VI (2.4 courses); and level VII (2.3

courses). The number of respondents with certificate levels IV and V was perhaps too small to be conclusive relative to establishing any significant relationship between the number of courses completed in Economics by teachers and their level of teaching certificate.

4. The approximate mean number of courses completed in Economics by teachers according to years of teaching experience was as follows: one to two years experience (1.2 courses); three to five years experience (7.2 courses); six to ten years experience (2.4 courses); and eleven or more years experience (2.3 courses). With the exception of those teachers with three to five years teaching experience, of which there was a small proportion of respondents, there appeared to be no significant relationship between the number of semester courses completed in Economics by teachers and their years of teaching experience.

5. Of the eight teachers of Economics who participated in the study, each of three teachers reported having completed no formal course work in the subject, one course, and three to four courses respectively. The remaining five teachers had completed seven or more courses in Economics. Based upon the 1961 United States National Task Force on Economic Education recommendation of at least six semester courses in Economics for teachers of that subject, only 62.5 percent of the teachers surveyed were adequately prepared academically. However, of all the teachers surveyed, the actual teachers of Economics, with one exception, were those most qualified.

6. Preferences expressed by teachers for the teaching of History, Geography, and Economics were as follows: History (43.5 percent); Geography (30.5 percent); and Economics (26.0 percent). None of the

sixteen respondents with less than three courses in Economics expressed a preference for the teaching of that subject, whereas six of the remaining respondents who reported having completed three or more courses in Economics did indicate a preference for that subject.

7. With regard to the adequacy of their formal training for their present teaching assignments, sixteen teachers (76.2 percent) reported their training as having been adequate, with the remaining five teachers (23.8 percent) reporting it as having been inadequate. All five respondents who claimed their formal training was not adequate had not completed any formal course work in Economics. Seven of the eight teachers of Economics described their training as having been adequate for the teaching of that subject.

8. Of the twelve History teachers who participated in the study, four teachers (33.3 percent) indicated they placed great emphasis on economic principles/concepts in the teaching of History, while the remaining eight teachers (66.7 percent) reported giving some emphasis to the subject. From a total of ten Geography teachers, one teacher (10.0 percent) reported placing great emphasis on economics in the teaching of Geography, seven teachers (70.0 percent) indicated some emphasis, and two teachers (20.0 percent) claimed they gave no treatment to economics. Teachers of History reportedly place a greater emphasis on the treatment of economic principles/concepts in the teaching of History than do teachers of Geography.

9. Fifteen respondents (65.2 percent) expressed a preference for offering economics as a separate discipline, seven respondents (30.4 percent) claimed that economic concepts could be best developed as part

of general social studies, and only one respondent (4.3 percent) expressed a preference for economics as part of Business Education. Six teachers of Economics (75.0 percent) favored having economics topics/concepts presented as a separate discipline, while two teachers of Economics (25.0 percent) reported that economics could be best developed as part of general social studies.

10. Teachers' perceptions of the academic status of the typical student who enrolls in Economics were reported as follows: academic (56.5 percent); non-academic (30.4 percent); and no distinction (13.0 percent). Four teachers of Economics (50.0 percent) viewed the typical student of Economics as being academically oriented, three teachers of Economics (37.5 percent) reported no distinction, and only one teacher of Economics (12.5 percent) reported the typical student as being non-academic.

11. Thirteen teachers (56.5 percent) perceived the study of Economics as being ideally suited for the academically-oriented student, one teacher (4.3 percent) reported the subject as being ideally suited for the non-academic student, and nine teachers (39.1 percent) reported no distinction. In comparison, no teacher of Economics claimed the subject was ideally suited for the non-academic student, while four teachers of Economics (50.0 percent) reported it as being ideally suited for the academic student, and four teachers (50.0 percent) reported no distinction.

12. Twenty teachers (87.0 percent) favored having Economics designated as a compulsory subject for all high school students, while only three teachers (13.0 percent) said no. In comparison, of the eight

teachers of Economics, seven teachers (87.5 percent) supported a compulsory course in Economics and only one teacher (12.5 percent) said no.

II. CONCLUSIONS

1. Scheduling and subject grouping practices for academic and general students in the schools surveyed were found to militate against enrolment in Economics by the academically oriented students.

2. A large proportion of students were inadequately informed about the nature of Economics as a course of study prior to entering Grade XI.

3. The potential for expanding economic education in the schools, especially in view of the possible implementation of Grade XII, was evidenced by the small proportion of students enrolled in Economics who reported the subject as being 'less interesting' relative to other subjects, as well as by the very large percentage of students who expressed a desire to do another course in Economics if the opportunity were presented.

4. With nearly half of the teachers surveyed reporting not having completed a single semester course in Economics, it was concluded that the pre-service level of preparation of social studies teachers for economic education is inadequate, and further aggravated by a lack of in-service programs relating to economic education.

5. An adequate academic background in economics is a necessary prerequisite for teachers to express a preference for the teaching of that subject.

6. A significantly large proportion of the social studies teachers surveyed favored making Economics a compulsory course for all high school students.

III. RECOMMENDATIONS

The researcher makes the following recommendations for further research:

1. Similar data to that collected in this study could be compiled for the whole Province and a comparison made of the results reported herein.

2. A comparison between students with Grade XI Economics and those without this course, using equivalent groups with regards to aptitudes, could reveal if Grade XI Economics should be recommended for a greater number of students.

3. Teachers' understanding of economic concepts must not be vague if there is to be a growth in the economic understanding of students. Therefore, it is recommended that an appropriate test of economic understanding be administered to social studies teachers in the schools.

4. It is recommended that Economics courses offered at Memorial University be examined for their appropriateness for prospective teachers and that the possibility of separate Economics courses for teacher-trainees be explored.

5. Since there is widespread agreement that economic concepts should be incorporated into all social studies subjects at all grade levels, it is recommended that the number of economic concepts contained in social studies textbooks should be examined.

6. It is recommended that a study be made of effective in-service activities for teachers in the field of economic education.

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APPENDIX A

STUDENT QUESTIONNAIRE

PLACE A CHECK IN THE BOX OPPOSITE THE APPROPRIATE RESPONSE TO EACH QUESTION

1. SEX

Male	1
Female	2

2. HOW MANY GRADE XI CLASSES ARE IN YOUR SCHOOL?

1 to 2	1
3 to 4	2
5 to 7	3
8 to 11	4
12 or more	5

3. WHAT WAS YOUR APPROXIMATE GRADE MARK AVERAGE IN GRADE X?

Less than 50	1
50 to 59	2
60 to 69	3
70 to 79	4
80 to 89	5
90 to 100	6

4. WHAT SUBJECTS ARE YOU PRESENTLY DOING?

1.	Art	11.	Home Economics	1	11
2.	Biology	12.	Math	2	12
3.	Business Education	13.	Music	3	13
4.	Chemistry	14.	Physical Science	4	14
5.	Earth Science	15.	Physics	5	15
6.	Economics	16.	Pre-Vocational	6	16
7.	English	17.	Industrial Arts	7	17
8.	French	18.	Religious Education	8	18
9.	Geography	19.	Science	9	19
10.	History	20.	World Problems	10	20

5. WHAT ARE YOUR PLANS FOR NEXT YEAR?

University	1
College of Trades and Technology	2
College of Fisheries	3
Vocational School	4
Work	5
Other (Specify _____)	6

6. AT THE TIME YOU SELECTED YOUR COURSES FOR GRADE XI, HOW WOULD YOU DESCRIBE YOUR KNOWLEDGE OF THE NATURE OF ECONOMICS AS A COURSE OF STUDY RELATIVE TO OTHER SUBJECT CHOICES?

- Adequate 1
- Inadequate 2

7. AT THE TIME YOU ENTERED GRADE XI, WHAT WERE YOUR IMPRESSIONS OF THE DEGREE OF DIFFICULTY OF ECONOMICS RELATIVE TO OTHER GRADE XI SUBJECTS?

- Easier 1
- Harder 2
- Same 3
- Did not know 4

8. FOR STUDENTS NOT DOING ECONOMICS

WHAT WAS YOUR MAJOR REASON FOR NOT DOING ECONOMICS?

- Could not fit into my schedule 1
- Not sure what the subject was about 2
- More interested in other subjects 3
- Friends were not doing Economics 4
- Not relevant for my future plans 5
- Advised not to do (Specify by whom _____) 6
- Other (Specify _____) 7

_____

_____

** THE REMAINING QUESTIONS (9 TO 12) ARE TO BE COMPLETED ONLY BY THOSE STUDENTS DOING ECONOMICS

9. WHAT WAS YOUR MAJOR REASON FOR DOING ECONOMICS?

- Did not like other options 1
- Easier than other subjects 2
- Friends were doing Economics 3
- Interested in the subject 4
- Liked the teacher of Economics 5
- Easier to fit into my schedule 6
- Advised to do Economics (By whom _____) 7
- Other (Specify _____) 8

_____

_____

_____

_____

10. NOW THAT YOU ARE STUDYING ECONOMICS, HOW WOULD YOU DESCRIBE THE DEGREE OF DIFFICULTY OF ECONOMICS RELATIVE TO OTHER SUBJECTS YOU ARE DOING?

Easier	1
Harder	2
Same	3

11. HOW WOULD YOU DESCRIBE YOUR INTEREST IN ECONOMICS RELATIVE TO YOUR OTHER COURSES?

More interesting	1
Less interesting	2
As interesting	3

12. IF THE OPPORTUNITY WERE TO ARISE, i.e., GRADE XII OR UNIVERSITY, WOULD YOU DO ANOTHER COURSE IN ECONOMICS?

Yes	1
No	2
Not sure	3

PLACE A CHECK IN THE BOX OPPOSITE THE APPROPRIATE RESPONSE TO EACH QUESTION

1. SEX

Male	1
Female	2

2. WHAT IS YOUR HIGHEST LEVEL OF TEACHER CERTIFICATION?

I	1
II	2
III	3
IV	4
V	5
VI	6
VII	7

3. HOW MANY YEARS HAVE YOU BEEN TEACHING?

1 to 2	1
3 to 5	2
6 to 10	3
11 or more	4

4. HOW MANY SEMESTER COURSES HAVE YOU COMPLETED IN - (PLEASE CHECK ONE BLOCK IN EACH COLUMN)

	HIST.	GEOG.	ECON.
None	1	1	1
1	2	2	2
2	3	3	3
3 to 4	4	4	4
5 to 6	5	5	5
7 to 10	6	6	6
11 to 15	7	7	7
16 or more	8	8	8

5. IF YOU HAD TO TEACH ONE ONLY OF HISTORY, GEOGRAPHY, OR ECONOMICS IN GRADE XI, WHICH WOULD YOU PREFER?

History	1
Geography	2
Economics	3

6. WHICH OF THE FOLLOWING SUBJECTS ARE YOU PRESENTLY TEACHING?

Consumer Education X	1
Geography X	2
Social Studies X	3
Geography XI	4
History XI	5
World Problems XI	6
Economics XI	7

7. DO YOU CONSIDER YOUR BACKGROUND IN ECONOMICS AS BEING ADEQUATE FOR YOUR PRESENT ASSIGNMENT?

Yes	1
No	2

8. HOW WOULD YOU DESCRIBE YOUR TREATMENT OF ECONOMIC CONCEPTS/TOPICS IN YOUR TEACHING OF HISTORY AND/OR GEOGRAPHY?

	HIST.	GEOG.
Great emphasis	1	1
Some emphasis	2	2
No treatment	3	3
Do not teach history and/or geography	4	4

9. WHILE NOT DENYING THE RIGHT OF ANY TEACHER TO DEVELOP ECONOMIC IMPLICATIONS FROM HIS OR HER SUBJECT, WHERE DO YOU CONSIDER THE STUDY OF ECONOMIC CONCEPTS AND PRINCIPLES AS BEING BEST PLACED?

As a separate discipline	1
As a part of general social studies curriculum	2
As part of business education	3
Other (Specify _____)	4

10. HOW WOULD YOU DESCRIBE THE ACADEMIC STATUS OF THE TYPICAL STUDENT WHO ENROLLS IN ECONOMICS IN YOUR SCHOOL?

Academically-oriented	1
Non-academically oriented	2
No distinction	3

11. IDEALLY, FOR WHAT TYPE OF STUDENT DO YOU CONSIDER THE DISCIPLINE OF ECONOMICS AS BEING MOST APPROPRIATE?

Academically-oriented	1
Non-academically oriented	2
No distinction	3

12. WOULD YOU LIKE TO SEE ECONOMICS BECOME COMPULSORY FOR ALL STUDENTS AT SOME POINT IN THEIR HIGH SCHOOL STUDIES?

Yes	☐	1
No	☐	2

13. HOW MANY IN-SERVICE ACTIVITIES (i.e., WORKSHOPS, SEMINARS) HAVE YOU ATTENDED THAT WERE DESIGNED SPECIFICALLY TO ASSIST IN THE TEACHING OF ECONOMIC CONCEPTS?

None	☐	1
1	☐	2
2	☐	3
3	☐	4
More than three	☐	5