The effect of error correction strategies on senior secondary school students' interest in economics in Udenu Local Government Area, Enugu State, Nigeria

Otolokpo Chukwuka[1], Robert, Augustine Igwe[2], J.C. Onuoha[3]
[1&3]Department of Social Science Education, University of Nigeria, Nsukka
[2]Department of Social Science Education, University of Calabar, Nigeria
[1]chuksotolokpo@gmail.com
[2]robertaugustineigwe@unical.edu.ng
[3]joseph.onuoha@unn.edu.ng

Abstract
This study examined the impact of error correction strategies on the interest of senior secondary school students in Economics in Udenu Local Government Area, Enugu State. A quasi-experimental design with non-equivalent pretest and posttest control groups was used. The study involved 933 SS2 Economics students, with a sample of 120 students selected through multi-stage sampling from four secondary schools. The Interest Inventory Test (IIT) was developed, validated, and used for data collection, achieving a reliability score of 0.77. Data were analyzed using Mean, Standard Deviation, and Analysis of Covariance (ANCOVA) at a 0.05 significance level. The results indicated that students taught with the students' correction strategy showed a slightly higher interest in Economics compared to those taught with the teacher correction strategy. A significant difference was found in favor of the students' correction strategy. Both strategies were effective in enhancing students' interest in Economics. The study recommended that Economics teachers receive training from the Ministry of Education on using both error correction strategies to boost students' interest in the subject. The findings suggest that adopting the students' correction strategy in teaching Economics can significantly promote student interest in the subject.

Keywords: Effect, error correction, strategies, interest, achievement, economics

Introduction

Economics is an important discipline in the socio-economic development of any nation. It is helpful to all and sundry, students, teachers, school managers, parents, guardians, political class, policymakers, association, and even government to make a choice, allocate and economize resources for the well being of all (Oleabhiele, 2012). In line with the view, Federal Republic of Nigeria (2013) advocated that Economics, when taught in secondary schools, will equip the students with the knowledge and skills on how to allocate scarce resources, make a choice, and make a rational decision on pressing national economic issues. Economics, as a subject is relatively new in the Nigeria education system. The curriculum of the subject was first developed in 1985 by the Comparative Education Study and Adaptation Centre (CESAC) and now reviewed by the National Education Research Development Centre (NERDC) in Nigeria. The curriculum is based on the principle of equipping the students with the necessary knowledge and skill to appreciate the nature of economic problems in any society and adequately prepare them for the challenges of emerging issues in Nigeria economy (National Education Research Development Centre, 2008).

National Education Research Development Centre (NERDC, 2008), outlined the laudable objectives of the Economics curriculum as to enable students: understand basic economic principles and economic analysis as well as the tools, and concepts for sound contributing intelligently to discourse on economic reforms and development as they affect or would affect the generality of Nigerians; understand the structure and functioning of economic institutions; appreciate the role of public policies on national economy; develop the skills and also appreciate the basis for rational economic decisions; become sensitized to participate actively in national economic advancement through entrepreneurship, capital market and so on; understand the role and status of Nigerian and other African countries in international economic relationships, and appreciate the problems encountered by developing countries in their effort towards economic advancement. The 21st century has witnessed landmark economic reforms and technological transformation in the countries of the world. In Nigeria, the last decade has also witnessed unprecedented economic reforms in the country. These reforms have ushered in different economic policies and economic models into the Economics curriculum.

The achievement of these laudable objectives of Economics in senior secondary schools depends mainly on what the teacher does in the classroom environment. In recent times, emphasis on teaching methodology has shifted from the teacher-know-all to students' centred approach. Hence, educational activities should be centred on the learner for maximum self-development and fulfillment as stipulated in the National Policy on Education (Federal Republic of Nigeria (FRN, 2013).The achievement of these lofty objectives of Economics in senior secondary school, the teaching and learning of subject have to be done appropriately in secondary schools, not just for those intending to pursue a carrier in Economics, but also generally as a part of the educational foundation which every student should have before leaving school. Behreman and Richard (2008), argue that the foundation in Economics is critical for 21st-century students since many of our decisions require an understanding of basic Economics. It will equip the students in the fundamental areas such as rational decision, skill acquisition and policymaking.

In Nigeria, there is a consensus about the fallen standard of education in the country (Adebule, 2014). Adebule further posited that Parents, guardians, policymakers, curriculum planners and government are in total agreement that their huge investment in education is not yielding the desired dividend, school managers and teachers also complain of students' low motivation and self-regulation resulting in low academic achievement at both internal and external examinations in most subjects including Economics. The data collected from the Planning, Research and Statistics (PRS), from 2015 to 2018 showed a high rate of failure among Economics students in Enugu state. The results stood at 34%, 38%, and 42% respectively. It has been discovered from the above figures that students' academic achievement in Economics is poor and unstable. This may be due to various factors such as Poor teaching method, lack of interest in the subject, and insufficient basic amenities. Osunde and Aduwa (2015), stated that despite the approaches to learning and instruction in Economics at senior secondary school level, the subject is still plagued with poor results and low achievement.

This problem would be one of the main causes of poor achievement of students in Economics in senior Secondary School external examinations. This implies that the mastery of Economics concepts such as demand, cost and production possibility frontier might not be fully achieved without the use of teacher correction strategy and students' correction strategy in Economics in Udenu Local Government Area. Achievement is solely depending on their interest.

Interest simply means the state of wanting to know or to learn something. The interest of a student can be determined by carrying out a survey of the learners through discussion, it can also be determined by observing some of the students' activities. Ngwoke(2010), observes that direct interest in what is learnt by a student, increases the strength of ego involvement of the student and does not allow the student to be distracted by trivial events in the perceptual environment. Okoro (2011), states that one of the strongest factors affecting students' interest in sciences including Economics is the method of instruction adopted by the teacher which highly correlate with their perception of the subject relevant to their future.

Interest of the student is one of the critical elements in curriculum implementation. In selecting learning experiences, it is natural for students not to engage in what they are not interested in. A teacher has to consider the interest of the students to enable them base the activities selected for the attainment of the specific objectives of the lesson. Offorma (2006) noted that when learning experiences are based on the interest of the learner, learning becomes more significant, meaningful and enjoyable. Teachers' correction strategy and students' correction strategy when used in teaching Economics could help to motivate students' interest

and enable them retain what is learnt. Interest is defined in the context of this study as the focusing of the sense organs on or giving attention to some person, activity, situation, object or an outcome of experience rather than gift.

The experiences which the child has already acquired should form the basis of teaching whatever content and learning experience offered to the students by the school especially in area of demand, production possibility frontier and cost must be rooted in the student's life experiences so as to make learning interesting and meaningful to the learner (Offorma, 2006).Since, studies like effect of project-based learning on secondary school students' academic achievement, interest and retention in Economics revealed that it is necessary to provide teachers with a student-centered approach which would make Economics interesting and relevant to the students so as to improve the students' achievement. Agwagah (2009) suggested that efforts should be made to teach Economics in an interesting and lively manner to enable students achieve maximum benefits. Agwagah further explained that the interest of students in Economics can be generated and sustained through several methods and approaches. These methods and approaches among others include motivation, relevant set induction technique, and effective use of assessment technique, error correction strategy in order to achieve greater academic performance.

Error correction strategy is a procedure that details what a trainer or program implementer does when the students engages in an incorrect response during a teaching opportunity (Rodgers & Iwata, 2007). Error correction strategy is the process of providing clear, comprehensive, and consistent corrective feedback on a student's grammatical errors for the purpose of improving the student's ability to write accurately (Lee, 2012). Error correction aims to enhance learning by teaching the learner the appropriate response and increasing the learner's contact with reinforcement contingencies rather than simply extinguishing errors. This procedure is intended to help learners acquire skills faster and with less frustration than simply allowing trial and error. In other words, the teacher gives immediate feedback correction on student's responses to issues. Thus, the learner' regains confidence in his/her learning.

Teacher's correction strategy can be defined as a correction students receive from the teachers; students come to distinguish for themselves whether they are performing well or not (ferris, 2012). Teachers' correction strategy or feedback occurs when the teacher identifies an error and provides the correct form. In this technique, the teacher first tries to identify the error which students have made and writes down the complete correct form afterward (Hartshorn, 2012). While students' correction strategy is when the teacher indicates that an error has been made but leaves it to the students to solve the problem, and correct the errors (Ferris, 2012). Students' correction strategy refers to situations where the teacher indicates that an error has been made but does not provide the correction, thereby leaving the students to diagnose and correct it (Bitchener, 2005). Following a students' correction strategy, teachers do not correct students' papers; rather they mark where an error has occurred or supply the students with short cues so that they get informed about the kind and the location of their errors and get involved in the process of correcting their papers by themselves. Nigerian students should be properly guided. It is a general consensus among education experts that committing error is natural process in teaching and learning (Edge, 2013). Yingliang (2008), observes that for over 10 years the debate on error correction has continued. The debate has to do with the issue of using error correction to improve students' achievement and interests.

In contrary, Scheen (2011), point out that only the students can do the learning necessary to improve achievement, regardless of how much error treatment is provided. Inevitably, most teachers have experienced the frustrations of correcting the same mistakes over and over instead of listening to a feedback because error corrections have both negative and positive effects. Therefore, the present

study intends to contribute in the continuing argument or inconsistent reports on the actual effects of error correction strategy on senior secondary school students' achievement and interest in Economics in Udenu Local Government Area. The positive effects of error correction can make learning more effective since it helps Economics students notice the gap between their achievement and the target forms, which elicits uptake or repair. This can enhance learning activities. Moreover, when students understand that making mistakes is a part of the learning process, and that their teachers try to help them learn target forms, they are likely to take risks and build up confidence through practice.

While the negative effects can hinder students' activities rather than facilitate learning since error correction may create barriers between teachers and their students and raise the students' level of anxiety. Truscott (2012), notes, some errors are more important than others; therefore, teachers should use error correction selectively in terms of its importance in order to promote learning. Allwright and Bailey (2013), investigated the relative effects of implementing various feedback types and strategies and have suggested that providing students with a variety of corrective feedback can help them acquire correct forms. Schulz's (2001), stated that despite the provision of various types of corrective feedback that attempt to guide students to the target achievement, students can be dissatisfied with Economics class because of mismatches between students' and teachers' expectations. Students' beliefs and perceptions may be essential to effective learning. Brown, (2009), found that students' perceptions and interpretations towards teaching methods have the greatest influence on their achievement. Understanding students' perceptions can be the first step toward leading them to acquire correct forms. Brown (2009: 46), points out that those Economics teachers and their students may have similar or disparate notions of effective teaching". Therefore, it is important for teachers to know their students' preferences for corrective feedback in order to maximize its potential positive effect on learning episode.

The present study is therefore geared towards the determination of the effect of two modes of error correction strategies which are teachers' correction strategy and students' correction strategy on senior secondary school students' interest in Economics. There has been contrasting opinions on gender related issues in achievement. The issue of gender differences in academic achievement has attracted the attention of many researchers especially in the field of education. A possible reason for this increase in interest in gender differences in academic achievement could be ascribed to the relationship that exist between academic achievement and careers opportunities especially at a time when there is increasing interest in ensuring equal educational and career opportunities (Cloyd, 2015). In the context of this study, Gender refers to the socially, culturally constructed characteristic roles which are ascribed to male and female in any society (Connel, 2011). According to Eisenberg, and Santrock (2007), in some analysis, boys perform better in Economics than girls, in others girls perform better than boys. Many factors have been attributed to differences between academic performance of boys and girls.

The quantity and quality of teacher – student interaction often vary with regards to the education of girls and boys, and this has effect on the students' achievement (Robert & Chang, 2003). It can be observed that most teachers have a way of communicating the message that boys are more important than girls. Teachers devote more time, effort and attention to boys than girls; males receive more praise for their contribution and are called on more frequently than females even when they do not volunteer. This is associated with the fact that boys call out in class, demand help and sometimes engage in disruptive behavior (Sadker & Kendal, 2007). Boys tend to receive more praise, acceptance, remediation and criticism than girls. Teachers also give more precise and penetrating replies to boys but use vague and superficial terms such as 'OK' when responding to girls (Erinosho, 2005). As a result of this intense and specific interaction with the teachers the boys tend to gain more insight into their weaknesses

and strengths, and improve their responses than girls. These situations tend to put girls in a disadvantage position in learning especially in Economics interest.

However, review of studies on gender differences in Economics has remained a controversial one because while the researcher report that boys perform better in Economics, Others report that no significant difference exists in Economics achievement of boys and girls (Erinosho, 2005).Gender in the context of this study refers to the socially, culturally constructed characteristic roles which are ascribed to male and female in any society that could affect students' achievement and interest in Economics. Could the use of two modes of error correction strategy (teachers' correction strategy and students' correction strategy) enhance the achievement of male and female students in Economics?

Purpose of the study

The purpose of the study was to compare the effects of two modes of error correction strategy (teachers' correction strategy and students' correction strategy) on secondary school student's interest in economics. Specifically, the study sought to:

1. Compare the mean interest scores of students taught Economics using teachers' correction strategy and those taught using students' correction strategy.
2. Compare the mean interest scores of male and female students taught economics using teachers' correction strategy and those taught Economics with students' correction strategy.
3. Determine the interaction effect of method and gender on students' interest in Economics.

Research Questions

The following research questions were formulated to guide the study:

1. What are the mean interest scores of students taught Economics using teachers' correction strategy and those taught using students' correction strategy?
2. What are the mean interest scores of male and female students taught economics using teachers' correction strategy and those taught Economics with students' correction strategy?
3. What is the interaction effect of method and gender on students' interest in Economics?

Hypotheses

Six null hypotheses were formulated for this study and were tested at 0.05 level of significance

1. there is no significant difference in the mean $(\bar{X})$ interest scores of students taught Economics using teachers' correction strategy and those taught using students' correction strategy
2. there is no significant difference in the mean $(\bar{X})$ interest scores of male and female students taught economics using teachers' correction strategy and those taught Economics with students' correction strategy
3. there is no significant difference in the interaction effect of method and gender on students' interest in Economics

Methods

The study employed quasi-experimental research design. Specifically, it employed non-equivalent pretest-posttest control group design since intact classes were used. This design the suits the study because there is be no randomization of subject rather intact classes are used as experimental and control groups (Ali, 2006). The population of the study was 933 SS2 Economics students comprising of 430 male and 503 female students. A sample of 120 students from four secondary schools selected through multi-stage sampling techniques was used for the study. The instrument for this study was a 20 item Interest Inventory Test developed by the researcher. It was constructed by generating a list of statements that show the extents of students' interest in Economics and providing a set of graduated response options. The questionnaire consists of twenty items on a 4-point rating scale ranging from Strongly Agree (SA) to strongly Disagree (SD) with the follow weights attached to the responses: strongly agree (SA) -4 points, agree (A) -3 points, disagree (D) -2 points and strongly disagree (SD) – 1 point. The internal consistency of Economics Interest Inventory test (EII) was done using Cronbach Alpha which yielded a reliability index of 0.77

Experimental procedure

Two instructional strategies were used for the study the use of teachers' correction strategy in teaching of Economics and the use of students' correction strategy in teaching of Economics. The use of teachers' correction strategy lesson plans was identical to the students' correction strategy lesson plans in terms of contents been taught, instructional objectives and method of evaluation. The only difference between them was in the instructional activities (teacher's performance and student's performance activities). This was where the use of teachers' correction strategy employed practical illustrations and activities during the instruction whereas the use of students' correction strategy proceeded normally without employing the use of the teachers' correction strategy in teaching during the class instructions.

The pre-test was administered to both the teachers' correction strategy and students' correction strategy before the experiment commenced after they have administered the pre-test, the regular Economics class teachers in the various schools started the experiment. Each teacher used the appropriate instructional procedure developed from the test blue print for his group. Their guiding principle was five days training received during the pre-experimental conference which was conducted for them by the researcher. During the training, the researcher discusses with them what should be required of them during the experiment. The experiment was done during the normal school hours using the school time- table for classes. The duration for the experiment was four weeks. At the end of the experiment, the teachers administered the post- test to the subjects in the two groups. The pre-test and post-test achievement questions were the same in contents for both groups but later rearranged. The students were not informed about the test in advance. The data collected from the pre-test and posttest were used in answering the research questions and also testing the hypotheses for the study. And the data were analyzed using the mean and standard deviation for answering research questions while hypotheses were analyzed using analysis of covariance (ANCOVA).

Results

Research Question 2: What is the mean ($\overline{\times}$) interest scores of students taught Economics using teachers' correction strategy and those taught using students' correction strategy?

Table 2: Mean interest scores of students taught economics using teachers' correction strategy and those taught using students' correction strategy

Correction Strategy	N	Pre-test		Post-test		Mean Gain Score
		Mean	SD	Mean	SD	
Teacher Correction	62	1.74	0.81	3.66	0.35	1.92
Student Correction	58	1.29	0.85	3.89	0.23	2.60

The data presented on Table 2 showed that students taught Economics using teachers' correction strategy had a mean and standard deviation interest score of 1.74 (0.81) in pre-test while students taught with students' correction strategy had pretest mean and standard deviation interest score of 1.29 (0.85) respectively. This suggested that at pretest level students in both teachers' and students' error correction strategies almost had the same interest level. The post-test mean and standard deviation interest of students taught using the teachers' correction strategy and students' correction strategy are 3.66 (0.35) and 3.89 (0.23) respectively. This implies that students taught Economics with students' correction strategy had slightly higher interest in Economics than their counterparts taught using the teachers' correction strategy. Thus, the students' correction strategy enhanced students' interest in Economics more than the teachers' correction strategy. This finding was expected as students' active involvement in the pedagogy as in the students' error correction strategy could enhanced students' interest in the teaching and learning process. Accordingly, the findings of the study were in line with that of Montgomery and Barker (2007) who found that the innovative teaching methods and activity-oriented teaching methods such as constructivism, cooperative learning and error correction strategy had positive effects on students' interest and understanding of Economics concepts.

Table 4: Mean Interest and standard deviation Scores of male and female students taught economics using teachers' correction strategy and those taught with students' correction strategy

Strategy Correction	Gender	N	Pre-interest score		Post-interest score		Mean gain
			Mean	SD	Mean	SD	
Teacher	Male	36	1.74	0.80	3.67	0.33	1.93
Correction	Female	26	1.73	0.84	3.64	0.38	1.91
Student	Male	30	1.18	0.89	3.91	0.20	2.73
Correction	Female	28	1.40	0.80	3.88	0.26	2.48

Table 4 showed that male and female students taught with the teachers' error correction strategy had pretest mean and standard deviation interest scores of 1.74 (0.80) and 1.73 (0.84) respectively while male and female students taught with students' error correction strategy had pretest mean and standard deviations interest scores of 1.18 (0.89) and 1.40 (0.80) respectively. This implies that at pretest level the students taught Economics with teachers' error correction and students' error correction modes had almost the same interest level. Nonetheless, the posttest mean and standard deviation interest scores of male and female students taught using teachers' error correction strategy are 3.67 (0.33) and 3.64 (0.38) respectively while male and female students taught Economics with the students' error correction mode had posttest mean and standard deviation interest scores of 3.91 (0.20) and 3.88 (0.26) respectively. This showed that male and female students taught Economics with teachers' and students' error correction modes had almost the same interest level at the posttest. This finding implied that both the teachers' error correction strategy and students' error correction strategy enhance students' interest in Economics almost equally. This finding buttressed the findings of Tukura (2015)

who found that there was no significant difference in the mean interest scores of male and female students taught Social Studies using developed video disc instructional strategy.

Table 6: The mean interaction effect of method and gender on students' interest in economics

			Pre-interest score		Post-interest score		
Strategy Correction	**Gender**	**N**	**Mean**	**SD**	**Mean**	**SD**	**Mean gain**
Teacher	Male	36	1.74	0.80	3.67	0.33	1.93
Correction	Female	26	1.73	0.84	3.64	0.38	1.91
Student	Male	30	1.18	0.89	3.91	0.20	2.73
Correction	Female	28	1.40	0.80	3.88	0.26	2.48

Table 6 showed that male and female students taught with the teachers' error correction strategy had pretest mean and standard deviation interest scores of 1.74 (0.80) and 1.73 (0.84) respectively while male and female students taught with students' error correction strategy had pretest mean and standard deviations interest scores of 1.18 (0.89) and 1.40 (0.80) respectively. This implies that at pretest level the students taught Economics with teachers' error correction and students' error correction modes had almost the same interest level. Nonetheless, the posttest mean and standard deviation interest scores of male and female students taught using teachers' error correction strategy were 3.67 (0.33) and 3.64 (0.38) respectively while male and female students taught Economics with the students' error correction mode had posttest mean and standard deviation interest scores of 3.91 (0.20) and 3.88 (0.26) respectively. This showed that male and female students taught Economics with teachers' and students' error correction modes had almost the same interest level at the posttest. This finding implied that both the teachers' error correction strategy and students' error correction strategy enhance students' interest in Economics almost equally. Hence, there was no interaction effect of strategy and gender on students' achievement in Economics when exposed to teachers' error correction strategy and students' error correction strategy.

Table 8: ANCOVA summary table of the difference in the mean ($\bar{\times}$) interest scores of students taught economics using teachers' correction strategy and those taught using students' correction strategy

Source	**Type III Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
Corrected Model	1.678	2	.839	9.489	.000
Intercept	121.815	1	121.815	1377.877	.000
Pretest	.022	1	.022	.246	.621
Strategy	**1.606**	**1**	**1.606**	**18.163**	**.000**
Error	10.344	117	.088		
Total	1719.681	120			
Corrected Total	12.022	119			

Table 8 showed the F value as 18.16 and the probability value as .000. Since the probability value of .000 of this finding is less than the alpha value of .05. Therefore, the null hypothesis was rejected and thus, there was a significant difference between the mean ($\bar{\times}$) interest scores of students taught Economics using teachers' correction strategy and those taught using students' correction strategy in favour of those taught with the students' correction strategy. This suggests that students taught Economics with the students' correction strategy had higher interest in the subject matter compared to their counterparts taught with the teachers' correction strategy.

HO_4: There is no significant difference in the mean **($\bar{X}$)** interest scores of male and female students taught Economics using teachers' correction strategy and those taught Economics with students' correction strategy

Table 10: ANCOVA Summary Table of the difference in the mean ($\bar{X}$) interest scores of male and female students taught Economics using teachers' correction strategy and those taught Economics with students' correction strategy

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	.084	2	.042	.412	.663
Intercept	123.953	1	123.953	1214.864	.000
Pretest	.076	1	.076	.749	.389
Gender	**.012**	**1**	**.012**	**.117**	**.733**
Error	11.938	117	.102		
Total	1719.681	120			
Corrected Total	12.022	119			

Table 10 indicated that the F value is 0.12 and the probability value is 0.73. Since the probability value of 0.73 of this finding was greater than the alpha value of .05. Therefore, the null hypothesis was accepted and thus, there was no significant difference in the mean **($\bar{X}$)** interest scores of male and female students taught Economics using teachers' correction strategy and those taught Economics with students' correction strategy. This implied that both teachers' and students' error correction strategies enhance male and female students' interest in Economics in senior secondary schools. This finding buttressed the findings of Tukura (2015) who found that there was no significant difference in the mean interest scores of male and female students taught Social Studies using developed video disc instructional strategy.

Table 12: Summary of ANCOVA for the interaction effect of methods and gender on students' interest in economics

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1.706	4	.426	4.754	.001
Intercept	120.275	1	120.275	1340.801	.000
Pretest	.020	1	.020	.218	.642
Strategy	1.611	1	1.611	17.964	.000
Gender	.025	1	.025	.283	.596
Strategy * Gender	**.002**	**1**	**.002**	**.023**	**.880**
Error	10.316	115	.090		
Total	1719.681	120			
Corrected Total	12.022	119			

The data presented on the Table 12 revealed that the F value is 0.02 and the probability value is 0.88. The probability value of 0.88 of this finding was greater than the alpha value of .05. Therefore, the null hypothesis is accepted. Thus, there was no significant interaction effect of methods and gender on students' interest in Economics when exposed to teachers' error correction and students' error correction strategies. These findings were in line with Tukura (2015) who found that gender and instructional strategy had no significant interaction on students' interest in Social Studies in junior secondary schools. However, the findings did not lay credence to Ejimonye (2015) who found that there was a significant interaction effect of treatment and gender on students' interest in Economics when students were exposed to concept mapping instructional strategy.

Conclusion

The findings of the study revealed that students taught Economics with students' correction strategy had slightly higher interest in Economics than their counterparts taught using the teacher correction strategy; There was a significant difference between the mean interest scores of students taught Economics using teachers' correction strategy and those taught using students' correction strategy in favour of those taught with the students' correction strategy; There was a significant difference in the mean achievement scores of male and female students taught Economics using teachers' correction strategy and those taught Economics with students' correction strategy in favour of the students' correction strategy and that male and female students taught Economics with teachers' and students' error correction modes had almost the same interest level at the posttest level among others.

Recommendations of the study

Based on the findings of the study the following recommendations were made.

1. Economics teachers should be encouraged by the government through its relevant ministries to adopt teachers' and students' error correction strategies in teaching and learning of related concepts in Economics for better academic interest of the students in the subject matter to be guaranteed.

2. The Government should organize seminars, workshops and symposia for the in-service teachers on the use of the two modes of error correction strategy for effective teaching and learning of Economics in senior secondary schools.

3. Curriculum planners should emphasize the use of teachers' error correction and students' error correction strategies among other innovative methods of instruction to promote students' interest in Economics in senior secondary schools.

References

Adebule, S. O. (2014). Gender differences on a locally standardized anxiety rating scale in mathematics for Nigerian secondary schools in Nigeria *Journal of Counseling and Applied Psychology*, *5*(1), 22-29.

Adebule, S. O. (2014). Gender differences on a locally standardized anxiety rating scale in mathematics for Nigerian secondary schools in Nigeria *Journal of Counseling and Applied Psychology*, *5*(1), 22-29.

Adeyemo, D.A. (2015). Parental involvement interest in schooling and school environment: As predictors of academic self-efficacy among fresh secondary school students in Oyo State, Nigeria. *Electronic Journal of Research in Educational Psychology,* 5(1), 163-180.

Agwagah, U. N. V. (2009) Improving students' interest in Economics through the formative assessment: A focus on Gender. *Journal of Research in Curriculum and Teaching (JRCT)* (1), 30-32

Agwagah, U.N.V. (1997). Definition of basic concepts. In S.A, Ezeudu and U.N.V, Agwagah (Eds). *Educational Measurement and Evaluation for Colleges and Universities.* Onitsha: Cape.

Behrman, J. R., David R, & Richard, S. (2008). Improving Quality versus Increasing the Quantity of Schooling: Estimates of Rates of Return from Rural Pakistan. *Journal of Development Economics* 85 (1-2), 94–104.

Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing*. 17(2), 102-118

Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing*. 17(2), 102-118

Bitchener, J., Young, S. & Cameroon, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing* 19,207-217

Bitchener, J., Young, S. & Cameroon, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing*19,207-217

Cheng, Y, (2000). *A Paradigm Shift in Economics Learning and Teaching*. Asia-Pacific Forum on Economics

Cloyd P. S. (2002). *The significance of learners' errors.* Int. Rev. Apply Linguist. 5:161-170.

Connel, R. (2003). *Gender*. Cambridge: Polity Press.

Connel, Y (2011). *Reactions of EFL students to oral error correction*. J.Pan-pacific Assoc. Appl. Linguist. 3:39-51

Eisenberg, G. &Santrock, D. (2005). The application of PBL in curriculum of marketing specially. *Journal of Guangdong University of Foreign Studies, 3. 61-64.*

Ejimonye, J.C.(2015). Effect of concept mapping instructional strategy on students' achievement and interest in Economics in secondary schools in Enugu education zone. *(Unpublished M.Ed project),* University of Nigeria Nsukka.

Erinosho, Y. E. (2005). Women and Science 36th Inaugural Lectures Olabisi Onabanjo University, Ago-Iwoye, 1 – 37.

Federal ministry of Education (2008) Economics for senior secondary school. Nigerian Educational research and development council (NERDC)

Federal Republic of Nigeria (FRN) (2013) *National policy on education*(4th ed). Lagos: NERDC Press.

Ferris, D. R. & Roberts, B. (2012). Error feedback in L2 writing classes: How explicit does it need to be? *Journal of Second Language Writing,* 10, 161- 184.

Ferris, D. R. (2004). The 'Grammar Correction' debate in L2 writing: where are we, and where do we go from here? (And what do we do in the meantime*…?). Journal of Second Language Writing,* 13, 49-626.

Ferris, DR, & Roberts, B. (2001). Error feedback in classes: How explicit does it need to be?. *Writing* 10:161-184.

Ferris, M. (2012). *New evidence on the effects of error correction in classes*. In proceedings of the American Association of Applied education conference, Vancauver, B.C. AAAL.

Lee, I. (2004). Error correction in L2 secondary writing classroom: the case of Hong Kong. *Journal of second language writing*. 13,285-312

Montgomeny, J. & Baker, W. (2007). Teacher-written feedback student perceptions. teacher Self-Assessment, and Actual Teacher Performance. *Journal of Second Language Writing.* 16 (2), 82 – 99.

Ngwoke, D.U., & Eze, U. (2010). ***School leaving theories and application.*** Enugu: Immaculate Publication Limited.

Nworgu, B.G, Ugwuanyi, C.S & Nworgu, L. N .(2013). School location and gender as factors senıor secondary school students' conceptual understandıng of force and motıon. *International Journal of Educational Research and Technology 4*(4), 71-76.

Offorma, G.C. (2006). *Curriculum implementation and instruction.* Onitsha: Uni-world Educational Publishers.

Okorie, U.(2000). *Element of guidance, Vocational and career education*. Onitsha: summer Education Publisher Ltd.

Okoro, A.U. (2011). Effect of interaction patterns on achievement and interest in Biology among secondary school students, in Enugu state Nigeria. Unpublished M.Ed ProjectDepartment of Science Education.University of Nigeria, Nsukka.

Oleabhiele, E. O (2012) Effect of individualised and cooperative teaching/learning strategies on secondary school students' achievement in Economics. Unpublished Ph.D thesis**.** Ebonyi State University.

Oludipe C. (2012), Investigated gender difference in Nigerian junior secondary students academic achievement in basic science in Ogun State. *International Journal of Educational Research (INJER)*, 9(7), 39 – 47.

Osunde, A.U. & Aduwa S. E. (2015) an assessment of factors associated with students poor performance in senior Secondary School Certificate English language in Nigeria, retrieved July2016 from http://www.languageinndia.com**.**

Roberts, P. (2017). The concept of gender. concepts and methods for gender and women Studies in Nigeria. *Pereiro Education journal*, 3(2) 14 – 18.

Rodgers, T. A., & Iwata, B. A. (2007). An analysis oferror-correction procedures during discriminationtraining. *Journal of Applied Behavior Analysis*, 24(1), 775–781.

Sadker. R. & Kendal,K. (2007) *Error feedback in ESL writing Classes:* What do students really want? Unpublished Master's Thesis. California State University, Sacraments

Santrock, J. W. (2007), *Educational psychology. classroom update: preparing for Praxis TM and Practice.* New York: Mc Graw – Hill Companies.

Scheen, Y. (2007). The effect of focused written corrective feedback and language aptitude on ESL learners' acquisition of articles. *TESOL Q*. 41(1), 255-283.

Schulz, R. (2001). Cultural Differences in Students and Teacher Perceptions Concerning the Role of Grammer Instruction and Corrective Feedback: U.S.A. Columbia. *Modern Lang.*

Truscott, J. (2004). Evidence and conjecture on the effects of correction: a response to Chandler. *Journal of Second Language Writing*, 13(2), 337–343.

Truscott, J. (2007). The effect of error correction on learners' ability to write accurately. *Journal of Second Language Writing*, 16(2), 255–272.

Truscott, J. (2009). Dialogue: Arguments and appearances: A response to Chandler. *Journal of Second Language Writing*, 18(1), 59-60.

Tukura, C. S. (2015). Effects of digital video disc instruction on students' achievement, interest and retention in Social Studies in Niger State, Nigeria. (Unpublished Ph.D thesis), University of Nigeria Nsukka.

WAEC (2017). Chief examiners' annual reports, Abuja: WAEC.

WAEC (2018). Chief examiners' report. Senior school certificate examination, Lagos: WAEC.

Yingliang, L. (2008). The Effect of Error Feedback in student's achievement. *Arisona Working Papers in Teaching* 15:65-79.