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EFFECT OF RUBRICS ON SECONDARY SCHOOL STUDENTS' ACHIEVEMENT AND TRANSFER OF LEARNING IN ECONOMICS IN AGBANI EDUCATION ZONE OF ENUGU STATE

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ABSTRACT

This study investigated the effects of Rubrics on students' achievement and transfer of learning in Economics. Two research questions and two null hypotheses guided the study. The study was a non-equivalent pretest posttest control group, quasi experimental design involving one treatment and one control group. Two schools and Thirty-two SSII Economics students made up the sample for the study. Two intact classes were randomly selected and assigned to experimental and control group. Two instruments: Economics Achievement Test (EAT) and Economics Transfer of Learning Test (ETLT) developed by the researcher were used for data collection. The validity and reliability of these instruments were established. The reliability of EAT was determined using the scorer reliability measure. The spearman rank techniques (r) were used for the calculation of the scorer reliability. The reliability index was 0.70 for the EAT. This value was significant at 0.05. The internal consistency estimate for ETLT was determined using the Cronbach Alpha (α) at 0.80. Means, Standard Deviation, and Analysis of covariance (ANCOVA) were used to analyze and interpret data obtained. The result of the study, among others showed that: Rubrics significantly enhanced students" achievement and transfer of learning in Economics.

Keywords: Rubrics, Secondary School, Academic Achievement, Transfer of Learning, Economics

Introduction

Economics is one of the electives or group of subjects expected to be studied at the Senior Secondary School (SSS) level under the new National Policy on Education. This curriculum has been designed by the Comparative Education Study and Adaptation Centre (CESAC) to meet the requirements of Economics in the new system. The guiding principle of this curriculum is the need to equip graduates of the Senior Secondary School with the basic knowledge and skills that will enable them appreciate the nature of economic problems in any society. In the light of this principle, the following are the set objectives for the Economics course according to Nigerian Educational Research & Development Council (NERDC), 2008.

> *To equip students with the basic principles of Economics necessary for useful living and for higher education; to prepare and encourage students to be prudent and effective in the management of scarce resources; to raise students respect for the dignity of labour and their appreciation of economic, cultural and social values of our society and to*

enable students acquire knowledge for the practical solution of the economic problems of society (National curriculum for senior secondary schools, 2008).

The underlying philosophy of this is to present Economics as a subject that has relevance to everyday life. Thus, an attempt has been made to integrate the theoretical foundations of the subject with their practical applications. This curriculum has been designed as a teaching syllabus with built-in teaching schemes and some suggested strategies to facilitate the teaching and learning process. This approach is expected to ensure the effective handling of the subject in the classroom by inexperienced or untrained teachers while reinforcing the knowledge of teaching methods of the trained teachers. In the recent review, the former twenty-six (26) themes have been restructured into 16 themes with 49 topics spread over the three years of senior secondary based on the complexity of topics and the total teaching time available in each year, SSI, 16 topics, SSII, 18 topics, SSIII, 15 topics.

Chief examiners report (2009) observed that candidates do not have good attempts in most questions set in the Concept of Demand and Utility theory, thereby leading to poor performance. It is observed that most of the students did not attempt this question. The few that attempted it scored very low marks. Generally, candidates found it difficult to interpret and compute values from the graph. Some candidates also misplaced the explanation of the law of diminishing marginal utility as required of the question with the law of diminishing marginal returns. In the area of evaluation, continuous assessment and final examinations would constitute an adequate mode of evaluation in this subject. However, in the course of teaching, teachers would be expected to involve students in discussing major Curriculum Innovations in the Secondary School Economics. When economics was introduced into the secondary school curriculum, its popularity grew rapidly because the first few schools which offered it in West African Senior School Certificate Examination [WASSCE] had unexpectedly good results. But in the present time, there is a high rate of failure in the subject which according to the WAEC Chief Examiners Report (2009) stated that the standard of the paper compared favorably with that of the previous years. He stated that the questions were straight forward and within the scope of the syllabus. However, there was no significant improvement in the overall candidates' performance when compared with those of the previous years. The summary of perceived candidates' weaknesses includes:

Poor expression, Poor presentation of relevant materials, some candidates misinterpreted the requirements of some of the questions, inadequate knowledge of the subject matters, and Poor knowledge of drawing good diagrams (WAEC Chief Examiner Report, 2015).

However, these weaknesses can be remedied if the students know exactly what is expected of them in terms of the use of rubrics in answering questions. Notwithstanding, the learning outcomes in Economics do not show that teachers and

learners attach much importance to the teaching and learning of the subject and this has made its mastery a difficult task. The result has been an incessant poor achievement of students in Economics in various examinations. Considering the performance of students in public examinations, like the West African Senior School Certificate Examination, it appears that the goals are not yet fully achieved. The poor performance of students in Economics in senior secondary school certificate Examination as indicated in the Chief Examiners Report (2015), revealed that the knowledge and skills such as graphical analysis, use of terminologies, and expatiation of points as expected of the students are not yet fully realized. It is on this note that the researcher is carrying out this study to eliminate the discrepancies arising in the minds of the students.

Sometimes you would hear such questions from students regarding assignment or test like 'But, I didn't know what you wanted" or "Why did her paper get an 'A' and mine a 'C'?" Students must understand the goals teachers expect from them to achieve in course assignments, and importantly, the criteria we use to determine how well they have achieved those goals. The need for students to know what is required of them in examinations, assignment or test cannot be over emphasized, and that is why Rubrics is a necessary for every school subject. According to Krashen (1981), when there is less mental anxiety, less physical fatigue, there will be more output. In the assessment process, students undergo all these difficulties, especially, when they sit for examination. Besides, when students are given any assignment or project work, their mental anxiety is no less than their examination. This is due to the fact that they do not know exactly where to put emphasis, what to look for, how much emphasis they should give on different elements of an assignment. When they know what they have to include and what they do not have to include and how much emphasis they have to put on different elements, they feel a sort of relief and they can produce their best product as much as possible. Besides, it also gives them a sense of independence, a sense of autonomy, when they know what they have to do and why. For this purpose, the use of rubrics is explored as a viable means of teaching and evaluating students' performance in this study.

Rubrics is a mechanism for assessing, assisting, facilitating, guiding, coaching and scoring or grading a students' performance or product given the conditions for the problem and task. Rubrics are guidelines that enable the assessment process of communicating expectations, providing focused ongoing feedback, and grading' (Andrade & Du, 2005). A 'rubric' is defined as a "document that articulates the expectations for an assignment by listing the criteria, or what counts and describing levels of quality from excellent to poor" (Andrade & Du, 2005.P1). Apart from being considered as an 'effective' tool for measuring, evaluating and reporting students, achievement, rubrics are also designed' to guide students' learning, teachers' instruction, course development and administrators' program observations (Glickman-Bond and Rose, 2006). Rubrics therefore are held as being direct assessment measures which help to answer the key questions driving out comes assessment, i.e. "how students learn, what students learn, how is student learning

assessed, and how an assessment results used" (Glenn, 2005, P1).

Rubrics "give you a guideline and show exactly what is expected." "You know what the standards are when preparing assignments" (Bolton, 2006). This will help students pay more attention to primary content and reduce their efforts to add unnecessary material to assignments. Rubrics provide a readily accessible way of communicating and developing our goals with students and the criteria we use to discern how well students have reached them. While school teachers and their students have long seen the value of assessment rubrics, rubrics have been largely ignored by most schools. These multi-purpose scoring guides for assessing student products and performances work in a number of different ways to advance the goals of an educational program. As well, rubrics improve teaching, providing feedback to students, contribute to sound assessment, and are an important source of information for program improvement. Rubrics are a way of describing evaluation criteria (or grading standard) based on the expected outcomes and performances of students. Typically, rubrics are used in scoring or grading written assignments or oral presentations, however; they may be used to score any form of students' performance. Each rubric consists of a test of scoring criteria and point values associated with these criteria. In most rubrics the criteria are grouped into categories so the instructor and the students can discriminate among the categories by level of performances. In classroom use, the rubrics provide an "objectives" external standard against which students' performance may be compared. Educators today use rubric to refer to a category of behavior that can be used to evaluate performance.

Today's rubrics involve creating a standard and a descriptive statement that illustrates how the standard is to be achieved. For example, a rubric for judging an essay would list everything a student needs to include in order to receive a certain grade on that essay. Generally, the rubrics also would specify what is needed to achieve different levels of performance, such as what is needed for an A or B, etc. Rubrics have the potential to help students understand the targets for their learning and the standards of quality for a particular assignment, as well as make dependable judgments about their own work that can inform revision and improvement. (Julhas, 2014).

Assessment is one of the precepts without which it is impossible to determine the students' achievement. It is also impossible to see for a teacher whether they are successful in transmitting the knowledge to their students accurately. Besides, there is a significant impact of using rubrics on students' performance, especially in Economics Classroom. First of all, it is generally true that no two human minds work in an identical fashion. Students might emphasize on their own focused aspect during a performance, while the teachers might have something else in mind to focus on. Therefore, perhaps rubrics with their structured direction can remove these discrepancies of thoughts. Added to that, rubrics help students to arrange their performance as it should be. Moreover, it could save students vital time during performance avoiding focusing on any unnecessary point. Rubrics can aid the academic achievement level of students.

Transfer of learning is important and should be noted that researchers,

educators and the like need to know how to teach for transfer. The idea of transfer is seldom specified. However, it is one of the most important goals that we can teach our students. The ultimate goal is for the students to be able to apply their knowledge and skills inside and outside of the classroom, specifically to new cases. There are various types of transfer of knowledge, but the one that is appropriate for this study is the positive transfer, which occurs when learning in one context enhances a related performance in another context.

The Nigerian Educational Research and Development Council (NERDC), 2006 states that the ultimate goal of transfer is for students to generalize the knowledge they have learned in school to practical environments such as home, community, and workplace. Therefore, this study intends to show how students can transfer what they have learnt in theory of demand to utility theory. The academic achievement of a schoolchild in any school subject can be attributed to many factors. Uwameiye, Guobadia, Olaitan, Obiaha, Nwachukwu's studies as cited in Idialu (2013) stressed that the factors responsible for low achievement could be associated to socio-economic, gender, school environment, poor teaching strategies and minimum equipment as well as fund. The factors as expressed by these researchers could contribute positively or negatively to the academic attainment (achievement) of a child.

Statement of the Problem

Many research works have been carried out on the effectiveness of the use of rubrics in higher institutions but non within the reach of the researcher has been carried out in secondary school level in Nigeria. Secondary school is the preparatory ground for higher institutions. Reducing mental anxiety before and during examination increases the academic achievement level of learners. The researcher found out that the number of students that register Economics in the West African Examination Council (WAEC) in Agbani Education Zone keep declining due to poor performance of students in Economics subject in the zone. This is because they do not know exactly where to emphasize, what to look for, how much emphasis they should give on different elements of an assignment. Rubrics will remove these discrepancies of taught that exists in the minds of students. Teachers do not specify to the students the major needs in Economics examination. When they know what they have to include and what they do not have to include and how much emphasis they have to put on different element, they feel a sort of relief and can produce their best product as much as possible. Without the students' knowledge of the above listed points or criteria required of them, the performance of students will continue to be in the decline. It is desirable that a lasting solution be provided. The study seeks to examine the effect of the use of rubrics on secondary school students' achievement and transfer of learning in Economic concepts. Thus, this study was designed to fill the above gap.

Purpose of the Study

The main purpose of this study is to find out the effects of the use of rubrics on secondary school students' achievement and transfer of knowledge in Economics in Agbani Education Zone. Specifically, the study determined:

1. The differences in the mean ($\bar{x}$) achievement scores of students

taught Economics using rubrics and those taught without using rubrics.

2. The differences in mean ($\bar{x}$) transfer of learning scores of students taught Economics using rubrics and those taught without rubrics.

Research questions

The following research questions guided this study;

1. What are the mean ($\bar{x}$) achievement scores of students taught Economics using rubrics and those taught using lecture method?

2. What are the mean ($\bar{x}$) transfer of learning scores of students taught Economics using rubric and those taught without rubrics?

Hypotheses

HO_1; There is no significant difference in mean ($\bar{x}$) achievement scores of students taught Economics using rubrics and those taught without rubrics?

HO_2; There is no significant difference in the mean ($\bar{x}$) transfer of learning scores of students taught Economics using rubric and those taught without rubrics?

Methods

This study is quasi-experimental research design. According to Nworgu (2006) quasi experimental design is an experiment where random assignment of subjects to experimental and control groups is not possible. In this case, intact or pre-existing groups was used. This study was carried out in Secondary Schools in Agbani Educational Zone of Enugu State. Agbani Educational Zone consists of three Local Government Area namely, Enugu South, Nkanu West and Nkanu East. There are 43 secondary schools in Agbani educational zone. This educational zone is chosen by the researcher because of the poor performance of students in Economics in that area.

The population of the study comprised of 5160 Senior Secondary II (SSII) Students 2017/2018 academic section which includes 2545 males and 2615 females (Appendix XII) in forty-three (43) Secondary Schools in Agbani Education Zone. Out of the 43 secondary schools in the zone, there are 15 schools in Enugu South, 11 in Nkanu West and 17 in Nkanu East. The sample size of the study was 65 Senior Secondary Students offering Economics. The intact classes of the SSIIA and SSIIB students of Economics from the two senior secondary schools were used as the sample size. Army Day Secondary School, Awkunanaw were purposively sampled for the study as the experimental group while Model Secondary School, Agbani were sampled as control group. The sample sizes were determined by the number of students in the intact classes.

Two instruments were used for data collection. They are Economics Achievement Test (EAT) and Economics Transfer of Learning Test (ETLT). The EAT is a 3 theory questions and was adapted by the researcher from West African Examination Council (WAEC) past questions from 1995 to 2016. It covered the Concept of Demand and Utility theory. The items covered knowledge, comprehension, application and evaluation levels of the Blooms's taxonomy of educational objectives. EAT score guide was provided. Concept of Demand and Utility theory was chosen for this study because students find

the topics difficult and also run away from the questions when they appear in examination (WAEC Chief Examiners Report, 2015).

The ETLT is a 3 theory questions adapted from West African Examination Council Examination past question. The motive of this instrument is to find out if the knowledge of Rubrics would help students transfer what they have learnt to another concept Utility theory taught to them using lecture method. Concept of Demand and Utility theory will be taught during the experiment to both the experimental and control group, which is intended to measure the outcomes of learning. EAT and ETLT were administered as pre test, pre test and Transfer test to determine students' cognitive academic achievement and ability to transfer knowledge in Economics.

Two lesson plans were developed by the researcher on the selected topics, one for the control group and the other for the experimental group. The researcher used analytical rubrics as the instructional guide for the experimental group. While Lecture method guided the development of the lesson plan for the control group. The lesson plans were prepared and the research assistant (the class teacher) matches them to their respective instructional guide.

Three experts validated the instruments for face validity. One of the experts is in science Education and two are in social science Education all in the faculty of Education, University of Nigeria, Nsukka. These items were subjected to thorough scrutiny and proof-reading by these experts to ensure that its concepts were in line with the purpose of the study and the research questions. The valuators were requested to validate the EAT and ETLT items based on the appropriateness of the instrument, clarity of the instrument, suitability of the instrument for this level of students, structuring of the instrument and give any other observation/ correction (spelling., sentences etc) including any other suggestions for improving the study. Content validity was also carried out with the aid of a test blueprint.

In order to ascertain the reliability of the research instruments, a pilot study was carried out in Community Secondary School, Akwuke, Enugu State. The school is believed to be of more or less equivalent standard to the school used for the study and was not in any way involved in the main study because both schools are under the same education zone, Enugu State. Two types of reliability testing were conducted to determine the internal consistency using Scorer reliability and temporal stability using test re test of Spearman Rank order correlation. Hence, the Economic Achievement Test (EAT) and Economic Transfer of Learning Test (ETLT) were three (3) theory questions which were administered to (16) sixteen SS IIA Economics students of Community Secondary School, Akwuke. The reliability of EAT was determined using the scorer reliability measure. The spearman rank techniques (r) were used for the calculation of the scorer reliability. The reliability index was 0.70 for the EAT. This value was significant at 0.05%. The internal consistency estimate for ETLT was determined using the Cronbach Alpha (α) at 0.80. The range of acceptance is 0.5 – 1.00, thus indicating that ETLT has higher internal consistency. Cronbach Alpha is appropriate since the ETLT tool is not dichotomously scored. The internal consistency reliability measure of the ETLT is therefore considered high and reliable.

The experimental procedure followed a structured sequence comprising a pre-test, treatment, post-test, and transfer test. At the initial stage, both the experimental and control groups were simultaneously administered the Economic Achievement Test (EAT) as a pre-test to determine their prior knowledge and ensure group homogeneity. A scorer reliability check was conducted in the first week to validate consistency in scoring, especially given the subjective nature of the assessment format. This allowed the researcher to establish a baseline before introducing any instructional intervention.

The treatment phase lasted three weeks. During this period, the experimental group was taught using a Rubrics Instructional Guide, which involved exposing students to the concept of rubrics and training them to use it effectively under teacher guidance. In contrast, the control group was taught the same SS II Economics content using conventional classroom methods. Both groups were instructed within the same curriculum framework, although the nature of instructional delivery differed. Following the treatment, both groups completed the EAT as a post-test on topics such as demand and utility theory. Lessons were kept consistent to avoid bias, and statistical analysis was later used to compare the performance outcomes of the groups.

Two weeks after the post-test, a transfer test was administered without additional teaching to determine whether students retained and transferred the knowledge gained from the respective instructional methods. The performance of the experimental group, taught with rubrics, was compared with that of the control group taught conventionally. Analytical rubrics were used to assess responses, given their capacity for detailed feedback and suitability for subjective, theory-based questions. To ensure the credibility of the experiment, several extraneous variables were controlled, including treatment bias, experimental bias, and interaction between groups. Intact classes were used, and ANCOVA was employed to address non-equivalence due to lack of randomization. Lesson plans were standardized and given to teachers to avoid variation in instructional delivery.

Mean and standard deviation were used to answer the two research questions while Analysis of Covariance (ANCOVA) were used to test the hypotheses at p=<0.005 (5%) level of significance. Hence, hypothesis that is greater than 5% or P>0.05% was accepted and hypothesis that is less than 5% that is P<0.05% was rejected.

Results

Table 1: Pre-test and Post–test Mean Scores of Experimental and Control Groups in the Achievement Test

		Pre-test		Post-test		
Group	**N**	$\bar{x}$	**SD**	$\bar{x}$	**SD**	**Mean gain**
Experimental	55	26.36	6.80	70.33	9.56	43.97
Control	50	27.62	7.80	55.20	9.84	27.58

***N** = Number of students, $\bar{x}$ = Mean and SD = Standard Deviation

The data presented in Table 1 showed that the experimental group which was taught using Rubric had a pre-test mean achievement score of 26.36 with a standard

deviation score of 6.80 and a post-test mean achievement sore of 70.33 with standard deviation score of 9.56. The difference between the pre-test and post-test mean for the group taught using Rubric was 43.97. The group with lecture method had a pre-test mean score of 27.62 with a standard deviation score of 7.80 and a post test mean achievement score of 55.20 with a standard deviation score of 9.84. The difference between (mean gain) the pretest and posttest mean for the control group was 27.58. This result reveals that, the students in the experimental group taught using Rubric performed better in the achievement test than the students in the control group taught with lecture method. Therefore, Rubric is more effective in enhancing students` achievement in Economics.

H_{o1}: There is no significance difference in the mean achievement scores of students taught Economics using Rubric and those taught with lecture method.

Table 2: Analysis of Covariance (ANCOVA) of the significant difference in the mean achievement scores of students taught Economics using Rubric and those taught with lecture method.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	10458.818[a]	2	5229.409	102.212	.000
Intercept	10336.779	1	10336.779	202.038	.000
Pretest	4465.536	1	4465.536	87.281	.000
Method	6874.048	1	6874.048	134.357	.000
Error	5218.573	102	51.162		
Total	434062.000	105			
Corrected Total	15677.390	104			

The result in Table 2 shows that an F-cal of 134.357 with associated probability of 0.000 were obtained with respect to the difference in the mean achievement scores of students taught Economics using Rubric and those taught with lecture method. Since the associated probability (0.000) was less than 0.05 level of significant set as the bench mark for taking decision, the null hypothesis (H_{o1}) was rejected. The decision drawn is that there is a significant difference in the mean achievement scores of students taught Economics using Rubric and those taught with lecture method.

Table 3: Posttest and Transfer test Mean Scores of Experimental and Control Groups in the Transfer Test

Group	N	Posttest $\bar{x}$	Posttest SD	Transfer Test $\bar{x}$	Transfer Test SD	Mean gain
Experimental	55	70.33	9.56	60.29	9.60	-10.04
Control	50	55.20	9.84	49.48	8.21	-5.72

The result presented on Table 3 shows that the experimental group had a mean score of 73.33 with a standard deviation score of 9.56 in the posttest and mean score of 60.29 with a standard deviation of 9.60 in the transfer test leading to a posttest – transfer

test gain of -10.04 for the experimental group. The control group had a mean score of 55.20 with a standard deviation score of 9.84 in the posttest and a mean score of 49.48 with a standard deviation score of 8.21 in the transfer test resulting to a posttest – transfer test mean gain of -5.72 for the control group. This result reveals that, the students in the experimental group taught with Rubric performed better in the transfer test than the students in the control group taught with lecture method. Hence, the students taught Economics using Rubric displayed higher transfer of knowledge of learning than those taught with lecture method.

H_{o2}: There is no significance difference in the mean transfer scores of students taught Economics using Rubric and those taught without using rubrics.

Table 4: Analysis of Covariance (ANCOVA) of the significant difference in the mean transfer scores of students taught Economics using Rubric and those taught without using rubrics.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	6180.123[a]	2	3090.061	61.050	.000
Intercept	891.527	1	891.527	17.614	.000
Pretest	3119.091	1	3119.091	61.624	.000
Method	80.151	1	80.151	1.584	.211
Error	5162.735	102	50.615		
Total	330620.000	105			
Corrected Total	11342.857	104			

The result in Table 4 also shows that an F-ratio of 1.584 with associated probability value of 0.211 was obtained with respect to the difference in the mean transfer scores of students` taught Economics using Rubric and those taught with lecture method. Since the associated probability (0.211) was greater than 0.05 level of significance set as the criterion for taking a decision, the null hypothesis (H_{o2}) was accepted. It was therefore concluded that there is no significance difference in the mean transfer scores of students taught Economics using rubric and those taught with lecture method.

Discussion

As shown on table 1, there is different between the mean achievement scores of the two groups of students taught Economics (Experimental/rubrics and Control/lecture methods). The analysis revealed that students taught using rubrics performed significantly better in Economics achievement test than their counterparts who were taught with Lecture method (LM). Results in table 2 further confirmed this finding by indicating statistically significant effect of rubrics on students` achievement in Economics. The F – cal of 134.357 with the probability value of 0.000 which was significant at 0.05 level of confidence confirm the result. This implies that the effectiveness of the two teaching methods with regards to academic achievement in Economics is not the same. In other words, the students` achievement using rubrics appears better than with the lecture method. This finding is in agreement with the result of earlier studies carried out by Petkov and Petkova (2006) and Schafer et al (2001) who found in their separate studies that rubrics was more effective than the lecture method in

fostering learners` achievement in Management of business information and algebra, biology, English and government. The relative advantage of rubrics over the lecture method in enhancing learner`s achievement in Economics could be attributed to the fact that as a teaching method, rubrics motivate learners in the teaching learning process more than the lecture method.

Result of data analysis on table 3 has shown that students taught Economics using rubrics had higher transfer of learning in Economics than their counterparts who were taught with lecture method. Also, the F-cal of 1.584 over an observed probability value 0.211. Which was not significant at 0.05 level of confidence testifies the result. This result is in agreement with the results of Diab and Balla (2011) who study showed that rubrics increase performance of students when writing the second draft in English as a foreign language. The reason for the higher transfer of learning score by the experimental group may have been related to the fact that students were more actively involved in the rubric's classes.

Conclusion

The study set out to investigate the effects of Rubrics on Secondary School Students' achievement and transfer of learning in Economics in Agabni Education Zone, Enugu State. Based on the findings of the study, it can be concluded that students that were taught Economics using rubrics performed excellently than those taught without rubrics (lecture method). This shows that rubrics are more effective than lecture method in students` achievement and transfer of learning in Economics. Rubrics helped to facilitate the process of evaluation and also helped the educators to report students' achievement. Rubrics helped students to actively participate in the teaching and learning process.

Educational Implication

The result of this study has provided empirical evidence on the use of rubrics in teaching students Economics. It is clear that lack of appropriate method of teaching can affect students` achievement and transfer of learning, evidence has shown that using rubrics significantly enhance students` achievement and transfer of learning in Economics, thereby knowing their weaknesses and how to improve on it. Therefore, if students are taught Economics using rubrics, issues of failing questions on some basic concept in Economics could be avoid or controlled to the minimum level.

It is a well-known fact that what the teacher has is what he/she gives to the learners. It is also a fact that new innovative practices that are learner centered produced greater results in the learners` achievements. It seems necessary that the secondary school teachers should be given adequate training on how to effectively use such techniques as rubrics because the result of the study has shown that students can be taught Economics using rubrics to avoid failure.

Recommendations

Based on the findings, the following recommendations were made with the view that the work will be published and circulated.

1. Teachers should adopt using rubrics as it would increase overall students` achievement and transfer of knowledge in Economics.
2. Regular seminar and conference should be organized to retrain serving teachers on how to use rubrics in their classroom.

3. Government in conjunction with other professional bodies should sponsor further researcher on the use of rubrics in teaching Economics in secondary schools in Nigeria.

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