
**ECONOMIC LITERACY AS A CORRELATE OF
DEMOCRATIC SUSTENANCE AMONG PRE-SERVICE
TEACHERS IN OGUN STATE**

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Abstract

This study investigates the relationship between economic literacy and democratic sustenance among pre-service teachers in Ogun State, Nigeria. Using a correlational survey design, the research targeted pre-service teachers in the Social Studies Departments at two colleges of education: Sikiru Adetona College of Education, Omu Ijebu and the Federal College of Education, Abeokuta. A total of 120 pre-service teachers were selected using purposive and simple random sampling techniques. Data were collected using three scales: the Pre-service Teacher Democratic Sustenance Scale (PTDSS), the Pre-service Teacher Economic Literacy Scale (PTELS), and the Pre-service Teacher Poverty Coping Mechanisms Scale (PTPCMS). Descriptive statistics were used to analyze participants' responses, while Pearson Product Moment Correlation and Multiple Regression Analysis were employed to test the hypotheses. The findings revealed that while pre-service teachers exhibited strong awareness of democratic values, their active participation in decision-

making processes was limited. Economic literacy was moderate, with notable gaps in understanding advanced financial concepts such as credit scores and inflation. A significant positive correlation ($r = 0.425, p < 0.05$) was found between democratic sustenance and economic literacy, suggesting that increased democratic engagement could enhance economic decision-making skills. The study underscores the need for integrated curricula that promote both democratic participation and economic literacy. Recommendations include creating platforms for democratic involvement, offering targeted financial education, and fostering collaboration with civic and economic organizations to bridge knowledge gaps.

Keywords: Economic literacy, Democratic sustenance, Pre-service teachers, Ogun State.

Introduction

Democracy and economic literacy are fundamental pillars that shape the governance and development of societies. In modern democratic systems, citizens' ability to engage effectively in political and economic activities is crucial for sustaining democratic principles and ensuring socioeconomic well-being. For pre-service teachers, who are future educators and civic role models, a deep understanding of these concepts is imperative. In Nigeria, where democratic processes and economic challenges intersect with diverse educational settings, it becomes vital to examine how pre-service teachers understand and apply democratic principles and economic literacy.

A strong foundation in democratic sustenance is crucial for pre-service teachers, who are expected to instill democratic values in students, shaping future generations' participation in the democratic process. Democratic sustenance refers to the capacity of individuals to engage meaningfully with democratic principles such as voting, active citizenship, and political participation. According to Ekundayo and Alonge (2020), while there is significant theoretical knowledge of democratic principles among pre-service teachers in Nigeria, the

practical involvement of students in democratic processes within their educational institutions remains limited. This disconnect between theoretical knowledge and practical application may hinder the development of active democratic citizens in Nigerian society. Further, the exclusion of pre-service teachers from key decision-making processes within educational institutions, as noted by Adeleke (2019), indicates that there is an urgent need to bridge the gap between democratic ideals and real-life practices in education.

On the other hand, economic literacy is equally important for pre-service teachers, as it directly impacts their ability to manage personal finances and make informed economic decisions. Economic literacy encompasses understanding concepts like budgeting, savings, inflation, and the role of government policies in shaping the economy. Recent studies by Afolabi and Ekanem (2021) suggest that while basic financial literacy is gaining attention in Nigerian teacher training programs, significant gaps remain, particularly in understanding advanced economic principles. According to Lusardi and Mitchell (2011), financial literacy is crucial not only for personal financial stability but also for the broader societal impact, as financially literate individuals are more likely to make informed voting decisions, contributing to more democratic processes. However, in Nigeria, the integration of comprehensive financial literacy education into teacher training remains limited, highlighting a crucial gap in pre-service teacher education.

Moreover, the interconnectedness of democratic participation and economic literacy cannot be understated. As Hess and Torney (2017) argue, engagement in democratic processes enhances individuals' understanding of broader societal issues, including economic policies. Pre-service teachers, who are expected to educate future generations about democracy and economics, must be equipped with both democratic engagement skills and economic decision-making abilities. Recent studies (Obi & Ajayi, 2022) have highlighted that pre-service teachers with a robust understanding of democratic processes tend to demonstrate greater awareness of economic policies and how they impact daily life. However, research into the direct relationship between economic literacy and democratic

sustenance remains underexplored, particularly within the context of Nigerian pre-service teachers.

Despite growing attention to the importance of both democratic and economic literacy, the specific relationship between these two variables among pre-service teachers in Nigeria has received limited empirical investigation. According to Fajobi (2021), while various studies have examined the impact of political and financial literacy separately, there is a significant gap in understanding how these dimensions interact and influence each other within the context of teacher education. This study seeks to address this gap by investigating whether a positive relationship exists between pre-service teacher democratic sustenance and economic literacy in Ogun State, Nigeria. By exploring this relationship, the study aims to contribute to a more integrated approach to teacher education, where democratic values and economic literacy are intertwined to foster more informed and engaged citizens.

The role of pre-service teachers in shaping democratic and economic practices extends beyond the classroom. As future educators, they play a critical role in transmitting knowledge about democracy and economics to their students. However, as highlighted by Ogunyemi (2018), pre-service teachers often lack practical experiences that would allow them to fully engage with democratic processes, limiting their potential as change agents. In light of these challenges, it is essential to explore the level of democratic sustenance and economic literacy among pre-service teachers and understand how these areas can be enhanced to contribute to a more sustainable democracy and a financially literate society. Given that pre-service teachers are likely to influence the next generation's engagement with democracy and the economy, addressing these gaps in their education is a priority.

The need for an integrated approach to teaching democratic values and economic literacy is pressing in the context of Nigeria's educational system. The existing literature on both democratic engagement and economic literacy indicates that pre-service teachers in Nigeria possess varying levels of understanding in both domains. However, the lack of empirical research exploring the

relationship between these two key areas in the context of Nigerian pre-service teacher education has left a significant gap. This study seeks to bridge this gap by examining the relationship between economic literacy and democratic sustenance among pre-service teachers in Ogun State, Nigeria.

The general objective of this study is to investigate the Pre-service Teacher Democratic Sustenance (PTDSS) as determinants of Pre-service Teacher Economic Literacy (PTELS) among pre-service teachers in Ogun State. The specific objectives are to:

1. investigate the level of Pre-service Teacher Democratic Sustenance (PTDSS) among pre-service teachers in Ogun State.
2. assess the level of Pre-service Teacher Economic Literacy (PTELS) among pre-service teachers in Ogun State.
3. explore the relationship between Pre-service Teacher Democratic Sustenance (PTDSS) and Pre-service Teacher Economic Literacy (PTELS) among pre-service teachers in Ogun State.

Research Questions

The following research questions guide this study based on the specific objectives:

1. What is the level of Pre-service Teacher Democratic Sustenance (PTDSS) among pre-service teachers in Ogun State?
2. What is the level of Pre-service Teacher Economic Literacy (PTELS) among pre-service teachers in Ogun State?

Hypothesis

There is no significant relationship between Pre-service Teacher Democratic Sustenance (PTDSS) and Pre-service Teacher Economic Literacy (PTELS) among pre-service teachers in Ogun State?

Methods

This study adopts a correlational survey research design. The population for the study comprises pre-service teachers in the Social Studies Departments at two colleges of education in Ogun State: Sikiru Adetona College of Education, Omu Ajose and the Federal College of Education, Abeokuta. These institutions were selected through a purposive sampling technique, based on the fact that they are public colleges of education offering Social Studies education. A simple random sampling technique was then employed to select all pre-service teachers from the Social Studies Departments in both colleges. The total number of respondents for the study was 120 pre-service teachers.

Two instruments were used to collect data for this study. Pre-service Teacher Democratic Sustenance Scale (PTDSS) was developed to assess the level of democratic sustenance among pre-service teachers, it includes demographic information in Section A, and 10 items in Section B rated on a 4-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree). Pre-service Teacher Economic Literacy Scale (PTELS) was created to evaluate the economic literacy of pre-service teachers, this scale also includes demographic information in Section A and 10 items in Section B, rated on the same 4-point Likert scale. Data collected was analyzed using both descriptive and inferential statistics. Descriptive statistics, including frequency counts and percentages, were used to present the characteristics and responses of the participants for the research questions. For inferential statistics, Pearson Product Moment Correlation Coefficient and Multiple Regression Analysis were used to assess the relationships between the independent variable (PTDSS) and the dependent variable (PTELS). Hypotheses will be tested at a 0.05 level of significance.

Results

Research Question 1: What is the level of Pre-service Teacher Democratic Sustenance (PTDSS) among pre-service teachers in Ogun State?

Table 1: Level of Pre-service Teacher Democratic Sustenance (PTDSS) among pre-service teachers in Ogun State

S/N	Pre-service Teacher Democratic Sustenance	SA	A	D	SD	Mean	SD	Decision
1	I believe that democratic values should be practiced in educational institutions.	50 (41.7%)	31 (25.8%)	20 (16.7%)	19 (15.8%)	3.05	0.94	High Level
2	Pre-service teachers should be actively involved in decision-making processes at their institutions.	15 (12.5%)	20 (16.7%)	34 (28.3%)	51 (42.5%)	1.93	1.04	Low Level
3	Democratic principles are essential for the development of a strong educational system.	56 (46.7%)	25 (20.8%)	15 (12.5%)	24 (20.0%)	2.98	0.89	High Level
4	I think that pre-service teachers are often excluded from important decisions in education.	12 (10.0%)	22 (18.3%)	56 (46.7%)	30 (25.0%)	2.02	1.03	Low Level
5	It is important for pre-service teachers to be informed about national democratic processes.	66 (55.0%)	30 (25.0%)	13 (10.8%)	11 (9.2%)	3.26	0.81	High Level

6	There is a need for pre-service teachers to promote democratic ideals in their communities.	45 (37.5%)	34 (28.3%)	20 (16.7%)	21 (17.5%)	2.92	0.96	High Level
7	I believe pre-service teachers can influence positive political change through democratic means.	31 (25.8%)	40 (33.3%)	30 (25.0%)	19 (15.8%)	2.76	0.94	Moderate Level
8	I often participate in democratic activities, such as voting and public discussions.	13 (10.8%)	45 (37.5%)	32 (26.7%)	30 (25.0%)	2.35	0.97	Moderate Level
9	I feel that my educational institution supports the democratic rights of pre-service teachers.	35 (29.2%)	30 (25.0%)	40 (33.3%)	15 (12.5%)	2.65	0.95	Moderate Level
10	Pre-service teachers should receive training on democratic participation and leadership skills.	56 (46.7%)	23 (19.2%)	20 (16.7%)	21 (17.5%)	2.96	0.94	High Level

The table shows varying levels of Pre-service Teacher Democratic Sustenance (PTDSS) in Ogun State. High agreement on democratic values and national awareness contrasts with low agreement on involvement in decision-making. Moderate participation in

democratic activities and institutional support highlight areas for improvement, with gaps in active engagement and support remaining evident.

Research Question 2: What is the level of Pre-service Teacher Economic Literacy (PTELS) among pre-service teachers in Ogun State?

Table 2: Pre-service Teacher Economic Literacy

S/N	Pre-service Teacher Economic Literacy	SA	A	D	SD	Mean	SD	Decision
1	I understand how personal financial management works, including budgeting and saving.	37 (30.8%)	56 (46.7%)	13 (10.8%)	14 (11.7%)	2.98	0.92	Moderate Level
2	I am knowledgeable about how government economic policies can affect daily living costs.	51 (42.5%)	23 (19.2%)	34 (28.3%)	12 (10.0%)	2.95	0.96	Moderate Level
3	I have a clear understanding of the concept of inflation and its effects on the economy.	12 (10.0%)	23 (19.2%)	55 (45.8%)	30 (25.0%)	2.10	1.01	Low Level
4	I am able to make informed decisions about investing in stocks or other financial markets.	13 (10.8%)	20 (16.7%)	47 (39.2%)	40 (33.3%)	1.96	1.04	Low Level

5	I understand the importance of retirement savings and pension plans for long-term security.	45 (37.5%)	12 (10.0%)	43 (35.8%)	20 (16.7%)	2.73	0.97	Moderate Level
6	I am confident in my ability to manage personal debt responsibly.	45 (37.5%)	34 (28.3%)	30 (25.0%)	11 (9.2%)	3.10	0.88	High Level
7	I understand the relationship between my income and the overall economy.	34 (28.3%)	12 (10.0%)	50 (41.7%)	24 (20.0%)	2.42	0.98	Low Level
8	I am familiar with the concept of credit scores and how they affect financial opportunities.	21 (17.5%)	12 (10.0%)	65 (54.2%)	22 (18.3%)	2.05	1.02	Low Level
9	I know how to protect myself from financial fraud and scams.	34 (28.3%)	10 (8.3%)	56 (46.7%)	20 (16.7%)	2.38	1.00	Low Level
10	I understand the role of taxes and how they impact personal finances and government services.	32 (26.7%)	11 (9.2%)	57 (47.5%)	20 (16.7%)	2.39	0.99	Low Level

Table 2 shows varying levels of Pre-service Teacher Economic Literacy (PTELS) in Ogun State. Strengths include managing personal debt (mean = 3.10), with moderate literacy in budgeting (mean = 2.98) and understanding economic policies (mean = 2.95). However, low literacy in areas like inflation (mean = 2.10), credit scores (mean = 2.05), and taxation (mean = 2.39) highlights the need for targeted programmes to improve economic knowledge and decision-making.

Hypothesis: There is no significant relationship between Pre-service Teacher Democratic Sustenance (PTDSS) and Pre-service Teacher Economic Literacy (PTELS) in Ogun State?

Table 3: Summary of Pearson Product Moment Correlation on the Relationship Between PTDSS and PTELS Among Pre-service Teachers in Ogun State

Variable	N	Mean	SD	df	R	Sig.	Remark
Pre-service Teacher Democratic Sustenance (PTDSS)	120	2.90	0.93	118	0.425*	0.012	Significant
Pre-service Teacher Economic Literacy (PTELS)	120	2.77	0.95				

*Correlation is significant at the 0.05 level (2-tailed).

Table 3 reveals a significant positive relationship between Pre-service Teacher Democratic Sustenance (PTDSS) and Pre-service Teacher Economic Literacy (PTELS) in Ogun State ($r = 0.425$, $p < 0.05$). Both PTDSS ($M = 2.90$, $SD = 0.93$) and PTELS ($M = 2.77$, $SD = 0.95$) show moderate levels, highlighting the need for improvement. The findings underscore the interconnectedness of democratic and economic education, suggesting that enhancing one can positively influence the other.

Discussions

The findings reveal a mixed level of democratic sustenance among pre-service teachers in Ogun State. High levels were observed in areas such as belief in the importance of democratic values in education (mean = 3.05) and the need for knowledge of national democratic processes (mean = 3.26), while active involvement in decision-making recorded low levels (mean = 1.93). These results align with Adeleke (2019), who highlighted pre-service teachers' theoretical understanding of democracy but noted gaps in practical involvement. The findings reflect Dewey's (1916) advocacy for democracy in education, but also echo Ekundayo and Alonge's (2020) concerns about limited student participation due to

hierarchical structures. Conversely, Ogunyemi (2018) argued that democratic participation was improving through civic education. These discrepancies may be due to differences in institutional policies or civic engagement opportunities, emphasising the need to enhance opportunities for active democratic involvement among pre-service teachers to strengthen their commitment to democratic ideals.

The study revealed moderate economic literacy among pre-service teachers, with strengths in personal financial management (mean = 2.98) and government policies (mean = 2.95), but gaps in credit scores (mean = 2.05) and inflation (mean = 2.10). These findings align with Afolabi and Ekanem (2021), who noted moderate financial literacy but gaps in technical concepts. High scores in debt management (mean = 3.10) reflect growing awareness, while low technical scores echo Lusardi and Mitchell's (2011) global challenges. Ojo et al. (2019) highlighted the need for tailored financial education, while Chikezie and Nwachukwu (2020) noted the impact of digital platforms in urban areas. The moderate literacy suggests limited access to resources or training in Ogun State.

The significant positive correlation ($r = 0.425, p < 0.05$) between PTDSS and PTELS suggests that democratic awareness positively influences economic literacy. This supports Hess and Torney (2017), who argued that democratic engagement enhances understanding of broader societal issues, including economic policies. Pre-service teachers with greater democratic awareness may better grasp how these processes affect economic outcomes, aligning with Obi and Ajayi (2022), who found that civic engagement improved financial decision-making. However, it contrasts with Fajobi (2021), who found no significant impact of political literacy on financial literacy. This discrepancy may be due to differences in study populations and contextual factors. The positive relationship highlights the need to integrate democratic and economic literacy in teacher training to empower pre-service teachers for effective societal contributions.

Conclusion

The study reveals valuable insights into Pre-service Teacher Democratic Sustenance (PTDSS) and Economic Literacy (PTELS)

among pre-service teachers in Ogun State, highlighting both strengths and areas for improvement. While pre-service teachers show strong awareness of democratic values and foundational financial knowledge, gaps exist in their active democratic participation and understanding of technical economic concepts. The significant positive correlation between PTDSS and PTELS underscores their interconnectedness, suggesting that fostering democratic engagement can enhance economic literacy. This highlights the potential of pre-service teachers as agents of democratic and economic change, provided they receive adequate knowledge and practical opportunities.

Recommendations

It is recommended that educational institutions incorporate comprehensive modules on democratic participation and economic literacy into teacher training programmes, equipping pre-service teachers with both theoretical knowledge and practical skills. Institutions should provide platforms for active participation, such as student governance and policy dialogues, to build real-world experience. To address gaps in advanced financial concepts, specialised programmes on topics like credit scores, inflation, investment, and fraud prevention should be introduced through workshops and seminars. Collaborations with civic organisations, financial institutions, and policymakers can offer practical insights. Additionally, digital platforms and e-learning tools should be utilised to enhance accessibility. Regular assessments and feedback mechanisms are essential for monitoring progress. Finally, policy reforms should integrate democratic and economic literacy into national education frameworks to standardise training and support pre-service teachers' contributions to societal development.

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