

**EVALUATION OF THE IMPLEMENTATION OF SENIOR  
SECONDARY SCHOOL ECONOMICS CURRICULUM IN  
KANO STATE**

**BY**

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## **APPROVAL PAGE**

This research work has been read and approved by the School of Post Graduate Studies through the Department of Education Bayero University Kano as meeting the requirement for the award of Master of Education Degree (Curriculum Studies).

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## **CERTIFICATION PAGE**

I certify that this research study was conducted, written and compiled by me. I also certify that to the best of my knowledge this study has never been presented wholly or partially for the award of any degree or for publication elsewhere.

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## **DEDICATION PAGE**

This research study is dedicated to the entire families of Mallam Mukhtar Sumaila.

## **ACKNOWLEDGEMENTS**

All praise is to Allah (SWT) the all-knowing, the beneficent and the merciful. Who in his infinite mercies gave me the life, health and ability to engage in this study. May his blessings be upon his last messenger prophet Muhammad (SAW), his companions, families all and those who follow him in righteousness to the day of judgment. Ameen.

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## **ABSTRACT**

*This study is an evaluation of the implementation of senior secondary school economics curriculum in kano state. The study used survey design and the populations of the study comprise all economics teachers of senior secondary schools (304) in Kano state where one hundred and sixty nine economics teachers were sampled based on Krecjcie and Morgan, (1971) through cluster sampling technique. The instrument used for data collection was an adapted questionnaire named economics curriculum implementation questionnaire (ECIQ) in Likert format which contained five sections; personal information of the respondents, design, philosophy and objectives of the SSSE curriculum, availability of teaching resources/facilities, conduciveness of the learning environment and the teacher's preparedness in the implementation of SSSE curriculum. The questionnaire was validated by the supervisor and two experts in the department and it's reliable through test – retest procedure the collected information was presented and analyzed with simple percentages. From the collected and analyzed data the following findings were revealed: that the philosophy, nature and objectives of Senior Secondary School Economics curriculum are clear and well understood by the senior secondary school economics teachers in Kano state. As regards to the qualification of the teachers, majority(67%) of the teachers are not qualified to teach in secondary school as their highest qualification was NCE which is the minimum qualification to teach in primary schools by the law. Meanwhile most of the teachers lack teaching experiences. Teaching resources/facilities in senior secondary schools in Kano state are fairly available. For any curriculum to be implemented as intended there must be conducive environment for both teachers and students, in this regards the findings of this study posits that there are fairly conducive environment for effective implementation of senior secondary school economics curriculum in Kano state. Also majority of the economics teachers are well prepared and willing to implement the senior secondary school economics curriculum in Kano state. However based on the findings of the study its recommended that, the state ministry of education/ Kano state senior secondary school management board should encourage economics teachers who possessed NCE as their highest teaching qualification to go for in service studies in order to obtain their first degree in economics. Also government should join hands with non-governmental organization as well as philanthropies to build more classes, renovate the dilapidated classes and provide more desks and chairs etc.*

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## **OPERATIONAL DEFINITION OF TERMS**

**Curriculum:** curriculum is a planned and guided economics learning experiences with intended outcomes formulated through systematic reconstruction of knowledge and experiences under the auspices of the school for the learner's continuous and willful growth in personal social competences.

**Curriculum Implementation:** Curriculum implementation is concerned with all the process involved in putting a planned and guided economics learning experiences and intended outcomes formulated through systematic reconstruction of knowledge and experiences under the auspices of the school for the learner's continuous and willful growth in personal social competences in to action and this constitutes the involvement of all education stakeholders.

**Teachers Qualification:** it is the highest qualification obtained by the teachers who implement the SSS economics curriculum.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

The role of education in human development cannot be over emphasized. It has been described as an important tool in any human society, which makes man develop faster than other creatures. Education is the bedrock of all human sectors development be it social, political, medical, scientific and technological, agricultural, security, etc. This perhaps makes true the saying that, no nation can raise above the quality of education its citizens receive. Education is defined as the total training one acquires in reading, writing and experience from exposure to persons and places including skills for one's betterment and positive adaptation to the environment in which one finds himself/herself. Education is also seen as the systematic training and instruction given to both young and adult in schools from nursery school to university level (Nwadiabia cited in Murtala, 2008). It also means knowledge and mental ability, development of characters and mental powers, resulting from such training.

Generally, Education aims at careful observation of the given conditions to see what are the means available for reaching the end and to discover the hindrances in the way; it suggests the proper order or sequence in the use of the means; it makes choice of alternatives possible, because we can predict the outcome of action this way or that way and then compare the value of the two courses of actions before passing judgment upon their relative desirability. It is an instrument of change; and it is an instrument of innovation and invention. The creativity, resourcefulness and imaginative abilities of learners are sharpened as they go through various educational programs (Whawo, 1997).

The five national goals of education which include: a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a

great and dynamic economy; and a land full of bright opportunities for all citizens (National Policy on Education, 2004), cannot be achieved without education. This perhaps may have informed the belief that education is an instrument of change. Hence, education must be geared towards the inculcation of the following:

- i. Respect for the worth and dignity of the individual.
- ii. Faith in man's ability to make rational decisions
- iii. Acquisition of competences necessary for self-reliance.

It is in line with the above philosophy that education in Nigeria is directed towards self-realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity, social, cultural, economic, political, scientific and technological progress (Federal Government of Nigeria, 2004). Evaluation is a life pattern of our daily activities because human beings all over the world have evolved over time a culture of judgment. At most levels of human action, individuals, groups, institutions and government pass judgment about the appropriateness or inappropriateness, goodness or badness, desirability or undesirability of events, decision performance, processes, objectives, situation and the like. It could also be viewed as the process of determining the quality, worth, significance of something, be it an activity, event, person, object, programme e.t.c. The general concept of evaluation can be perceived as frequent decision making and judgments which individuals, groups, institution and governments pass on what affect their lives and those of others. Evaluation, therefore seeks the most effective use of available resources to ensure that all programmes, events or activities successfully fulfill their goals. It is also part of the selection, planning and implementation of any programme. In essence, any questions on the success or failure of any activity or programme are simply questions that border on evaluation as an integral part of our entire endeavor.

Every programme is initiated and it is either continued or discarded because of some form of feedback or evaluation undertaken by somebody. For example, evaluation of national educational systems in a given country proceeds according to the forces and concerns involved. If educated manpower is the prime concern of the nation (as in many developing countries), evaluation may be directed at discrimination of needs for new institution, financial assistance, counseling, or developmental programmes. If the primary concern is satisfaction with the achievement of students (as in case of Nigeria), evaluation may be selected to the construction of measure of achievement and progress, and to factors that explain differential attainment and that can be modified to improve result.

Economics is concerned with human behaviour such as how people earn their living and make a choice between alternatives to satisfy their wants. It focuses on the study of firms and the government whose activities are geared to the production of goods and services for the satisfaction of human want, since economics is concerned with human behaviour. So economics is a social science, and like any science subject, the reasoning procedure in economics is methodological, its analysis is systematic, and the validity of its various theories can be tested. Thus an attempt has been made to integrate the theoretical foundations of the subject with their practical applications (Adu, 2002). He maintained that, 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 to better appreciate the nature of economic problems in any society.

According to NERDC (2011), the objectives of senior secondary schools economics curriculum include enabling students to:

1. understand basic economics principles and concepts as well as the tools for sound economic analysis.
2. contribute intelligently to discuss on economic reforms and development as they affect or would affect the generality of Nigerians.
3. understand the structure and functioning of economic institutions.
4. appreciate the role of public policies on national economy.
5. develop the skills and also appreciate the basis for rational economic decisions.
6. become sensitized to participate actively in national economic advancement through entrepreneurship, capital market and so on.
7. understand the role and status of Nigeria and other African countries in international economic relations.
8. appreciate the problems encountered by developing countries in their efforts towards economic advancement.

According to Obemeata, (1991) the importance of economics education to any nation, is very clear. It enables both leaders and citizens to understand basic economics concepts, principles as well as to understand, appreciate and seek to improve the economic situation for their own social good. The understanding of economics is a pre-requisite for good citizenship. To him the principal objective for teaching economics should be "to provide economics understanding necessary for responsible citizenship". Being a responsible citizen involves the ability to take rational decision on important economic issues with a good basis for doing so Furthermore, Obemeata [1991] stated that the position of economics in secondary school curriculum has been strengthened because it has been accepted that it has some civil values because of some topics as "the element and determinants of national income,

the structure and activities of labour unions, the working and influence of financial institution". These prepared one adequately for life in modern society.

According to Adu (2002) the study of economics serves a useful purpose in modern life. It gives us facts and shows us what may be expected to be the outcome of certain lines of conduct; it helps us to decide which of several alternatives to choose. It charged its recipient to make wise choice that will satisfy their needs in the presence of unlimited wants and resources. Obemeata [1991] says economics as a subject has various values to the learners and these values according to him include:

i) The Cultural Values: - Economics has some intrinsic value that makes it appealing as a school subject for example: there is a great logic in it. It connects learners to the essentials of everyday life and it is also concerned with almost tropical events such as International Monetary Fund (IMF), Structural Adjustment Programme (SAP) and so on, to pause and justify the above assertion in your own understanding.

ii) Intellectual Training: - Economics also contribute to intellectual training because it involves looking at issues in a way which foremost new to people. Economics is not primarily a body of knowledge, it is a method rather than a doctrine, an apparatus of mind, a technique of thinking which helps its possessors to draw correct conclusion.

iii) Vocational Training: - The vocational nature of economics made it readily acceptable to students. Economics as a subject is of direct utility in many branches of industries and commerce. It is also an essential part of most professional examination like Banking, Accountancy, and Secretarial studies.

According to NERD, (2011) in recent review, the former twenty six(26) themes of economics curriculum have been restructured in to 16 theme with 49 topics spread over the three years of senior secondary based on complexity of topic and the total teaching time available in each term.

The inclusion of the new topics and concepts requires new books, journals, bulletins, government documents, and so on. School teachers need to be assisted in this regard. They also need to be retrained through workshop, seminars and so on.

Evaluation as regards to the implementation of the new curriculum, Continuous assessment and final examination will constitute adequate mode of evaluation in economics. Teachers are to involve students through discussions in order to assess comprehension and mastery of the topics.

The implementation of a new curriculum usually requires additional learning resources or at least a rethink of existing learning resources. Curriculum planners who are developing whole programmes need to think at a strategic level about the resources required and how these can be used effectively and efficiently. As student numbers increase at the same time as yet more technological innovations become available, there is a considerable tension between different groups of teachers and budget holders as they try to meet their own and students' expectations. For example, if teachers are trying to introduce more self directed or flexible learning either through PBL or other learning strategies, then close liaison needs to be carried out with library and IT staff as students will require good access to a wide range of texts, journals and web based resources. The same applies to teachers who are developing smaller parts of a course or single sessions, there are many resources which may be available to and it is helpful to think about these as an integral part of curriculum implementation.

## **1.2 Statement of the Problem**

The purpose of curriculum implementation ideally is to have a curriculum used as intended. According to Adu,(2001) It is apparent that many curriculum innovations introduced in school organization do not yield its intended effects and do not foster desired change or perhaps do not achieve any kind of practical purposes. The central factor attributed to be a cause for this situation is the implementation process. The essential and possibly the central implementation actors are the teachers whose knowledge, ability, resources and attitude determine the implementation level. Most researches on curriculum focus on the effectiveness of the curriculum, rather than on the effectiveness of the implementation process. Many researches such as Fullan 1983, Gross 1971, Oloruntegbe 2003, revealed that the level of implementation determines the level of success of any

curriculum. Economics is living subject that deal with the daily human activities in relation to how individuals, firms, organization and government utilize the limited available resources to maximize their satisfaction. Teaching economics need teachers who have the mastery of the curriculum, with higher qualification, make effective use of instructional materials as well as taking students to fieldtrip and excursion for effective teaching and learning. In relation to this, this study was an assessment of the implementation of senior secondary schools economics curriculum in Kano state based on the teacher's interpretation of the prescribed teaching units, availability of teachers, teacher's qualification, availability of teaching materials and facilities, as well as teacher's preparedness in the implementation of senior secondary school economics curriculum in Kano state.

### **1.3 Objectives of the Study**

This study is set to achieve the following objectives;

1. to assess the teacher's interpretation of the nature, philosophy, objectives, and content of senior secondary schools economics curriculum in Kano state.
2. to find out the qualifications of teachers who implement the senior secondary schools economics curriculum in Kano state.
3. to find out the teaching experiences of teachers who implement the senior secondary schools economics curriculum in Kano state.
4. to assess the availability of teaching resources and facilities for the implementation of senior secondary schools economics curriculum in Kano state.

5. to assess the conducive learning environment available for the implementation of senior secondary school economics curriculum in Kano state, and
6. to assess the teachers willingness for the implementation of senior secondary schools economics curriculum in Kano state.

#### **1.4 Research Questions**

This study is design to find answers to the following questions;

1. To what extent do the teacher's interpreted the nature, philosophy, objectives and content of senior secondary schools economics curriculum in Kano state?
2. What are the qualifications of teachers who implement the senior secondary schools economics curriculum in Kano state?
3. What are the teaching experiences of teachers who implement the senior secondary schools economics curriculum in Kano state?
4. How available are the teaching resources and facilities for the implementation of senior secondary schools economics curriculum in Kano state?
5. How conducive is the learning environment for the implementation of senior secondary schools economics curriculum in Kano state?
6. What is (the level of) the teachers willingness to implement the senior secondary schools economics curriculum in Kano state?

#### **1.5 Significance of the Study**

An evaluation of the implementation of senior secondary schools economics curriculum will be of great importance to the curriculum planners, school administrators, ministry of education, Nongovernmental organizations concerned with the education, teachers and the entire society. The study will be important to curriculum planners as it will portrays the comprehensiveness and effectiveness of the planned curriculum, the school administrators will

benefit from this study as it will provides the extent to which the economics curriculum is being implemented in their schools as well as the needs (if any) of their teachers in the successful implementation of the curriculum. Ministry of education will find the study important as it will provide a clue of the success or failure of the curriculum implementation and the needs from their side as to the issues related to the quality and quantity of the teaching staff. Also Nongovernmental organizations concerned with education will benefit from this study as it provided a hint on the standard of education of the state they deal with. The study shows the teacher's strength in carrying out their responsibilities, also students will find the study as source of reference and researchers will find the study as relevant for further research. Meanwhile the entire communities will have an insight on what is going on the education of their wards.

### **1.6 Scope and Delimitation**

This study is limited to evaluation of the implementation of senior secondary schools economics curriculum based on the level of teachers agreement of the curriculum, teachers qualification, availability of instructional materials, availability of conducive learning environment as well as level of teachers willingness for the implementation of economics curriculum although there are other curricula being implemented in this level of education. The study is also restricted to public senior secondary schools in Kano state. Thus, private senior secondary schools are not within the scope of this study. Also the study is limited to Kano state although economics is taught in other states of the federation.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter reviewed the literature related to the study within and outside the country, this consist of the conceptual framework where concept related to curriculum and curriculum implementation were reviewed and theoretical framework which is concern with the theories/models related to curriculum implementation where Gross, Giacquinta and Bernstein (1971) model of curriculum implementation is used as the theoretical basis of this study, also the chapter reviewed the empirical studies related to this study, it closed with the summary and uniqueness of the study.

#### **2.2 Conceptual Framework**

Here the concepts of curriculum implementation, factors influencing curriculum implementation, objectives of teaching economics in Nigerian senior secondary schools, importance of teaching economics in senior secondary schools, role of teaching method in teaching economics and the role of instructional materials in teaching economics were explained

##### **2.2.1 Curriculum implementation**

Curriculum Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions. According to this definition, implementation processes are purposeful and are described in sufficient detail such that independent observers can detect the presence and strength of the “specific set of activities” related to implementation. In addition, the activity or program being implemented is described in sufficient detail so that independent observers can detect its presence and strength (Fixsen, Naoom, Blase, and Friedman, 2005). Most research on such programs has focused on the effectiveness of the intervention, rather than on the effectiveness of the implementation process or the relationship between

implementation and outcomes. Reviews of the research offer strong support that the “level of implementation affects the outcomes obtained in promotion and prevention programs” (Durlak and Dupre, 2008).

Teachers are sometimes skeptical of the innovative products of researchers and curriculum developers. This maybe unpleasant for the developers, however, as Stenhouse argues, teachers' "pragmatic skepticism" should be taken as an impulse of questioning, of wanting to know better, of wanting to develop – in short: as an impulse to research. Even in 1975, Stenhouse had titled a chapter of his introduction to curriculum research with "teacher as researcher".

If one aims "quality practice" one cannot wish that practitioners take a curriculum proposal literally, that they work towards a one-to-one translation of the curriculum proposal into practice, that they "apply" it the local practice as true as possible to the original intentions. Rather, one must wish that teachers take the specific circumstances of their locality and of their constituencies into account in order to produce and evaluate a local version of the curriculum which is adapted to what is productive and feasible under these specific circumstances.

*"The mistake is to see the classroom as a place to apply laboratory findings rather than as a place to refute or confirm them. Curriculum workers need to share the psychologists' curiosity about the process of learning rather than to be dominated by their conclusions." (Stenhouse, 1975, p.26).*

Curriculum implementation involves how teachers deal with the subject matter and the theoretical basis of methods and relevance approaches for evaluation procedures that are necessary for the provision of functional education (Economics included). This contention would be analyzed through assessing what to teach students, when to teach them, what kind of materials should be made and used and how effective are the implementation procedures.

Underpinning the total project was the recognition that implementation is a rational process requiring of the teacher systematic deliberation and responsible planning. The teachers were advocated to be the pivotal figure in the implementation process. However, the (centre, 1970 cited in Yusuf, 2002) recognize that an unskilled teachers lacking tools and technique would not be able to implement successfully a curriculum requiring new or altered instructional and thought patterns. Hence, the advancement of the exigency for mastery by teachers in these particular professional skills is most noted in the centre (1970) contribution to the understanding of implementation. Regan and Leithwood (1974) documented a successful implementation of a packaged curriculum program. From this emerged some generalizations that they consider to be common to all types of and conditions for curriculum implementation. The aim of the implementation process is to guarantee fidelity to the “original integrity” of the curriculum. Consequently, the exigency would be to minimize local situational effects on the curriculum.

From the description of the implementation process, it can be inferred that Regan and Leithwood (1974) considered the subsequent four actions or processes to be integral and basic to implementation.

These processes are: deciding to use, planning or strategies for use, and evaluation of use. The purposes of implementation processes in keeping with the fidelity perspective espoused by the aim of original integrity, must mirror curriculum goals and priorities.

The subject of these planning processes is the teacher, who is considered to be the most instrumental factor in implementation. Regan and Leithwood (1974: p 132) explained it this way:

*Implementation plans that overemphasize the innovative product or rely too heavily on reorganization of systems or subsystems are unlikely to be effective. But, more important, we cannot expect implementation to occur successfully if we fail to provide adequate support or if we fail to view the*

*teacher-user in the context of other demands placed on her. The role of the teacher in successful change is pivotal.*

Consequently, the necessary prior condition for implementation is adequate teacher training in the use of the curriculum. Teachers must feel competent in carrying out implementation task; otherwise the curriculum is doomed to fail in the classroom. The teacher, as cardinal user, must acquire both the conceptual as well as the practical skills fundamental to the curriculum in order to do it as intended by the curriculum developers. This teacher training, in effect, embodies the second implementation process of planning and/or strategies.

Regan and Leithwood's (1974) third process actual use, introduces the second implementation actor, the student, because" curriculum programs are developed, after all, for use in the classroom, they must be subjected to rigorous, continues supervision and evaluation, which is the final process of implementation. All processes interact in a mutually supportive fashion during the time span of actual implementation. Implementation cases when what can be described as successful student outcomes is achieved.

Teachers are the engine for putting the planned curriculum in to action, failure to carry out their function effectively will result in immense distortions in any human society. It is in line to that, Anikweze, (2005) argues that; teaching is the most important profession in any human nation. He maintained that:

*"If a medical doctor makes mistake, a patient may die, if an engineer makes mistake, a bridge or structure may collapse, if a lawyer makes mistake, some body may lose liberty, but if a teacher makes mistake, generations yet unborn suffer the consequences"( Anikweze, 2005p61).*

### **2.2.2 Factors Influencing Curriculum Implementation**

The following are some of the factors that determine the extent to which the curriculum is implemented:

#### **The Teacher**

The teachers view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum.

Since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable (University of Zimbabwe, 1995: 28).

Teachers are pivotal in the curriculum implementation process, but what is their role in the curriculum planning process?" If the teacher is to be able to translate curriculum intentions into reality, it is imperative that the teacher understand the curriculum document or syllabus well in order to implement it effectively (University of Zimbabwe, 1995: 8). If the curriculum is what teachers and students create together, as Wolfson (1997) in Carless, (1999) states in Curriculum Implementations, the teacher must play a more significant role in designing the curriculum. Teachers must be involved in curriculum planning and development so that they can implement and modify the curriculum for the benefit of their learners.

In order that curriculum policy is translated into practice and to ensure that successful implementation and continuity of any curriculum innovation exists in the classroom, it is paramount that teachers receive in-service training and provision of ongoing support and professional development (De Lano et al., 1994; McLaughlin, 1987; White, 1993). As Stenhouse (1975) put it, without teacher professional development there can be no curriculum development. Brindley and Hood (1990) in ofoha, (2013) claimed that ongoing in-service training and professional development constitute important components of any projected implementation. In-service training focuses on teachers'

responsibilities and is aimed toward short-term and immediate goals, whereas professional development seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers (Richards and Farrell, 2005).

A considerable number of conceptual and empirical studies have been carried out to illustrate the importance of teachers' in-service training and professional development in assisting teachers with their implementation of curriculum innovation. Analyzing 15 empirical studies conducted in the 1970s, Fullan and Pomfret (1977) concluded that in-service training was a factor in seven studies. These studies indicated that teachers who received intensive in-service training had a higher degree of implementation than those who did not.

### **Teachers' Attitude towards Innovation**

Teacher change, particularly changes in their attitudes towards innovation, has been considered crucial in promoting successful curriculum implementation in the classroom. Hargreaves (1989) claimed that "change in the curriculum is not effected without some concomitant change in the teacher." In their critique of literature on teacher change, Richardson and Placier (2001) maintained that "teacher change is not entirely an individually determined, psychological phenomenon" (p. 922). Rather, it is shaped by the social contexts where they work. Carless (1999) also mentioned that teachers' attitudes are derived primarily from their own experiences as learners, their professional training, their teaching experiences, their interaction with colleagues, and the cultural values and norms of the society in which they live. Therefore, whether teachers change their attitudes or not is decided by many intertwining forces characteristic of these teachers and their social context.

### **Resource Materials and Facilities**

From experience, it is believed that no meaningful teaching and learning can take place without adequate resource materials. This applies to curriculum implementation as well. For the officially designed curriculum to be fully implemented as per plan, the government or Ministry of Education should supply schools with adequate resource materials such as textbooks, teaching

aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. The concerned government must also provide physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create an environment in which effective implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation.

### **Interest Groups**

These include Parents Teachers' Associations (PTA), School Based Management Committees (SBMC), Community Reorientation Committees (CRC) in case of Kano state as well as Nongovernmental organizations, religious organizations, local authorities, companies and private school proprietors. These groups can influence implementation in the following ways: Provide schools with financial resources to purchase required materials Demand the inclusion of certain subjects in the curriculum, influence learners to reject courses they consider detrimental to the interests of the group. It is therefore important to involve these groups at the curriculum planning stage.

### **The School Location**

One other factor that influences curriculum implementation concerns the particular circumstances of each school. Schools located in rich socio-economic environments and those that have adequate human and material resources can implement the curriculum to an extent that would be difficult or impossible for schools in poor economic environments (University of Zimbabwe, 1995: 2). In Nigeria lots of researches revealed that, schools located in urban areas used to have more human and material resources than schools located in rural areas and these determines the extent of curriculum implementation.

### **Culture and Ideology of the Community**

Cultural and ideological differences within a society or country can also influence curriculum implementation. Some communities may resist a domineering culture or government ideology and hence affect the implementation of the centrally planned curriculum.

### **Instructional Supervision**

Curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of the school administrators. The head does this through: deploying enough staff, allocating time to subjects taught at the school, providing teaching and learning materials, and creating an atmosphere conducive to effective teaching and learning.

The school administrator “monitors and guides curriculum implementation through ensuring that schemes of work, lesson plans and records of work are prepared regularly, the school administrator maintains a school tone and culture that create the climate of social responsibility. Effective curriculum implementation does not take place in a school where the head is incapable of executing supervisory functions (University of Zimbabwe, 1995: 36).

### **Assessment**

Assessment in the form of examinations influences curriculum implementation tremendously. Due to the great value given to public examination certificates by communities and schools, teachers have tended to concentrate on subjects that promote academic excellence and little else. This action by the teacher obviously can affect the achievement of the broad goals and objectives of the curriculum.

Meanwhile, Judy, (2007, P113) argues that; for effective delivery of a given curriculum the following learning resources are required:

1. Teachers, technical and administrative staff – There should be sufficient staff to deliver and support the delivery and assessment of the course. Staff should be appropriately skilled (in pedagogical as well as technical areas) and qualified and should be aware not only of their own areas of the course but also of the course as a whole in order that they can contextualize the learners’ learning experiences
2. Equipment: This includes Information Technology and Audio Visual equipment, models and simulators, laboratory and clinical equipment, whiteboards and flip charts.

3. Finances; There is need for the provision of the required adequate funding to sustain its activities.
4. Books, journals and multimedia resources; Lists of core textbooks for each part of the course and other resources including reference texts should be identified by teachers and purchased for use by learners. These should be supported by other resources such as journals (printed and online) and multimedia packages. The library will be the main support structure for these resources but additional resources may also be delivered through an Intranet or via departmental 'libraries'
5. Teaching rooms, office space, social and study space; There should be adequate provision to accommodate learners at all stages of the course as well as social and study space for students to spend time outside the classroom. There should also be sufficient space for teachers to prepare teaching and meet with students.

### **2.2.3 Objectives of Teaching Economics in Nigerian Secondary Schools**

One of the main objectives of teaching Economics in our schools is to equip the students with vocational skills and other knowledge needed to live as good citizens. Musa (2012 p32) states the following as objectives of economics education;

1. To provide the students with knowledge of Nigerian Economics systems.
2. To help the students to reason and understand that a large portion of the social problems faced by different nations has Economics origin.
3. To provide the students with deep understanding of the interdependency of Nigeria and rest of the world countries.
4. To make the students to see themselves as part of the community resources.

Apart from the above, other objectives of teaching economics as contained in the NCCE Economics course contents/syllabi (2014/2015) include;

- a. To introduce students to the basic principles of Economics as a discipline.
- b. To introduce students to various economic institutions and their effect on the welfare of Nigeria as a nation.
- c. To prepare the students for good citizenship
- d. To provide intellectual training that would make the students to develop critical thinking skills.
- e. To prepare the recipients for vocation skills.
- f. To enable the recipients to acquire competence in different aspects of Economics.
- g. To prepare the recipients for advance Economics studies.

#### **2.2.4 Importance of Teaching Economics in Nigerian Secondary Schools**

The significance of teaching Economics in Nigerian Secondary schools cannot be over-emphasized. It is indeed a subject needed by all either as producers or consumers because it frees our minds from the shackles of destiny. It also enables us to make critical thinking required for making meaningful contribution towards national development. With the recent development in the frontiers of Economic as a discipline, one is right to claim that its study is both a practical necessity and a moral obligation because Economic question touch the daily lives of everyone. In a nut shell, the following are some of the importance of teaching Economics in Nigerian Secondary schools as itemized by Kani, (2013 p36);

1. Promotion of intellectualism: one of the importance of teaching Economics in Nigerian secondary schools is to guide young generation on how to make religious use of abundant resources endowed by nature to Nigeria.
2. Production of well trained Economists that will later be employed to assist government in making economic policies that are instrumental to economic development of Nigeria.
3. Offering vocational training to the students so that they can start on their own where government cannot give them employment for instance, students

with Economics knowledge can engage in different economic activities such as poultry farming, fishing and small scale trading.

4. Providing the students with the basic skills needed in the application of economic tools in the use of limited society resources.
5. Make both teachers and students to understand the relationship between economics and other social science subjects such as accountancy, business management, history, political science, sociology and geography.

#### **2.2.5 The Role of Teaching Method in Teaching Economics**

According to Kani (2013), there is no single road to successful teaching, many roads-highways and by-ways, royal roads and narrow lanes, delightful paths and roads once which need to be tried for meeting the need of the students. Therefore, economics teachers in our secondary schools use different combination of appropriate methods and techniques to make their teaching interesting, vital and lively. Some of the methods which economics teachers use in the teaching of economics at secondary schools includes: study trip method, lecture method, demonstration method, problem solving method, discussion method, assignment method and review method.

#### **2.2.6 The role of Instructional Materials in Teaching Economics**

NTI cited in Musa (2012) defines instructional materials as tools that the teacher uses in his/her trade. Kani (2004) defines it as materials that will aid teaching-learning activities. Based on these two definitions it is clear that instructional materials refer to different items employed by the teachers to arouse students' interests towards learning. Abdullahi (1997) asserts that instructional materials include simple thing, living and non-living things in the immediate environment like stones, leaves, piece of woods, paper and metal craps, chalkboard, charts, maps, diagrams, photographs, models and real objects; sophisticated things like audio-visual machines, projection machines and computer.

It based on the above, that Kochhar (2009 p45) says there are five reasons which might justify the use of instructional materials in teaching and learning process. These are:

1. To teach something more thoroughly so that the students may retain the subject-matter permanently.
2. To teach something more quickly. This will result in covering more ground in a given time, and thus give a better chance of getting through the syllabus.
3. As a means of creating or sustaining students' interest.
4. As a means of integrating a number of separate works already learnt by the students.
5. As a means of bringing with the experience and understanding of students something which is new to them.

Abdullahi (1997,p43) points out that there are varieties of ways that a teacher could use instructional materials. These include:

1. Introducing a lesson: instructional materials are used to introduce a lesson so as to arouse student' interest. It will also lead to positive change in students' attitude, learning efficiency, retention of learning and reading performance.
2. Supporting a lesson: instructional materials can be used to support a lesson especially where the teacher notice loss of interest in the lesson by the students. Thus, students can be motivated by providing them with the experience that is fresh, delightful and varied.
3. Drill and practice: instructional materials can be used in drill and practical exercises. Drill provides practice through repetition while practice is helpful in mastering skills.
4. Demonstration: demonstration can be used in teaching every subject and at any age level. Demonstration via instructional materials is important

because it attracts the students and thus motivates them to participate in the lesson.

5. Summarizing: instructional materials are used in summarizing a topic that has just been discussed in a class during the previous lesson.

However, the fundamental points to consider when using instructional materials are mentioned by Brown quoted in Kani (2004) include:

- a. The teacher should familiarized himself with the materials and decide exactly how and when the materials should be presented.
- b. Arrange and position the materials before hand, while equipment and machines should be tested to avoid disappointment.
- c. Make the environment/classroom conducive for the materials. Where audio-aids are to be used, ensure that the environment is free from noise; and where electrical power is needed, ensure a standby alternative.
- d. Provide sufficient background information to the students and inform them of what they are expected to do while and after using the materials.
- e. All materials should be properly and adequately presented. Ensure that they can be seen or heard by everybody in the class.

Instructional materials refer to supplementary devices by which a teacher through the use of more than one sensory channel help to clarify, establish, arouse interest and enriches the imagination of the students. Indeed, there are so many instructional materials to be used in teaching Economics in Nigerian secondary schools. Some of these materials include pictorial instructional materials, audio reproduction, graphic instructional materials and local community resources. The choice of the appropriate instructional material depends highly on the topic the teachers intend to teach. The following are some of the importance of instructional facilities in teaching economics in senior secondary schools as listed by Kani(2013p34)

1. They make learning meaningful, enjoyable and effective.
2. They provide the students with opportunities to learn easily.

3. They give variety of classroom techniques of learning.
4. They educate the students for living in this complex world.
5. They play major role in promoting international understanding.
6. They motivate the students and ensure better retention of learning activities.
7. They cater for individual differences among the students.
8. They provide the students with concrete representation of abstract ideas.

### **2.3 Theoretical Framework**

Several experts have proposed different theories and models describing how and what should be involved in evaluating a curriculum implementation. Curriculum implementation models proposed by these scholars reflect their approaches to understanding the problems and challenges embedded in the implementation process. They designed their models based on their own individual contexts, centering on key factors or themes. For instance;

**Centre Periphery Model;** in this model, the implementation is centrally controlled either by the government or an agency. The experts that monitor the implementation, the resources required and training facilities are all centrally controlled by the agency charged with the responsibility for implementation. It is from there that implementation spreads or diffuses in to periphery or other parts. For this system to work effectively there is need for adequate communication network, effective supply of materials and a constant monitoring of feedback for the periphery.

**Proliferation of Centre Model;** this model maintained that in implementation there should be both primary and secondary implementation centres. The primary centers are responsible for managing the secondary centres. They provide them with the training materials and the resources needed. The secondary centers engage in diffusing or spreading the changes in their individual area of control. This resembles what we have in the national primary education commission in Nigeria. The commission means the primary school board in the state, while the state board coordinate the affairs in the various

local government and send feedback to the commission. For this to succeed there should be sufficient materials and training facilities at the centers. There should also be an effective communication network, adequate finance and effective supervision.

From an extensive review of literature, Fullan and Stiegelbauer (1991) integrated the two categories of themes and factors and developed a theoretical model to probe factors that commonly influence changes in practice. They identified three sets of interactive factors affecting implementation: The first factor is change, they argue that the extent of the required change itself in terms of actual need for change as well as how clear, complex, and practical the change is, plays a role in whether the implementation is successful or not. The second factor is that of the local characteristics, specifically, which district, community, principal, and teacher are involved in the change process. Fullan and Stiegelbauer (1991) discovered that the supports given by the local district school board, community, and principals were also determinants affecting implementation. Particularly teachers exerted a strong impact in promoting innovation; their perceptions and roles in implementation were indispensable. The third factor is the extent to which government and educational agencies exert their influence on the other stakeholders. Carless (1999) expanded Fullan and Stiegelbauer's (1991) model with regard to local characteristics. He detailed teacher-related factors into sub variables such as teachers' attitudes, teacher education, and teachers' understanding of the curriculum. He also pointed out that communication strategies, change strategies, and availability of sufficient resources in terms of human, material, and financial are important in curriculum implementation.

For the purpose of this study the researcher used a curriculum implementation model proposed by Gross, Giacquinta and Bernstein (1971) as the theoretical basis of this study. The model suggested that the degree to which a curriculum or any other program is implemented is a function of the extent to which five

generic conditions are met and maintained during the period of implementation. These conditions are as follows:

1. Understanding - all users of the curriculum should have a complete and clear understanding of the nature, philosophy and objectives of the curriculum.
2. Necessary skills and training – all users should possess either the basic skills needed to perform the behavior implicit to the curriculum or the capability to learn the said skills.
3. Necessary resources- there should be available the needed and necessary human, physical, and technical resources germane to use of the curriculum.
4. Compatibility of school arrangements- there should be compatibility between existing school arrangement and those implied by the curriculum.
5. Willingness to implement- there should be continues maintenance of user willingness to devote energy and time to the understanding of, and consequential use of a curriculum.

The authors proposed that, this model can be considered as theoretical frame work that conceptualizes implementation as a complex process, involving a set of dynamic and inter-related circumstances and actors. They maintained that, the model is to be utilized in the research for two purposes. First, to design an implementation process for receiving a curriculum innovation within a school unit, and second, to investigate the degree to which implementation was achieved. Based on the above, the researcher used this model to determine the degree to which the senior secondary schools economics curriculum is being implemented in Kano state.

## **2.4 Empirical Studies**

Many empirical researches have been conducted by various researchers on the implementation of curricula of various subjects at various schools within and outside the country and these studies and findings could be of relation to this study in one way or another. For example,

Nwosu and Akaraony (2012,) conducted a study on the Appraisal of Secondary Economics Curriculum in Imo State of Nigeria. The findings of the study are;

1. Both economics teachers and students shared common view of the inadequacy of economics curriculum for attainment of the knowledge and skill needed for development of self reliance.
2. The subject teachers and students had an identical opinion on the relevance of the set objectives of the economics curriculum towards meeting societal objectives.
3. Both teachers and students shared a common opinion on lack of basic facilities.
4. Economics teachers and students shared the same view on the insufficiency of funds for effective implementation of the curriculum.
5. Certain global/universal issues like economics and globalization, economics and drug trafficking, economics and child-trafficking, economics and global competitiveness, economics and Global Citizenship Education, economics and gun-running, economics, national development and international cooperation, progress and peace were not properly covered.
6. There was a virtual neglect of ICT in the implementation of the Secondary Economics Curriculum.

Also a focus group discussion conducted by John et al, (2011) on Curriculum Review: Reactions from Education Stakeholders in South-South States of Nigeria revealed that: the objective of providing trained manpower in the

applied science, technology and commerce at sub-professional grades through secondary education is unrealistic. This is because there is lack of technical expertise; schools are poorly equipped and lack modern facilities for advancement. More so, discussants observed that secondary education had not been able to inspire students with a desire for self –improvement and raise a generation of people who can think for themselves, respect the views and feeling of others. Participants posit that the lapses or inadequacies in secondary education is attributed to a number of factors including that the curriculum is teacher – centered; emphasis is on certification and not skilled, consequently learning is based on note/memorization; and that the class size is often very large for teachers. Other impediments are lack of school physical facilities, including ill-equipped laborites, lack of teaching aids and libraries. Also, the curriculum contents of secondary education is inadequate for further life experiences; owing to recent charges in technology, globalization process and other global dynamics. The curriculum contents are inadequate because it fails to domesticate local needs and in science is more theory oriented than practical. It was asserted by discussants that science curriculum failed to integrate our traditional methods of healing, and other indigenous knowledge system. They posit that, History curriculum content should be expanded to include minority tribes in Nigeria.

Participants further asserted that social science curriculum should be broadened to capture more of the Nigerian economy than that of the Western World. They posit that theories especially that are related to climate change should be reviewed; and that curriculum content for food and nutrition should emphasized more on local dishes. Participants observed that the current teaching methods employed in secondary schools in Nigeria are grossly inadequate as entry point for further life experiences and tertiary education experiences. They posit that teaching methods are more teachers – centered, because discussion, demonstration, discovery and concept mapping methods which are very important are rarely employed in our schools. That absence of

properly trained and committed teachers, non-professional teachers, inadequate learning materials, absenteeism as by both students and teachers further obstruct the process of teaching and learning in secondary schools.

Participants posit that the teaching methods in secondary schools are largely inefficient and mechanical. The popular ones like lecture method are stereotyped and routine, making the classroom boring for learners. They asserted that, methods are traditional, outdated and are more teachers – centered than student-centered.

They maintained that the current practices are relatively unrealistic because of infrastructural problems. Inadequate classroom, staff room, lack of teaching aids, laboratories, workshops and indecent teaching environment impede the implementation of secondary school curriculum in Nigeria. Other factors include large proportion of students in a class. In most school teacher student ratio is 1:100; this does not make for school friendly environment. Again in schools where there are laboratories, they are not equipped, attendants, reagents are not available and some of the equipments are obsolete.

Discussants also asserted that the current practices in the implementation of secondary education curriculum are relevant, except for situation where students are exposed to only theoretical aspects of learning in subjects that require practical applications. Practical learning are not emphasized nor carried out for the following reasons: inadequate equipments, untrained teachers, and irrelevant curriculum contents.

Participants posit that pitfalls to curriculum implementation can be overcome if government prioritize education, equip schools and cater for the welfare of teachers. They asserted that teaching methods should be modified; teachers and other stakeholders should be allowed to participate effectively during curriculum review or design. The content of the curriculum should be reviewed to reflect the needs of the Nigeria.

With regards to issues of evaluation, the participants asserted that the traditional mode of examination is inadequate and it is mainly directed towards testing cognitive ability of students. They posit that paper and pencil test are rampant, and this hardly test skills, attitudes and values. Learning experiences that forms the core of the curriculum are obsolete and do not reflect the aspirations of students. The discussants observed that since what students experiences at the secondary level are at variance with their subsequent progression to the university they become disoriented as first year, students at the university level, because their secondary school experiences do not serve as stepping stone to interact at a higher level.

The group also posits that existing evaluation techniques were inadequate. Continuous assessment both at secondary and university levels are no longer taken seriously. Students are not exposed to varied forms of test that can prone all areas of their ability like cognitive, affective and psychomotor. Fortnight test is completely out in most secondary schools. Test items are not comprehensive because most teachers do not understand three methodologies used in examining students which include – single domain, co-matrix and affective. Repeating questions and poor supervision of examinations also constitute a problem in evaluation techniques in Nigeria.

These findings are consistent with the observations of Balogun (1995) and Nwakoma (2009) who posit that lack of in-service training and committed teachers could be responsible for poor pedagogy in primary and secondary schools in Nigeria.

Poor teaching methods could be responsible for poor academic performance of students in secondary schools in external examinations such as Senior Secondary Certificate of Education (SSCE), Joint Admission and Matriculation Examination (JAMB) and NECO. Agba, Ikoh and Ashibi (2010) posit that teaching-learning process revolves around the teacher and his/her pedagogy and this has behavior consequence on the student performance at school. Ikoh

(2007) observe that records in Nigeria show that students' performance in SSCE is quite below average. This performance according to Ashibi (2005) and Agba et al (2009) is blamed on teachers' pedagogy and government inability to effectively sponsor education in Nigeria.

A study by Enamiroro, (2011) on Implementation of the Primary School Curriculum Modules in Nigeria: The Role of Supervision revealed that: School supervisors, at all levels should be dynamic in carrying out their responsibilities, because dynamic leadership is essential in effective supervision. Teachers should be involved in curriculum developmental projects. Such projects should be sensible in scope and not too burdensome to the persons involved. The school communities, through P.T.A. should be involved in curriculum supervision, especially non-academic aspect of the school curriculum. Reports and opinions of the citizens of the community should be integrated into the school programmes during curriculum evaluation and adaptation programmes. Action research and experimentation at the school level should be based on pupils, parents and teachers opinions.

Findings from such research should be collected at Local Government, State and Federal levels for an overall appraisal of the curriculum modules. He maintained that, the achievement of the objectives of any program depends largely on the management of available human and material resources. The achievement of the primary education objectives in Nigeria depends on the adequate implementation of the primary school curriculum modules, which depends on provision of basic facilities and positive supervision of teachers and other school personnel. The Universal Basic Education (UBE) may be a mere political point and not educational achievement if, government, supervisors and parents do not assist teachers and pupils in the daily execution of their responsibilities as workers and learners.

A study by Ofoha, (2013) on the assessment of the implementation of the secondary school skill-based curriculum to youth empowerment in Nigeria,

revealed: that Nigerian secondary school students have not learnt sufficient practical [entrepreneurial] skills to allow for self-employment. The Nigerian secondary educational system is expected to rise to the challenge of equipping the youth with the necessary entrepreneurial knowledge, skills, values and attitude for them to live as competent members of the society and contribute to nation building.

A study on Teachers' Involvement, Commitment and Innovativeness in Curriculum Development and Implementation six southwestern states of Nigeria by Oloruntegbe, (2011), found that: Teachers did not adhere to the implementation of national curriculum only 22.3% did. The national curriculum as stated earlier is the one developed by Nigerian Educational Research and Development Council (NERDC). Majority implemented the versions prepared as syllabuses by examination bodies like West African Examination Council (WAEC), National Examination Council (NECO) and National Board for Technical Education (NABTEB). A large number of the teachers (21.1%) used the NERDC version modified by All Nigerian Conference of Principals of Secondary Schools (ANCOPSS). Although all these versions may look the same in a way, but with the distinction outlined between curriculum and syllabus by Cohen, (1996) the few teachers who implemented the curriculum might be said to be transmitting knowledge content directly.

While the others tend to follow the traditional textbook approach of an 'order of contents', or a pattern prescribed by a 'logical' approach to the subject which generally may not indicate the relative importance of the topics or the order in which they are to be studied.

He maintained that, there was no commitment to the implementation of the national curriculum. It is not out of place to say that teachers tucked the national curriculum inside their tables while they implemented the examination syllabuses. There is also the tendency to cover all the topics of the curriculum/syllabi even when the action would not lead to students' better

performance. This went in support of teachers “teaching to test” revealed by World Bank Report (2007) as against ‘less is more’ advocated by Fratt, (2002) cited in Yusuf, 2002) That the number of teachers who claimed that the curriculum they implemented cannot get the nation anywhere was that large (30.4%) means that they were not convinced of the change inherent in the implemented curriculum. It is either the teachers were reluctant to implement the change as noted by Kennedy & Kennedy (1996), they were unsure and uninformed (Saban, 1995, Thaman, 1988, and Nisbet, 1980 as cited in Enamirora, 2011) or they were in a way calling for change in the existing curriculum. Whatever may have accounted for this, the fact remains that majority of the teachers did not implement the national curriculum. This may work against the national objectives (FGN, 2004) which depend on education for achievement.

## **2.5 Summary and Uniqueness of the Study**

This chapter was able to review literatures which are in one way or the other related to this study. It started with reviewing theoretical framework where the researcher found it difficult to get a theory that talks on curriculum implementation instead reviewed some models of curriculum implementation such as Center Periphery Model, Proliferation of Centre Model, Fullan and Stiegebauer Model, Carless Model and the Gross Model. The researcher used the gross model as the theoretical basis of this study as it reflects the indices of this study. Also empirical studies that relate to the curriculum implementation conducted by various researchers within and outside Nigeria were reviewed on the basis of teacher’s understanding of the curriculum itself, teacher’s qualification and experiences, availability of human and material resources as well as the role of teachers- willingness and attitudes in the implementation of the curriculum. The chapter closes with a summary as well as identifying the relationship that exist between this study and those reviewed. The reviewed literatures revealed that, most teachers do not implement the curriculum

effectively due to one problem or another such as lack of teaching qualification, inadequate teaching materials, in ability to cover all the topics on the curriculum, ineffective supervision of teachers, inefficient human and material resources, inability of employing an appropriate teaching methods, exposing students to only theoretical aspects of learning in subjects that require practical applications, care less attitudes of parents on curriculum implementation as well as inadequate students evaluation techniques.

In line with the above literatures reviewed, no study was found that evaluated the implementation of senior secondary economics curriculum in Kano state and this make this study quite unique from the previous studies, also this study is different with others in terms of subject, time, data collection procedure as well as instrument for data collection.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presented the research design used in this study. It also gives descriptions of the population and sample, the sampling technique, the instrument for data collection, validity and reliability of the instrument, procedure for data collection and procedure for data analysis.

#### **3.2 Research Design**

The study used descriptive survey as its research design. According to Gay, (2009:197) descriptive survey design is a research design which specifies the nature of given phenomena. The specification can be simple or it can be complicated. The researcher employed descriptive survey design because the study assessed the implementation of senior secondary schools economics curriculum in Kano State. In view of this, the descriptive survey design was relevant in dealing with factual information, and that descriptive research is an opinion based research.

#### **3.3 Population of the Study**

The population of this study comprises all economics teachers in government senior secondary schools in Kano state. According to statistical report of Kano State Senior Secondary School Management Board (KSSSSMB 2012), there are a total of two hundred and thirty seven (237) Government senior secondary schools that offer economics as a subject in Kano State. These schools have a sum of three hundred and four (304) economics teachers.

<b>Senatorial Districts</b>	<b>Distribution of Teachers</b>
Kano South	94
Kano Central	126
Kano North	84
<b>Total Teachers</b>	<b>304</b>

### **3.4 Sample and Sampling Techniques**

A sample is that portion of the population being studied drawn through a definite procedure (Gay, 2009:148). A sample of one hundred and sixty nine (169) economics teachers were used in this study based on Krejcie and Morgan, (1971). Below is the summary of the sample by senatorial district, local governments and teachers;

**Table 3.1 Summary of sample by senatorial districts of Kano state**

<b>Senatorial District</b>	<b>LGAs</b>	<b>Sample Schools</b>	<b>Sample Teachers</b>
Kano South	4	12	50
Kano Central	4	12	70
Kano North	4	12	49
<b>TOTALs</b>	<b>12</b>	<b>36</b>	<b>169</b>

A modified form of cluster sampling was used in this study i.e. successive or multistage sampling. Gay, (2009:148) stated that with this kind of sampling the target population is divided into clusters, and then further sampling takes place within clusters and so on until individuals are sampled. This technique is one out of the four most commonly used in educational researches. It falls under the major type of sampling procedure known as the probability sampling

in which every member has an equal and independent chance of being included in the sample. The inclusion of each member takes place by chance and is attained through randomization.

The target populations are distributed in to the three (3) senatorial district of Kano state. The senatorial district constitutes the clusters from which four local governments were sampled from each, and then twelve schools were sampled. Finally, from Kano South senatorial district fifty (50) teachers were sampled, Kano Central seventy (70) teachers and Kano North forty-nine (49) teachers were sampled.

### **3.5 Instrumentation**

The instrument used for data collection was questionnaire: Named “Economics Curriculum Implementation questionnaire” (E.C.I.Q). adopted from Muhammad,(2010). The questionnaire with Likert format has five (5) sections: Section A- contained personal Information of the respondents, Section B- consists up nature, philosophy and objectives of SSSE Curriculum, Section C- contained the availability of teaching resources/facilities. While section D- focused on conducive learning environment and Section E- was on teacher’s preparedness for the implementation of SSSE Curriculum in Kano state.

### **3.7 Validity of the Instrument**

The instrument was validated by the research supervisor and other two experts in test construction in the Department of Education, Bayero University, Kano who ascertained the content of the questionnaire in relation to the appropriateness of the items of the questionnaire in relation to the objective of the study, the relevance and adequacy or otherwise of the language used in the construction of items in the instrument.

### **3.8 Reliability of the Instrument**

The researcher ascertained the reliability of the instrument through pilot study/testing conducted in some of the sampled schools. Fifty (50) respondents from twenty five schools were sampled to respond to the instrument. After two weeks the same instrument was administered. The result was used to calculate the Spearman Rank Order (Rho) and the result found was  $Rho = 0.80$  which indicated a strong correlation. Therefore the instrument is reliable for data collection for this study.

### **3.9 Procedure for Data Collection**

In the process of collecting data for this study, the researcher submitted an introductory letter to the principals of the sampled schools, explained the purpose of the study, importance attached to the respondents' answers and assured the confidentiality of the information given, the researcher employed two (2) research assistants whom he also introduced to the principals of the schools they are assigned. This assisted the researcher in creating a good working relationship between the researcher, his assistants and the respondents. A week after the distribution of the questionnaires we returned to those schools to collect the responded questionnaires where very few schools were able to completed their responses therefore we have to revisits the school for the second time in order to collect back the questionnaires with all our efforts we are able to retrieved one hundred and fifty four questionnaires fifteen were missed and the researcher made his analysis based on the number of returned questionnaires (154) for timely and successful completion of the study.

### **3.10 Procedure for Data Analysis**

The data gathered with the questionnaire was in likert 4 format that is (SA) strongly agree, (A) agree, (SD) strongly disagree and (D) disagree. That, SA & A are merged to Agreement. While SD & D merged to Disagreement. These

responses were summarized and tabulated in frequency distribution and simple percentages. The justification for using frequency counts and percentages is that Gay, (2009) suggested that the simplest way to present and analyze results in survey research is to indicate the percentages of the respondents who selected each alternative for each item.

## **CHAPTER FOUR**

### **Data Presentation and Analysis**

#### **4.1 Introduction**

The data collected for this study are presented and analyzed in this chapter. Frequency count and percentages were used in the analyses of the data collected. Also the findings were summarized based on the research questions.

#### **4.2 Data Presentation**

The data presentations of this research started with the personal information of the respondents where 138 out of 154 respondents are male and only 16 respondents are female. With regard to the age bracket of the total respondents none of the respondents are of 20—29 years, 69 out of 154 respondents are 30—39 years. While 40—49 years respondents constituted 53% of the total respondents and only 2% of the total respondents are of 50 and above years of age. The findings of the research based on the research questions are as follows:

### 4.2.1 Research Question 1

**To what extent do the teachers interpreted the philosophy, design and objectives of senior secondary schools economics curriculum in Kano state?**

**Table 4.1 Philosophy of SSS Economics Curriculum**

s/no	Options	Agreement		Disagreement		Total Freq.	Total per. %
		Freq.	Per.%	Freq.	Per. %		
a.	Guide young generation on how to make effective use of the endowed abandon natural resources of Nigeria.	149	96%	5	4%	154	100%
b.	Provides future economist who will make effective economic policies for the development of Nigeria.	150	97%	4	3%	154	100%
c.	To have a generation that could understand the relationship between economics and other social sciences.	147	95%	7	5%	154	100%
d.	Provides future generation that are rationale in economic decisions making.	152	98%	2	2%	154	100%
e.	Provides future generation with basic skills for the application of economic tools in the use of limited resources.	149	96%	5	4%	154	100%

Table 4.1 reveals that, 149 respondents which make up 96% of the total respondents are of the view that the philosophy of economic curriculum is to guide the young generation on how to make effective use of the endowed abandoned natural resources of Nigeria and only five respondents which constitute 4% of the total respondents disagreed with this philosophy. 150 (97%) respondents out of 154 agreed with the philosophy that SSSE curriculum provide future economists who will make effective economic policies for the development of Nigeria, and only 4 (3%) respondents disagreed with this

philosophy. Also the philosophy of SSSE curriculum which states that, economics curriculum will provide a generation that could understand the relationship between economics and other social sciences was supported by 147 respondents which constitute 95% then opposed by only 7 respondents that make only 5% of the total respondents. While 152 respondents which represents 98% are of the view that SSSE curriculum will provide a future generation that are rational in economics decision making, only 2 respondents that represent only 2% of the total respondents disagreed with this philosophy. Lastly on the philosophy, 149 respondents that represent 96% of the total respondents agreed with the philosophy that SSSE curriculum will provide future generation with basic skills for the application of economic tools in the use of limited resources and only 5 respondents which make up only 4% opposed the philosophy. From the above analysis it is deduced that almost all of the respondents are of the opinion that the philosophy SSSE curriculum is well set and clear and very few respondents whom do not reach 10% of the total respondents disagreed with the philosophy of SSSE curriculum

**Table 4.2 Design of SSS economics curriculum**

s/no	Options	Agreement		Disagreement		Total Freq.	Total per. %
		Freq.	Per. %	Freq.	Per. %		
a.	Unitary disciplinary subject	7	5%	147	95%	154	100%
b.	Multidisciplinary subject	141	91%	13	9%	154	100%
c.	Interdisciplinary subject	8	6%	146	94%	154	100%

Table 4.2 shows that, only seven respondents which constitute 5% of the total respondents agreed that economics curriculum is unitary disciplinary subject and 147 out of 154 respondents that make up 95% disagreed that SSSE curriculum is unitary disciplinary subject. While 141 respondents that constitute 91% of the total respondents are of the view that SSSE curriculum is multidisciplinary subject and only 13 respondents which represent only 9% of

the total respondents disagreed with the motion that SSSE curriculum is multidisciplinary subject. Also the last option that SSSE curriculum is interdisciplinary in nature was opposed by the majority of the respondents that is 146 which makes 94% of the total respondents and this statement was supports by only 8 respondents that is 6% of the total respondents. From the above analysis it is agreed that SSSE curriculum is multidisciplinary subject in nature as 141 respondents that represents 91% of the total respondents held the opinion that economics curriculum is multidisciplinary subject in nature.

**Table 4.3 Aims and objectives of SSS Economics Curriculum**

S/no.	Options	Agreement		Disagreement		Total Freq.	Total per. %
		Freq	Per.%	Freq	Per. %		
a.	It introduces students to the basic economics principles as a discipline.	152	98%	2	2%	154	100%
b.	It provides students with various economics institutions and their effects on the welfare of Nigerians.	147	95%	7	5%	154	100%
c.	It prepares students to become rational citizens.	149	96%	5	4%	154	100%
d.	It provides students with skills for critical thinking.	151	98%	3	2%	154	100%
e.	It provides students with vocational skills.	150	97%	4	3%	154	100%
f.	It makes students competent in different aspects of economy.	138	89%	16	11%	154	100%
g.	It prepares students for advance economics studies.	121	78%	33	22%	154	100%
h.	It makes students understand that a large portion of the social problems faced by different nations has Economics origin.	149	96%	5	4%	154	100%
j.	It makes the students to see themselves as part of the community resources.	141	91%	13	9%	154	100%

Table 4.3 shows that 152 respondents which make 98% of the total respondents agreed with the objective of economic curriculum that it introduces a student to the basic economics principles as a discipline and only 2 respondents (2%) disagreed with this objective. The economics curriculum objectives which tend to provide students with various economic institution and their effect on the welfare of Nigerians, this objective was supported by 147 respondents that make up 95% of the total respondents and then opposed by only 7 respondents which represents only 5% of the total respondents. 149 respondents which represent 96% of the total respondents agreed with the economic curriculum objective that prepares students to become rational citizens while 5 respondents (4%) disagreed with this objective. The objective of economics curriculum in providing students with vocational skills was agreed by 151 respondents that is 98% respondents and disagreed by only 3 respondents that make up only 2% of the total respondents. Another objective of economic curriculum in providing students with skills in critical thinking was supported by 150 respondents that is 97% of the total respondents while it was opposed by only 4 respondents that is 3% of the total respondents. The objective of SSSE curriculum in making students competent in different aspects of economics was accepted by 138 representing 89% of the total respondents and rejected by 16 respondents that is 11% of the total respondents. Also among the objectives of SSSE curriculum was to prepare students for advance economic studies, which was supported by 121 respondents that is 78% of the total respondents and opposed by 33 respondents that make up 22% of the total respondents. Another objective of SSSE curriculum is to make students understand that a large portion of the social problems faced by different nations has economic origin. This objective was agreed by 149 respondents that is 96% of the total respondents and was disagreed by 5 respondents that is 4% of the total respondents. 141 respondents equivalent to 91% of the total respondents agreed that SSSE curriculum make students to see themselves as part of community's resources

and 13 respondents representing 13% of the total respondents disagreed with this objective.

From the above analysis it revealed that, on average more than 80% of the total respondents are of the opinion that, the objectives of SSSE curriculum are clear, well set and achievable.

### **Research question 2**

**What are the qualifications of teachers who implement the senior secondary schools economics curriculum in Kano state?**

**Table 4.4 Educational qualification**

S/NO.	QUALIFICATION	Frequency.	Percentages %
a.	M SC	0	0%
b.	M. ED	2	2%
c.	B SC	20	12%
d.	B. Ed	28	18%
e.	B.A Ed	0	0%
f.	NCE	104	67%
g.	DIPLOMA	0	0%
	<b>Total</b>	<b>154</b>	<b>100%</b>

Table 4.4 indicates that none of the respondents has M.Sc. Economics and only two (2) teachers were found possessing M.Ed. Economics this constituted only 2% of the total respondents. While 12% of the total respondents were able to have bachelor of Science in economics. Also 28 out of 154 teachers that is 18% of the total respondents has B. Ed economics as their teaching

qualification but none of the respondents undergone B.A Ed economics as their teaching qualification. In contrast 104 out of 154 respondents which marked up 67% are NCE graduates. While none of the respondents possessed diploma as their teaching qualification in the study area.

### **Research question 3**

#### **What are the teaching experiences of teachers who implement the senior secondary schools economics curriculum in Kano state?**

**Table 4.5 Teaching experience**

S/NO.	Years Of Experience	Frequency.	Percentages %
a.	1 – 4	15	9%
b.	5 – 9	82	53%
c.	10 – 14	50	32%
d.	15 and above	7	4%
	<b>Total</b>	<b>154</b>	<b>100%</b>

Table 4.5 it is found that 15 out of 154 respondents are having 1—4 years of teaching experiences. While majority of the respondents constituting 53% of the total respondents spent 5—9 years teaching economics in secondary schools. Also 32% of the total respondents are teaching economics for the fast 10—14 years. In contrast only 4% of the total respondents spent 15 and above years teaching economics in secondary schools.

#### Research Question 4

**What is the adequacy of teaching resources and facilities for the implementation of senior secondary schools economics curriculum in Kano state?**

**Table 4.6 Availability of Teaching Resources and Facilities**

S/no.	Options	Agreement		Disagreement		Total Freq.	Total per. %
		Freq.	Per. %	Freq.	Per. %		
a.	Adequate	51	34%	103	66%	154	100%
b.	Improvised	146	94%	8	6%	154	100%
c.	Relevant	38	25%	116	75%	154	100%
d.	Recommended	41	27%	113	73%	154	100%

Table 4.6 reveals that, 51 respondents that represent 34% of the total respondents are of the view that the teaching resources or facilities in their school are adequate while 103 respondents that is 66% of the total respondents are of the opinion that the teaching resources or facilities are inadequate in the schools they are teaching. Also 146 respondents representing 94% of the total respondents are of the opinion that, they improvised for teaching resources/facilities in their schools, while 8 respondents out of 154 that is 6% are of the opinion that, they do not improvised for teaching resources or facilities in their schools. With regard to the relevance of instructional materials 38 respondents that are 25% of the total respondents held the view that the teaching resources or facilities in their respective schools are not relevant to the teaching of economics as a subject. Also 41 respondents which represent 27% of the respondents agreed that, the teaching resources or facilities in their schools are the recommended resources for teaching of economics while 113 respondents representing 73% of the respondents

disagreed that the available teaching resources or facilities in their respective schools are not recommended for teaching economics.

The above analysis shows that there are inadequate teaching resources, the schools and also majority of the teachers used to improvised for teaching resources where the resources are available in the schools they used to be not relevant for the teaching of economics. Also the analysis shows that the recommended teaching resources for economics curriculum where not found in most schools in the study area.

**Table 4.7 Available resources in the schools**

S/no.	Options	Agreement		Disagreement		Total Freq.	Total per. %
		Freq.	Per.%	Freq.	Per. %		
a.	Classes	102	66%	52	34%	154	100%
b.	Chalkboard	151	98%	3	2%	154	100%
c.	Relevant textbooks	106	68%	48	32%	154	100%
d.	Visual aids (pictures, maps, graphs, charts, diagrams, compass, ruler etc)	88	57%	66	43%	154	100%
e.	Audio visual aids (radio, video, tape recorder, overhead projector, television, mp3, mp4, computers, internet etc )	101	65%	53	35%	154	100%
f.	Resource person	10	7%	144	93%	154	100%
g.	Syllabus	154	67%	0	0%	154	100%

Table 4.7 shows the available teaching resources in the study area were 102 respondent said there is available classes in the school they are teaching this represent 66% of the total respondents and 52 respondents that is 34% of the total respondents are of the opinion that in their respective schools classes are not enough to accommodate the students. With regard to adequate chalkboard

151 respondents representing 98% of the total respondents revealed that there are chalkboards in almost all the classes, while only 3 respondents representing 2% of the total respondents disagreed with this statement. In case of relevant textbooks for teaching economics 106 respondents constituting to 68% of the total respondents stated that, there are relevant textbooks for teaching economics in their schools while 48 respondents equivalent to 32% of the total respondents hold the opinion that there is no relevant textbook for teaching economics in the respective schools they are teaching. Also availability of visual aids in the schools 88 respondents representing 57% of the total respondents are in the view that there is available visual aid in the schools they are teaching while 66 respondents representing 43% of the total respondents hold the opinion that there are no available visual aids for teaching economics in their respective schools. With regard to audiovisual aids in the schools 101 respondents that is 65% of the total respondents revealed that there is no audiovisual aids in the schools they are teaching while 53 respondents equivalent to 35% of the total respondents revealed that there is no available audiovisual aids for teaching economics in the respective schools they are teaching. Also the issue of inviting resource person in teaching economics is very significant; in this regard 10 respondents that constituted 7% of the total respondents revealed that they used to invite a resource person to their schools while 144 respondents that is 93% of the total respondents said they do not invite any resource person to their school. Also the table indicated that almost all the respondents 154 (100%) agreed that they have syllabuses for teaching economics in their schools while none 0 (0%) expressed that, they do not have the syllabus for teaching economics in their schools.

## Research question 5

### How conducive is the learning environment for the implementation of senior secondary schools economics curriculum in Kano state?

**Table 4.8 The schools environment**

s/no	Options	Agreement		Disagreement		Total Freq.	Total per. %
		Freq.	Per.%	Freq.	Per. %		
a.	Does the school have adequate classroom accommodation?	48	32%	106	68%	154	100%
b.	Is the school provided with adequate desk and chairs?	72	47%	82	53%	154	100%
c.	Is the school sited close to noisy area (market, road, viewing centres)?	33	22%	121	78%	154	100%
d.	The school has well-furnished staff room?	99	64%	55	36%	154	100%
e.	Is the school environment adequately secured?	111	72%	43	28%	154	100%
f.	Does the school have adequate tree – shed and flowers?	45	30%	109	70%	154	100%
g.	Is the school having accessible and adequate health facilities?	81	52%	73	48%	154	100%
h.	Is there adequate playground and sporting facilities in the school?	88	57%	66	43%	154	100%
j.	Is there adequate water and light facilities in the school?	51	34%	103	66%	154	100%

Table 4.8 indicates the learning environment in the study area were 48 respondents representing 32% of the total respondents hold the opinion that there are adequate classroom accommodation in the school they are teaching while 106 respondents that is 68% of the total respondents declared that there are no adequate classroom accommodation in their respective schools. Also on availability of desks and chairs in the schools 72 respondents making 47% of the total respondents revealed that adequate desk and chair were provided while 82 respondents making 53% of the total respondents expressed that there is no enough desk and chairs in their respective schools. With the regard to the location of the schools they are teaching 33 respondents equivalent to 22% of the total respondents stated that the schools they are teaching are sited close to the noisy areas where as 121 respondents representing 78% of the total respondents hold the opinion that the schools they are teaching is not sited close to any form of noise. Also 99 respondents making 64% of the total respondents declared that they have well-furnished staffroom in the schools they are teaching as opposed by 55 respondents making 36% of the total respondents who agreed that the school they are teaching do not have well-furnished staffrooms. Issue of security is nowadays very crucial therefore in these study 111 respondents representing 72% of the total respondents hold the opinion that the school they are teaching are well secured on the other hand, 43 respondents consisting 28% of the total respondents argued that the schools they are teaching is not secured. Also among the features of conducive teaching and learning environment were trees shed and flowers in the schools, in this regard 45 respondents equivalent to 30% of the total respondents stated that there is enough trees-shed and flowers in the school they are teaching. While 109 respondents equivalent to 70% of the total respondents are of the view that there is no enough tree-shed and flower in the schools they are teaching. Also 81 respondents which form 57% of the total respondents stated that health facilities are adequate and accessible in the school they are teaching where by 73 respondents making 48% of the total respondents said the health facilities in their respective schools are not adequate and accessible.

However adequate playground and sporting facilities in the schools was supported by 88 respondents which covered 57% of the total respondents, while opposed by 66 respondents making 43% of the total respondents said there is no adequate playground and sporting facilities in the schools they are teaching. Lastly on this regard was the issue of adequate water and lightening facilities in the study area where 51 respondents stated that there is adequate water and lighting facilities in their respective schools while 103 respondents equivalent to 66% of the total respondents argued that there is no adequate water and lighting facilities in the schools they are teaching.

From the above analysis it is deduced that, some school facilities needed to have a conducive teaching and learning environment such as health facilities, sport facilities, secured school environment and furniture in the staffroom are adequate to the large extent while other facilities such as adequate classrooms, adequate desk and chairs in the classroom, adequate water and lighting facilities as well as enough tree-sheds and flowers need to be provided and improved.

**Table 4.9 Average students per class**

S/NO.	Average students per class	Frequency.	Percentages %
a.	30 – 39	0	0%
b.	40 – 49	10	6%
c.	50 – 59	100	64%
d.	60 and above	44	28%
	<b>Total</b>	<b>154</b>	<b>100%</b>

Table 4.9 shows the number of students per class on average where the table depict that no class in the sampled schools that contained 30—39 students per

class while only 10 out of 154 respondents said their classes contained 40—49 students per class on average. Majority of the respondents that is 100 out of 154 respondents making up 64% of the total respondents were of the opinion that their classes contained 50—59 students on average and 28% of the total respondents which is equivalent to 44 respondents indicated that the number of students per class in their schools is 60 and above.

**Table 4.10 Teaching period per week**

S/NO.	Teaching period per week	Frequency.	Percentages %
a.	5 – 9	21	15%
b.	10 – 14	92	59%
c.	15 – 19	39	25%
d.	20 and above	2	1%
	<b>Total</b>	<b>154</b>	<b>100%</b>

From the findings of this study Table 4.10 presents that, 21 respondents out of 154 (15%) expressed that they have 5—9 hours to teach economics per week. While majority of the respondents 59% of the total respondents stated that they have 10—14 economics teaching hours per week and 39 respondents that marked 25% of the total respondents has 15---19 to teach economics per week and only two respondents constituting to 1% has 20 and above teaching hours every week.

## Research Question 6

**To what extent are teachers prepared to implement the senior secondary schools economics curriculum in Kano state?**

**Table 4.11 Teacher's preparedness**

S/no.	Options	Agreement		Disagreement		Total Freq.	Total per. %
		Freq.	Per.%	Freq.	Per. %		
a.	Scheme of work	151	98%	3	2%	154	100%
b.	Lesson plan	153	99%	1	1%	154	100%
c.	Lesson note for students	125	81%	29	19%	154	100%
d.	Attending classes	149	96%	5	4%	154	100%
e.	Excursion	89	57%	65	43%	154	100%
f.	Field trip	68	44%	86	56%	154	100%
g.	Debate	52	33%	102	67%	154	100%
h.	Students exam report	100	64%	54	36%	154	100%
i.	Quizzes	71	46%	83	54%	154	100%
j.	Classroom test	114	74%	40	26%	154	100%
k.	Assignment	131	85%	23	15%	154	100%

Table 4.11 shows the level of teacher's willingness in the implementation of senior secondary schools economics curriculum and it revealed that 98% of the total respondents used to prepare scheme of work and also 99% of the respondents consisting 153 out of 154 teachers said they are always preparing their lesson plan before they go to class to teach. Out of 154 teachers 125 making 81% prepares their lesson note to their students, with regard to attending classes by teachers, 149 representing 96% of the total respondents ascertained that they are always attending their classes while only 4% of the

respondents responded that they are attending their classes but not always. Meanwhile 57% of the total respondents are in the habit of carrying their students to excursion. In case of fieldtrip 44% of the total respondents revealed that they used to carry their students to fieldtrips. Also conducting debate among the students even of the same level determined the teachers commitment in the implementation of the curriculum have only 52 teachers out of 154 constituting 33% of the total respondents expressed that they use to conducts debate among their students. while 102 respondents which form the majority stated that they do not organized debate among their students. Writing students exam report was ascertain by 100 respondents making 64% of the total respondents while 54 respondents consisting 36% of the total respondents opposed the writing of examination report to the students. 71 respondents representing 46% of the total respondents prepares Quiz to their students in the schools they are teaching while 83 respondents representing the majority do not prepare Quiz in their respective schools. In this study mode of assessing students by the teachers also determines the level of teachers commitment in the implementation of the curriculum, therefore with regards to classroom test majority of the respondents that is 74% used classroom test in assessing their students and also 85% of the teachers used assignment as the mode of assessing students in the schools they are teaching.

### **4.3 Summary of the Findings**

The major findings of this study are as follows:

1. It was found that, more than (95%) of the senior secondary school economics teachers agreed with the nature, philosophy, objectives and content of senior secondary school economics curriculum well.
2. Majority of the teachers (67%) who implement the SSSE curriculum are not qualified to teach in secondary schools as their highest qualification was Nigerian certificate in education (NCE).

3. Most of the teachers (53%) who implement the SSSE curriculum have working experiences in teaching economics, ranging from five (5) to nine(9) years.
4. The teaching resources and facilities in the schools are inadequate, as most of the teachers (94%) used to improvise for teaching materials.
5. The environment for teaching economics in senior secondary schools in Kano state is fairly conducive.
6. The teacher's preparedness for the implementation of senior secondary schools economics curriculum is fair in Kano state.

#### **4.4 Discussion of the Findings**

The study revealed that the SSSE curriculum is multidisciplinary in nature as 141 out of 154 respondents agreed that the subject is multidisciplinary in nature and only 7 out of 154 respondents hold the opinion that SSSE curriculum is unitary disciplinary subject while 6% of the total respondents argued that economics is an interdisciplinary subject. This is in line with Adu, (2002) who argued that, the scope of economics covers courses such as geography, sociology, accounting, banking and finance as well as agriculture. He maintained that the subject revolves around scarcity and how individuals or society tries to manage the available scarce resources in the best way that will offers them maximum satisfaction.

The study reveals that, 149 respondents which make up 96% of the total respondents are of the view that the philosophy of economic curriculum is to guide the young generation on how to make effective use of the endowed abandon natural resources of Nigeria and only five respondents which constitute 4% of the total respondents disagreed with this philosophy. 150 (97%) respondents out of 154 agreed with the philosophy that SSSE curriculum provide future economists who will make effective economic policies for the development of Nigeria, and only 4 (3%) respondents disagreed with this

philosophy. Also the philosophy of SSSE curriculum which states that, economics curriculum will provide a generation that could understand the relationship between economics and other social sciences was supported by 147 respondents which constitute 95% then opposed by only 7 respondents that make only 5% of the total respondents. While 152 respondents which represents 98% are of the view that SSSE curriculum will provide a future generation that are rational in economics decision making, only 2 respondents that represent only 2% of the total respondents disagreed with this philosophy. Lastly on the philosophy, 149 respondents that represent 96% of the total respondents agreed with the philosophy that SSSE curriculum will provide future generation with basic skills for the application of economic tools in the use of limited resources and only 5 respondents which make up only 4% opposed the philosophy. This findings are in line with Obemeata,(1991) who was the opinion that planning of what to teach and how to get about teaching it is paramount in the heart of every committed and competent economics teacher. A competent teacher is one who understands the philosophy, objectives and contents/learning experience in the total curriculum, carefully plans and systematically varies students learning. He/she does this by planning his daily lesson from a pre-planned scheme of work which is a reflection of his/her understandings of his syllabus and total curriculum organization.

With the regard to training and teaching experience of teachers in Kano state the findings of this study posit that none of the respondents owned M.Sc Economics and only two (2) teachers were found possessing M.Ed Economics this constituted only 2% of the total respondents, while 12% of the total respondents were able to have B.Sc in economics. Also 28 out of 154 teachers that is 18% of the total respondents has B.Ed economics as their teaching qualification but none of the respondents undergone B.A Ed economics as their teaching qualification. In contrast 104 out of 154 respondents which marked up 67% are NCE holders and none of the respondents possessed diploma as

their teaching qualification in the study area. This shows that, well trained and qualified teachers are lacking to implement the SSSE curriculum in Kano state. It is in this regard Morinho (2009:1) observes that trained personnel to facilitate the implementation of curriculum in Nigeria are lacking; that subject like Introductory Technology is not adequately taken care of, even where the equipment are available, implementation is poor due to lack of professional personnel.

From the results of this study it shows that availability of resources for teaching economics in the study area are inadequate this shows that, both classes, chalkboards, relevant textbooks and syllabus are available to the large extent as revealed by the majority of the respondents, while visual aids, audiovisual aids and resource persons are not enough to some extent as responded by the majority of respondents. In this regard no effective implementation of any curriculum can take place without available resources this statement was justified by Kochhar, (2009) who justified the use of instructional materials for the following reasons: to teach something more thoroughly so that the students may retain the subject matter permanently, to teach something more quickly, as a means of sustaining students interest, it also integrates a number of separate work already learnt by students and it is a means of bringing with experience and understanding of students something which is new to them. Also John et al, (2011) posits that inadequate classroom, staff room, lack of teaching aids, laboratories, workshops and poor work environment impede curriculum implementation in Nigeria. This finding is consistent with the works of Balogun (1995), Nwakoma (2009) and Morinho (2009), who observed that lack of school physical facilities, inadequate funding, and lack of professional teachers posed great challenge to curriculum implementation in Nigeria. Meanwhile Morinho (2009:1) observed that “Based on inarticulate policies, inadequate resource and poor planning, curriculum implementation has become ineffective and lacks any useful feedback mechanism anchored in review, analysis and design processes.”

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter provides a summary, conclusion and offers recommendations based on the findings of the study. The study assessed the implementation of SSSE curriculum based on teachers' agreement of the philosophy, design and objectives of the curriculum as well as teachers qualification, teaching experience, availability of teaching resources/facilities and the level of teacher's willingness/preparedness to implement the SSSE curriculum in Kano state.

#### **5.2 Summary**

The study evaluates the implementation of SSSE curriculum in Kano state to determine the level of teachers understanding of the philosophy, nature and objectives of teaching economics in secondary schools, to find out the teachers qualifications, teachers experiences, adequacy and availability of teaching resources and the level of teachers commitment/willingness in the implementation of SSSE curriculum in the study area. A sample of 169 economics teachers were drawn from the three senatorial districts that make up Kano state through the use of cluster sampling technique in which four local government areas were sampled from each senatorial district and from each four sampled local governments twelve senior secondary schools were selected. In the twelve sampled schools of Kano south fifty economics teachers were sampled, Kano central senatorial districts seventy economics teachers were sampled and Kano north senatorial district forty nine economics teachers were also sampled. In the process of data collection the researcher adapted a questionnaire in Likert format which contained five sections: A: personal information of the respondents, B: philosophy, design

and Objectives of SSSE curriculum, C: Availability of teaching resources/facilities, D: Conducive learning environment and E: Teachers preparedness. The questionnaire was distributed to one hundred and sixty nine (169) sampled economics teachers in which one hundred and fifty four (154) were returned and used for the presentation and analysis of data collected.

From the data collected it was found that, out of 154 respondents 138 were male teachers and 16 are female, also 53% of the total respondents are within 40-49 age bracket.

With regards to the philosophy of SSSE curriculum almost all the respondents that are more than 90% of the respondents understand and agreed with these philosophies also more than 90% of the total respondents hold the view that the objectives of SSSE curriculum are cleared and achievable. Also the study found that majority of the respondents expressed that teaching resources and facilities in the schools they are teaching are inadequate as 94% of the total respondents used to improvised for teaching materials in their respective schools. And 75% of the respondents maintained that where the teaching resources are available it's found to be not relevant and useful for teaching economics. Likewise the respondents disclosed that the needed learning environment for the implementation of SSSE curriculum is not adequate, in contrast the respondents hold the views that teachers are well ready and prepared to implement the SSSE curriculum in Kano state.

### **5.3 Conclusion**

This study is conducted to evaluate the implementation of senior secondary school economics curriculum in Kano state. After data presentation and analysis several findings were revealed. Based on these findings the following inferences could be drawn:

Economics teachers in Nigerian secondary schools have agreed with the nature, philosophy, objectives and content of senior secondary school economics curriculum well. This is because the economics teachers are well informed through workshops, seminars and annual interactive sessions about the content, methods and techniques of the implementation of the curriculum.

Lack of higher educational qualification by the majority of economics teachers in our secondary schools deprives them from adequate mastery of the subject matter. In this case most of the topics that are quantitative in nature could not be well taught, that require further educational qualification for the teachers to teach them perfectly.

The implementation of the senior secondary school economics curriculum is successful to some extent as the environment for teaching and learning is fairly conducive as the state government tried in terms of building more classes, provision of chalk and chalkboards, provision of more desk and chairs, medical facilities, sporting facilities, fencing school environment for security purposes and provision of water and light facilities in all most all the schools in Kano state.

It can also be concluded from the findings of this study that, materials and resources for teaching economics in the study area are inadequate. This made the economics teachers to either improvise or go to the class without any instructional materials.

Based on the findings of this study, it can also be concluded that, aims and objectives of senior secondary school economics curriculum introduced the learners to the basic economics principles and concepts. This further enables the learners to know various economic institutions.

## 5.4 Recommendations

Based on the findings of this study the following recommendations were offered:

- i. Though the findings of this study showed that most of the teachers have agreed with the design, objectives and the content of the curriculum, still there is need for the authorities to keep organizing seminars and in-service training to their teachers for them to be up-to-date on how to make effective implementation of the curriculum.
- ii. The state ministry of education/ Kano state senior secondary schools management board should provide devices to send economics teachers who possessed NCE as their teaching qualification to go for in service studies in order to bagged their first degrees in economics and for those who have B SC economics needs to go for post graduate diploma in education.
- iii. The findings of the study also show that, there are no enough classes, desks and chairs in the schools. This can be settled by putting hands together by government, individual philanthropies, nongovernmental organization as well as parent's teachers associations.
- iv. The government of Kano state should either create or extend the community re orientation committee to senior secondary school level; this will assist in overcoming the problems of insufficient desks and chairs in secondary school in Kano state.
- v. Although most of the secondary schools the researcher visited were fenced but the few once that were not fenced government need to do so for the purpose of noisy and insecurity.

- vi. School administrators needs to insist their economics teachers to keep on organizing debates and quiz even among the students of the same school as it will encourage the students' learning.

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**APPENDIX III**  
**Economics Curriculum Implementation Questionnaire**  
**(ECIQ)**

AN EVALUATION OF THE IMPLEMENTATION OF SENIOR SECONDARY  
SCHOOL ECONOMICS CURRICULUM IN KANO STATE.

Dear respondents,

This is a research study questionnaire on an evaluation of the implementation of senior secondary school economics curriculum in Kano state. Your responses are of great importance for the success of this study and also your responses will be treated confidentially.

Thanks for your patronage

Kabiru Abdulkadir  
SPS/11/MED/0072

**Section A: Personal Information**

**Please read carefully and tick your responses appropriately.**

1. Your gender:      Male ( )                      Female ( )
  
2. Your Age Bracket : 21 – 29 ( )    30 – 39 ( )    40 – 49 ( )    50 and above ( )
  
3. What is your educational qualification?  
  
Diploma ( )    NCE ( )    B. A. Ed ( )    B A ( )    B. Sc. ( )    M. Ed ( )  
M. Sc ( )
  
4. For how many years have you been teaching economics?  
  
1 – 4 ( )    5 – 9 ( )    10 – 14 ( )    15 and above ( )
  
5. How many hours per week do you teach economics in your school?  
  
5 – 9 ( )    10 - 14 ( )    15 - 19 ( )    20 and above ( )
  
6. How many students on average do you have in your class?  
  
30 - 39 ( )    40 - 49 ( )    50 - 59 ( )    60 and above ( )

**SECTION B” DESIGN, PHILOSOPHY AND OBJECTIVES OF THE SSS ECONOMICS CURRICULUM**

Please four options are provided: strongly agree (SA), Agree (A), Disagree (D) and strongly disagree (SD). Please tick the appropriate one that truly reflects your understandings/ view or knowledge of the item(s).

1. NATURE OF SSS ECONOMICS CURRICULUM

Economics is a;

<b>OPTIONS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
a. Unitary disciplinary subject				
b. Multidisciplinary subject				
c. Intradisciplinary subject				

2. PHILOSOPHY OF SSS ECONOMICS CURRICULUM

To what extent do you agree with the following statements as the philosophy of teaching economics in senior secondary schools?

<b>OPTIONS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Guide young generation on how to make effective use of the endowed abandon natural resources of Nigeria.				
Provides future economist who will make effective economic policies for the development of Nigeria.				
To have a generation that could understand the relationship between economics and other social sciences.				
Provides future generation that are rationale in economic decisions making.				
Provides future generation with basic skills for the application of economic tools in the use of limited resources.				

### 3. AIMS AND OBJECTIVES OF SSS ECONOMICS CURRICULUM

To what extent do you agree with the following aims and objectives of teaching economics?

<b>OPTIONS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
It introduces students to the basic economics principles as a discipline.				
It provides students with various economics institutions and their effects on the welfare of Nigerians.				
It prepares students to become rational citizens.				
It provides students with skills for critical thinking.				
It provides students with vocational skills.				
It makes students competent in different aspects of economy.				
It prepares students for advance economics studies.				
It makes students understand that a large portion of the social problems faced by different nations has Economics origin.				
It make the students to see themselves as part of the community resources.				

### SECTION C: AVAILABILITY OF TEACHING RESOURCES AND FACILITIES

1. The instructional materials in the school you teach are:

<b>OPTIONS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
a. Adequate				
b. Inadequate				
c. Improvised				
d. Relevant				
e. Recommended				

2. These resources are available in the school you teach.

<b>OPTIONS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
a. Classes				
b. Chalkboard				
c. Relevant textbooks				
d. Visual aids (pictures, maps, graphs, charts, diagrams, compass, ruler etc)				
e. Audio visual aids (radio, video, tape recorder, overhead projector, television, mp3, mp4, computers, internet etc. )				
f. Resource person				
g. Syllabus				

**SECTION D: Conducive Learning Environment**

<b>OPTION</b>	<b>YES</b>	<b>NO</b>
a. Does the school have adequate classroom accommodation?		
b. Is the school provided with adequate desk and chairs?		
c. Is the school sited closed to noisy area (market, road, viewingcenters)?		
d. The school has well-furnished staff room?		
e. Is the school environment adequately secured?		
f. Does the school have adequate tree – shed and flowers?		
g. Is the school having accessible and adequate health facilities?		
h. Is there adequate playground and sporting facilities in the school?		
i. Is there adequate water and light facilities in the school?		

**SECTION E: TEACHERS PREPAREDNESS**

How often do you prepare the following in the school you teach?

<b>OPTION</b>	<b>VERY OFTEN</b>	<b>OFTEN</b>	<b>ONCE</b>	<b>NEVER</b>
a. Scheme of work				
b. Lesson plan				
c. Lesson note for students				
d. Attending classes				
e. Excursion				
f. Field trip				
g. Debate				
h. Students exam report				
i. Quizzes				
j. Classroom test				
k. Assignment				

**THANK YOU ONCE MORE.**