

Extent of Implementation of Post-Basic Economics Curriculum in Senior Secondary Schools in Edo State

E. O. Oleabhie (Ph.D)¹, Ernest Paul Oleabhie²

¹Department of Social Science Education, Faculty of Education, University of Jos

²Federal Polytechnic, Bauchi

ivyese1414@gmail.com

Date Received: April 9, 2015; Date revised: May 30, 2015

Abstract - *This study focused on the extent of implementation of post-economics curriculum in senior secondary schools in Edo state. Two research questions and two research hypotheses were formulated to guide the study. The research designed used for the study was the descriptive survey. The population for the study were one hundred and twenty-five (125) economics teachers. A structured questionnaire was used for the collection of data for the study while the research questions were answered using the mean and standard deviation and the research hypotheses were tested using the t-test statistics at an alpha level of 0.05. The results of the study revealed that the curriculum content of economics are adequate and in line the objective of the nation on vision 20:2020. And that the instructional strategies employed by economics teachers to implement the curriculum content are appropriate as specified by the curriculum. Based on the findings, it is recommended that economics teachers should trained to select a use instructional strategies that are learners centred and that economics teachers should be encouraged to attend seminars, workshops in order to improve their teaching skills.*

Keywords: *economics, Curriculum, Secondary School*

INTRODUCTION

Economics in the opinion of Dwivedi (2004) is an important discipline in the socio economic development of any nation. Davies in Oleabhie (2012) maintains that economics is helpful to all and sundry; individuals, students, group, association, political class and even government to make choice, allocate and economize resources for the well being of all. In line with this, Federal Republic of Nigeria (2004), advocates that economics when taught in secondary schools will equip the recipients with the knowledge on how to allocate scarce resources make choice, and to take rational decision on pressing economic issues.

Economics as a school subject, is relatively new in the Nigeria education system. The curriculum of the subject was first developed in 1985 by the Comparative Education Study and Adaptation Centre (CESAC) and now reviewed by the National Education Research Development Centre (NERDC). The curriculum is based on the principle of equipping the recipient/ts with the basic knowledge and skills to appreciate the nature of economic problems in any society and adequately prepare them for the challenges in the Nigeria economy (NEDRC, 2008).

Thus, the need to make the post-economics curriculum responsive to make it relevant to Nigeria's quest to be among the top 20 players of the world economy come 2020.

Economics is a challenging subject, filled with all the mysteries of other sciences. Economics appeals to the curious and rational elements present in all of us. It helps us finds answers to such questions as: What will happen if taxes are imposed on goods, incomes, companies profits etc, tariffs are raised, If demand for a commodity exceed its supply?. Thus, the rational man desires a framework around which he is able to organise his thinking, Therefore, the need for the study of economics in school.

However, NERDC (2008) outlined the objectives of the post-economics curriculum as to enable students: understand basic economic principles and concepts as well as the tools for sound economic analysis; contribute intelligently to discourse on economic reforms and development as they affect or would affect the generality of Nigerians; understand the structure and functioning of economic institutions; appreciate the role of public policies on national economy; develop the skills and also appreciate the basis for rational economic decisions;

become sensitised to participate actively in national economic advancement through entrepreneurship, capital market and so on; understand the role and status of Nigerian and other African countries in international economic relationships; and appreciate the problems encountered by developing countries in their effort towards economic advancement.

According to Adu (2002) Economics is a living subject and has to be taught and learned in a practical and in a realistic way. Consequently, teachers are implored to use collaborative, interactive, and learner-oriented instructional strategies: future wheel technique, concept mapping, field trips, cooperative learning strategy and so on, are strongly recommended for Economics teachers. Furthermore, the use of resource persons and field officers are to be encouraged.

The 21st century has witnessed landmark economic reforms and technological transformation. In Nigeria, the last decade has also witnessed unprecedented economic reforms that have influenced different sectors of the economy. These reforms have ushered in different concepts, models, and theories not only into Economics curriculum but also into other disciplines. Thus, the need to assess the extent of implementation of the post-basic Economics curriculum in meeting the responsive quest of Nigeria becoming the top twenty (20) players of the world economy come 20:20.

Curriculum which is seen as all the learning of student that is planned by and directed by the school to attain its educational goals. Curriculum is a learning program or experience through which learners pass in order to achieve a definite educational goal. Such learning experiences can be presented to the learner in a variety of ways such as instructions, discussions, practice, or even simulated situations to which the learners are expected to react appropriate. Curriculum has been differently defined by different scholars at different times. This is because its scope has widened and broadened over time to embrace virtually all what education is about. However, Akudolu in Idoko (2011) sees curriculum as an organised knowledge presented to learners in schools embedding every elements in the school environment. it is a sequenced context or course of instruction needed by the learner who is expected to demonstrate some objectives in behavioural changes following instruction and experience in some context provided by the school (teachers and administrators) and based on a structured form of continuing evaluation (Ali in Idoko 2011).

Research Questions

Two research questions were formulated to guide the study: How adequate is the curriculum content of Economics in senior secondary school curriculum; and to what extent do Economics teachers use the recommended instructional strategies to implement Economics curriculum in senior secondary schools.

Hypotheses

Ho₁: There is no significant difference between the opinion of male and female Economics teachers on the extent of adequacy of Economics curriculum content in senior secondary schools in Edo State

Ho₂: There is no significant difference between the opinion of male and female Economics teachers on the use recommended instructional strategies to implement Economics curriculum in senior secondary schools

METHODS

The design applied for the study was a descriptive survey research design aimed at eliciting information from the respondents on the assessment of the extent of implementation of post-basic Economics curriculum in senior secondary schools in Edo State Abonyi (2003) maintains that the descriptive survey research design is the type that seeks information from the respondents without manipulation of any variables. Hence, its appropriateness in the present study. The study was carried out in public senior secondary schools in Edo state with the population one hundred and twenty-five (125) senior secondary school Economics teachers.

The instrument used for data collection was structured questionnaire designed by the researcher to elicit information from the respondents based on the research questions that guided the study. The data collected were analysed using the mean and standard deviation and the t-test statistics. The mean scores used for decision making are as follows 2.5 and above were accepted while below 2.5 were rejected. The four point rating scale was used in rating the opinion of the respondents. Thus, Very Great Extent (VGE) 4points, Great Extent (GE) 3points, Low Extent (LE) 2points and Very Low Extent (VLE) 1point.

RESULTS

The result of data analysis collected from the respondents were presented in the following tables.

Table 1. Mean opinion on adequacy of Economics curriculum content

Focus	WM	SD	VI
1. The content provides the necessary topics that will help the student to critically analyse Economic issues	3.13	0.71	VGE
2. The content is adequate in scope	3.01	0.77	VGE
3. The content provides the ability for the students understand the theories in economics	2.78	1.15	GE
4. The content provide the ability for students to make value judgement on economic issues	2.80	1.01	GE
5. The content is adequate for the mental ability for the students	3.13	0.69	VGE
6. The content is related to everyday activities of the students	3.01	0.82	VGE
7. The content provides the students the ability to understand the economic situation of nations	2.98	1.00	GE
8. The content provides the opportunities for the students to understand public policies measure	3.02	0.80	VGE
9. The content provides the opportunities for the students to acquire entrepreneurial skills	3.24	0.61	VGE
10. The content provides the opportunity for the recipients to appreciate the dignity of labour	2.54	1.02	GE
Grand Mean	3.00	0.86	

The result of data analysis presented in table 1 revealed that the respondents accepted that all items in table 1 (1-10) on the curriculum content of Economics are adequate in scope, and provides the basis for economic advancement of the nation.

Table 2. Mean opinions on the use of recommended instructional strategies to implement Economics curriculum in senior secondary school

Item focus	WM	SD	VI
1. Future wheel strategy	3.2	0.67	Accepted
2. Project strategy	2.5	0.93	Accepted
3. Cooperative strategy	3.5	0.49	Accepted
4. Collaborative strategy	3.2	0.61	Accepted
5. Concept mapping strategy	3.1	0.72	Accepted
6. Field trip strategy	2.8	0.87	Accepted
7. Resource persons	2.7	0.79	Accepted
8. Simulation games	3.0	0.54	Accepted
9. Case study	2.8	0.92	Accepted
10. Questioning strategy	3.6	0.42	Accepted
11. Inquiry strategy	3.2	0.54	Accepted
12. Brainstorming	3.6	0.53	Accepted
Grand mean	3.1	0.67	Accepted

From the table is was observed that the grand mean of 3.1 is greater than the decision rule of 2.5. This showed that the respondents are in agreement that the instructional strategies listed in table 11 are appropriate for the implementation of economics curriculum in the senior secondary schools.

Ho₁: There is no significant difference between the opinion of male and female Economics teachers on the extent of adequacy of Economics curriculum content in senior secondary schools in Edo State

Table 2. Economics teachers and the adequacy of Economics curriculum

Sex	X	SD	N	Df	Tcal	t-tab	P	Decision
Male	3.21	0.87	65	123	0.24	1.96	0.05	Accepted
Female	3.02	0.69	60					

H₀₂: There is no significant difference between the opinion of male and female Economics teachers on the use recommended instructional strategies to implement Economics curriculum in senior secondary schools

Table 3. Economics teachers and instructional strategies

Sex	X	SD	N	Df	Tcal	t-tab	P	Decision
Male	3.28	0.79	65	123	0.01	1.96	0.05	Accepted
Female	3.09	0.61	60					

Table 2 shows the independent sample t-test that there was no significant difference in male and female economics teachers opinions on the extent of adequacy of economics curriculum content in senior secondary schools in Edo state as shown in table 111 that the calculated t-value (0.24) is less than the tabulated t-value (1.96). The null hypothesis that there is no significant difference between the opinion of male and female Economics teachers on the extent of adequacy of Economics curriculum content in senior secondary schools in Edo State is therefore upheld.

Table 3 revealed that the t-calculated value (0.01) is less than the t-tabulated (1.96) at an alpha level of 0.05 which indicates that the null hypothesis that there is no significant difference between the male and female Economics teachers on recommended the strategies used in teaching economics in senior secondary schools was upheld. This means that the male and female Economics teachers do not differ significantly in the use of recommended strategies in the implementation of economics curriculum in schools.

DISCUSSION

The result of data analysed in Table I revealed that the respondents agreed that economics curriculum content is in line with the objectives of the introduction of the subject in our senior secondary school. The content provides the opportunity of the individual to acquire the basic knowledge of economic principles as well as the tools for sound economic analysis, and to contribute intelligently to discussion of economic reforms and development amongst others (NERDC, 2008).

The results of data analysis presented in table II revealed that the respondents accepted that economics teachers utilised the recommended institutional strategies in the implementation of economics curriculum content at the senior secondary school with a grand mean of 3.2 which is greater than the decision rule of 2.50. The finding is in line with Oyetunde in Ikwumelu (1993) and Adamgbor (2002) Both

stressed that the need to diversify the strategy employed by economics teachers and that no one strategy is the best in the teaching/learning of economics in schools. They went further to say that the strategy employed by a teacher is usually influenced by a number of factors

CONCLUSION AND RECOMMENDATIONS

The study has established that the post economics curriculum content is adequate and will help the country to achieve the laudable objective of vision 20 20:20. it is therefore of the opinion of the researcher that economics teachers should strive in the implementation of the content of the curriculum without compromise. The results of the study also revealed that the instructional strategies employed in the implementation of the post economics curriculum are appropriate and learner centred,

It is recommended that Economics teachers should be trained in the selection, use of instructional strategies that are learners centred. Economics teachers should be encouraged to attend seminars, conferences, workshop in order for them to keep abreast with current development in the subject area.

REFERENCES

- Abonyi, S.O. (2003) *Instrumentation in Behavioural Research. A practical Approach*. Enugu: Fulladu Publishing Company.
- Adamgbor, P. O (2002) Economics methodology. Agbor: Royal pace publication Ltd
- Adu, E. O (2002) Two-problem-based learning strategies, quantitative ability and gender as a determinants of students academic achievement in economics. Unpublished Ph.D thesis, University of Ibadan, Ibadan.
- Dwivedi, D. N (2004) Management Economics. (6th edition). London: Martins Press Inc.
- Federal ministry of Education (2008) Economics for senior secondary school. Nigerian Educational research and development council (NERDC)

Idoko, C E (2011) Implementation of science education curriculum: Issues and challenges in Nigerian education in the 21st century. S. Olualewu onwuka, E C and Ajagbo D. I (ed) Issues and challenges in Nigeria education Lagos: west and Solomom publishing Coy Ltd

Ikwumelu S. N (1993) Social Studies In Nigeria . An overview. Onitsha: Outright publisher
Oleabhiere, E. O (2012) Effect of individualised and cooperative teaching/learning strategies on secondary school students' achievement in Economics. Unpublished Ph.D thesis. Ebonyi State University.