

# Evaluation Of The Implementation Of Economics Curriculum In Secondary Schools In Delta Delta State

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**Abstract:** *The study assessed how the Economics curriculum was being used in Delta State's secondary schools. The research used a descriptive survey approach. The study used 469 Economics teachers as its sample. The tool used to gather data is a questionnaire. The reliability of the instrument was assessed using Cronbach Alpha, and a coefficient index of 0.70 was obtained. The data were analysed using the mean. The findings indicated that: the content of the Economics curriculum is being implemented in secondary schools in Delta State to a moderate extent; the facilities available for the implementation of the Economics curriculum in Delta State are insufficient; teachers use the students' activities as prescribed in the Economics curriculum to a low extent; and the acceptable teaching strategies suggested for the Economics curriculum were infrequently employed, although Economics teachers frequently used the suggested evaluation strategies to evaluate students. The study came to the conclusion that only in the areas of Economics curriculum contents, students' activities utilisation, adequate facilities, teaching methods, and evaluation procedures was the fair application of the economics curriculum in Delta State's senior secondary schools. In order to ensure that the Economics curriculum is implemented appropriately, it was advised that it be evaluated on a regular basis in senior secondary schools. Once more, the government and other education partners should provide adequate facilities, instructional materials, infrastructure, and social amenities for the proper implementation of the Economics curriculum.*

**Keywords:** Evaluation, Implementation, Economics Curriculum

## Introduction

According to the Federal Republic of Nigeria's National Policy of Education (FRN, 2014), Economics is one of the key subjects taught at the Senior Secondary School (SSS) level. It is a topic in social science. It primarily focuses on the interaction between man and the social system he utilises to make arrangements for the satisfaction of both his fundamental physical needs, such as food, shelter, and clothing, as well as his non-material wants, such as education, knowledge, and beauty. Economics is a prerequisite for enrollment in social and management science programmes at postsecondary institutions around the country. It must be successfully completed. Additionally, it enables the three economic agents—the person, the business, and the government—to make prudent use of their limited resources and cater to a range of requirements. This illustrates how crucial the subject is to the Nigerian educational system.

Students still perform poorly in Economics in WASSCE despite its relevance. Each year, a significant portion of students who finish secondary school fail the senior school certificate exam in Economics, making them ineligible for admission to university. According to the WAEC examiners' reports from the years 2018, 2019 and 2020 on Economics, candidates' performance was slightly lower in these years than it was in the years before. The findings state that this failure was brought on by the students' poor graphical analysis, inappropriate terminology use, and failure to elaborate on issues. These findings suggest that teachers' poor implementation of the Economics curriculum may also be to blame for students' low economic performance, as opposed to the students who were singled out for blame. This failure suggests that there are issues or weaknesses with the way the Economics curriculum is being applied. However, obstacles including a lack of trained Economics teachers in classrooms, a lack of pertinent instructional resources, ineffective teaching methods, and poor student evaluation may make it difficult to apply the programme effectively.

Any nation's educational curriculum, how it is put into practise, and the calibre of classroom instruction significantly affect the quality of education provided at all levels. To determine if the curriculum accomplishes its goals or not, the creators and developers must put it into practise. A curriculum is a teaching instrument that helps students become useful members of both their own communities and the wider community. It is used in all educational levels, including kindergarten, primary, secondary, tertiary, and other levels. Ahmadi and Lukman (2015) state that the secondary school curricula, which includes the Economics curriculum, are meant to motivate all students to attain their maximum potential in terms of their spirituality, intelligence, and social life, as well as the importance of learning.

Curriculum implementation, according to Chikumbi and Makamure (2000), entails putting into action the formally established courses of study, syllabuses, and subjects. An implementation agent is required in order to implement the curriculum. The teacher is acknowledged as the key player in the curriculum implementation process. Consequently, curriculum implementation refers to the procedure by which a teacher turns a predetermined or officially structured course of study into syllabi, a work schedule, and lessons to be given to students. Implementation is described as the relationship between the student and the syllabus that the teacher has produced, as well as the nature of the teacher, the teaching resources, and the classroom setting. When the learner acquires the predefined or intended experiences, abilities, information, concepts, and attitudes that are designed to prepare him or her for making a positive contribution to society, implementation continues. The learner is therefore seen as the primary protagonist in the process of putting the curriculum into practise.

Obanya (2007) defined curriculum implementation as the ongoing efforts made by school administration and classroom instructors to achieve any particular curriculum's goal. According to the author, a curriculum that captures what a student finally learns from an educational experience—what he dubbed "the learned curriculum"—is one that is productive. The author further stated that there would frequently be a gap between the intended curriculum and the learned curriculum, and that good curriculum implementation would focus on closing that gap as much as is practical.

When a curriculum is being implemented, new ideas must be put into practise and maintained, according to Igwe (2011). Through the combined efforts of teachers, students, school administrators, and parents as well as interaction with physical facilities, instructional materials, psychological, and social environments, it entails the process of putting everything that has been planned as part of a curriculum document into practise in the classroom (Onyeachu, 2008). The implementation of any curriculum objective in Nigerian senior secondary schools is unquestionably crucial to its success. This indicates that the process of its implementation will determine if the goals and objectives of establishing an Economics curriculum for senior secondary schools in Delta State are realised.

In order to ascertain how effective the intended curriculum has been successfully implemented, there is need for continuous evaluation of the curriculum. Furthermore, judging from students poor performance in Economics as reported by WAEC Chief Examiner's report (2018-2020) who stated that less than fifty percent (50%) of the total students who sat for Economics passed at credit and above, In order to address students' declining performance in the subject, it is crucial to assess how Economics is being taught at the Senior Secondary School level.

Ndubuisi (2006) defined curriculum evaluation as "the identification and provision of information, the choice of criteria, the gathering and analysis of data, and the drawing of logical conclusions for a particular goal using appropriate processes". According to Oje (2003), curriculum evaluation is a continual process that focuses on determining a curriculum's strengths and shortcomings, attempts to determine the results of instruction, and selects new foundations for altering educational policies and goals. Sometimes it results in the abandonment or rerouting of any stated objectives that turn out to be unachievable. Olaitan and Ali (2007) claim that curriculum evaluation involves making a value judgement about the curriculum's effectiveness after comparing the degree of goal, objective, and target performance with preset standards, particularly after schooling. It is noted the discrepancies between what it should be (the standard) and what it is (the degree of performance), and recommendations are made for the development of the curriculum. Since curriculum is a component of education, curriculum evaluation also includes instructional evaluation (Ifeobu, 2014).

It is crucial to evaluate how effectively the Economics curriculum is being implemented at the Senior Secondary School level in light of this. Additionally, the elements influencing instructors' intelligent application of the Economics curriculum were assessed. Aspects associated with the content and degree of execution of the Economics curriculum have an impact on students' worries about subpar academic performance and the extent of their learning triumphs in this subject. This shows that poorly executed economics curriculum materials may be to blame for students' subpar performance in the subject and for their negative attitudes towards learning it. Research that focuses on the assessment of the implementation of the Economics curriculum and students' learning achievement is needed in order to enhance instructional practises and meet the goals of the secondary school Economics curriculum. In light of the aforementioned, this study looked at how the Economics curriculum was being implemented in Delta State's senior secondary schools.

### **Statement of the Problem**

One of the key goals of teaching Economics in Nigerian secondary schools is to produce enthusiastic students who will contribute to the development of the country. The quality of graduates generated by secondary schools appears to be declining, despite the government of Nigeria's efforts to improve the country's teaching and learning system. In the specific instance of Economics, it becomes clear that students are struggling in this subject on external exams like WASSCE, despite the fact that Economics is an important general subject for all students. Due to students' poor performance, Delta State's and Nigeria's overall educational standards have been continuously declining.

This poor performance of students may be attributed to poor implementation of Economics curriculum by Economics teachers. Students' performance in Economics will undoubtedly improve with the proper implementation of the Economics curriculum by teachers, particularly to the extent that teachers use recommended teaching methods in teaching Economics contents and utilise students' activities as directed by the Economics curriculum. Consequently, the issue with this study is: How well has the implementation of the Economics curriculum fared in meeting the goals for teaching Economics at the Senior Secondary level? This depends on several factors, including the degree to which teachers adhere to the suggested teaching methods and the methods that economists use to evaluate their students, adequacy of available facilities for implementing the Economics curriculum as well as the problems militating against the effective implementation of Economics curriculum in Senior Secondary Schools in Delta State?

### **Purpose of the Study**

The primary goal of the study was to assess how well the Economics curriculum was being taught in Delta State's secondary schools. The study specifically aimed to assess:

1. how well Delta State is implementing the Economics curriculum's content, as well as the suitability of the facilities that are available for that purpose.
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2. how much teachers use the students' activities in accordance with the Economics curriculum;
3. how much teachers adhere to the appropriate teaching strategies advised for use in the Economics curriculum;
4. how Economics teachers evaluate their students; and
5. the factors that work against the efficient implementation of the Economics curriculum in Delta State.

**Research Questions**

The study was guided by the following research questions.

1. How much of the Economics curriculum is actually being taught in Delta State's secondary schools?
2. How suitable are the facilities on hand for carrying out the Economics curriculum in Delta State?
3. How much do teachers use the activities that are outlined in the Economics curriculum?
4. How well-adhered to the suitable teaching techniques suggested for use in the Economics curriculum are the teachers?
5. What methods of evaluation do economists employ to evaluate their students?
6. What are the obstacles to Delta State's Economics curriculum being successfully implemented?

**Research Method**

The study's descriptive survey design was used. 469 Delta State Economics teachers made up the study's population. Using the total enumeration method, it sampled 469 Economics teachers from public secondary schools in Delta State. The Economics Curriculum Implementation Evaluation Questionnaire (ECIEQ), which was adapted from Ifeobu (2014), served as the instrument for data collection. Seven sections (A-G) make up the questionnaire's list of items. Section B sought information on the extent to which the Economics curriculum is being implemented in Delta State; Section C sought information on the adequacy of facilities for implementing the Economics Curriculum in Delta State; and Section D sought information on the demographic data of the respondents. asked for details on how much teachers use students' activities in accordance with the Economics curriculum; Section E sought data on instructors' compliance with suggested teaching strategies, Section F focused on the evaluation strategies employed by Economics teachers, and Section G examined obstacles to the successful implementation of the Economics curriculum. A variety of phrases and scaling points that were used to rate the responses of the respondents to the items in the instrument are adjusted with the numerical values of 4, 3, 2, and 1 allocated to the points in order to sort responses to the research questions. Great Extent (GE) = 4, Moderate Extent (ME) = 3, Low Extent (LE) = 2, and No Extent (NE) = 1 likert-type four-point rating scales were employed.

Three (3) experts—one Economics teacher from Abraka Grammar School in the Ethiopie East Local Government Area of Delta State, one Economics Educator, and one Measurement and Evaluation Specialist from Delta State University, Abraka—performed the face validity of the instrument. Using Cronbach Alpha, the reliability coefficient was discovered to be 0.70. Weighted mean was used to assess the data. A criterion scale of 2.50 served as the bench mark in rating the responses of the respondents. Mean responses equal to or above 2.50 was adjudged as agreement, whereas mean responses less than 2.50, was adjudged as disagreement.

**Presentation of Results**

**Research Question 1:** How much of the Economics curriculum is actually being taught in Delta State's secondary schools?

**Table 1: Teachers Mean Rating on the Extent the Content of Economics Curriculum is being Implemented**  
Number of Teachers = 457

Items	Mean	Decision
<b>Rate the extent of implementation of the following contents of Economics curriculum</b>		
Principles of Economics.	3.95	GE
Economic systems.	3.16	ME
Business organizations.	3.23	ME
Population, labour market and house capital development.	3.61	GE
Structures of the Nigerian Economy.	2.57	ME
Distributive trade.	2.98	ME
Business finance	2.56	ME
Consumer behavior, price determination and market structures	2.73	ME
National income and public finance	3.56	GE
Population, labour market and human capital development.	2.75	ME
International trade and balance of payment	3.11	ME
Developmental Economics	3.81	GE
International Economic organization	2.93	ME
Applied Economic and contemporary	3.51	GE
<b>Composite Mean</b>	<b>3.14</b>	<b>ME</b>

According to Table 1, the composite mean is 3.14, which is higher than the criterion mean of 2.50. This suggests that the majority of respondents were in agreement that the secondary school Economics curriculum was being applied to a modest extent. Thus, it can be said that the Economics curriculum is being implemented to a moderate amount in Delta State's secondary schools.

**Research Question 2:** How suitable are the facilities on hand for carrying out the Economics curriculum in Delta State?

**Table 2: Teachers Mean Rating on the Adequacy of the Available Facilities for the Implementation of Economics Curriculum in Delta State**

Number of Teachers = 457		
Items	Mean	Decision
How adequate are human resources?	2.47	NA
How adequate are material resources?	1.98	NA
How adequate are library resources?	1.31	NA
How adequate are equipment?	2.33	NA
How adequate are flip charts?	2.45	NA
How adequate are models?	2.00	NA
<b>Composite Mean</b>	<b>2.09</b>	<b>NA</b>

The composite mean in Table 2 is 2.09, which is lower than the criterion mean of 2.50. This suggests that the majority of respondents concur that Delta State's facilities are insufficient for implementing its Economics curriculum. Therefore, it may be said that Delta State's facilities are insufficient for implementing the Economics curriculum.

**Research Question 3:** How much do teachers use the activities that are outlined in the Economics curriculum?

**Table 3: Teachers Mean Rating on the Extent Teachers Utilize the Students' Activities in the Economics Curriculum**

Items	Mean	Decision
<b>I make use of the curriculum-mandated student activities by:</b>		
Role playing	2.33	LE
Simulation	2.14	LE
Dramatization	2.47	LE
Display	2.00	LE
Field trips/Excursion	1.55	LE
Encouraging discussion of tasks in small groups among students	2.11	LE
Debate	2.41	LE
<b>Composite Mean</b>	<b>2.14</b>	<b>LE</b>

A composite mean of 2.14 less than the criterion mean of 2.50 is shown in Table 3. This suggests that the majority of respondents were in agreement that teachers only occasionally use the activities outlined in the Economics curriculum. Thus, it can be inferred that teachers only use a limited amount of the activities outlined in the Economics curriculum.

**Research Question 4:** How well-adhered to the suitable teaching techniques suggested for use in the Economics curriculum are the teachers?

**Table 4: Teachers' Mean Rating of Level of Compliance with Recommendations for Use of Appropriate Teaching Methods in the Economics Curriculum**

Number of Teachers = 457		
Teaching methods	Mean	Decision
Lecture method	3.65	VOU
Project method	1.62	SU
Demonstration method	3.33	OU
Discussion method	1.92	SU
Discovery method	1.51	SU
Individualized method	1.87	SU
Problem Solving Method	1.69	SU
Cooperative learning Method	1.76	SU

Concept mapping	1.64	SU
Laboratory method	1.71	SU
Programmed instruction	1.80	SU
Analogy	1.61	SU
Team teaching	1.81	SU
Role playing	1.75	SU
Simulation and games	1.91	SU
Scaffolding	1.68	SU
Excursion/field trip	2.01	SU
<b>Composite mean</b>	<b>1.96</b>	<b>SU</b>

The average score given by teachers about their level of adherence to the suitable instructional strategies suggested for use in the Economics curriculum is shown in Table 4. As shown in table 4, Economics teachers frequently employed both the lecture and demonstration methods. A composite mean of 1.96 is shown in Table 4, which is lower than the criterion mean of 2.50. This suggests that the respondents, who are teachers, believe that Economics teachers rarely employ the suitable instructional strategies advised for use in the Economics curriculum. In other words, the educators concurred that the proper instructional approaches suggested for use in the Economics curriculum were infrequently employed.

**Research Question 5:** What methods of evaluation do economists employ to evaluate their students?

**Table 5: Teachers' Mean Ratings on the Methods Economics Teachers Use to Evaluate Their Students**

Number of teachers = 457

Evaluation Technique	Mean	Decision
Quizzes	3.23	OU
Oral questioning	3.39	OU
Essay	3.39	OU
Multiple choice questions	3.39	OU
True or false	3.26	OU
Matching of items	3.26	OU
Completion of blanks	3.33	OU
Assignment	3.29	OU
Projects	2.69	OU
<b>Composite mean</b>	<b>3.25</b>	<b>OU</b>

Table 5 displays the average teacher evaluation of the methods employed by economists to evaluate their students. As shown in table 5, the composite mean of 3.25 suggests that teachers of Economics frequently evaluated their students using approaches such as quizzes, oral questions, essays, multiple choice questions, true or false, matching objects, filling in gaps, assignments, and projects. In other words, Economics instructors regularly evaluate their students using the methods listed above.

**Research Question 6:** What are the obstacles to Delta State's Economics curriculum being successfully implemented?

**Table 6: Delta State Teachers' Average Assessments of the Issues Impeding the Successful Implementation of the Economics Curriculum**

Number of teachers = 457

Factors	Mean	Decision
Lack of transport facilities for inspectors	3.35	MJF
Incomplete information from Head teachers	3.26	MJF
Delay in action on recommendations by Head teachers / Ministry	3.23	MJF
Distortion of information by head teachers	3.36	MJF
Inadequate funds	3.37	MJF
Inadequate instructional materials	2.98	MJF
Inadequate infrastructure and social amenities	3.22	MJF

Lack of in-service training to teachers	3.37	MJF
Unavailability of library	3.14	MJF
<b>Composite mean</b>	<b>3.25</b>	<b>MJF</b>

In Delta State, the variables that work against the proper implementation of the Economics curriculum are listed in Table 6 as the mean evaluation of instructors. As shown in table 6, the composite mean of 3.25 suggests that the respondents concurred that the lack of transport for inspectors, incomplete information from head teachers, a delay in acting on their recommendations, misinformation from head teachers, inadequate instructional materials, inadequate infrastructure, a lack of in-service training for teachers, and the absence of a library are the major factors influencing the effect.

### Discussion of Findings

The study found that secondary schools in Delta State are only moderately implementing the Economics curriculum's content. This result concurs with Ifeobu (2014), who claimed that the topical contents of the biology curriculum for senior secondary schools can moderately accomplish the programme's objectives. Teachers and students agree that the topical material of the biology curriculum can moderately accomplish the goals. Once more, the results are consistent with Alio's (2006) study, which indicated that the five areas addressed by his instrument—content, language, methodology, evaluation, and other feature components of the evaluation of science and mathematics textbooks—had an average mean rating of 75.5%.

The analysis once more showed that Delta State's facilities are insufficient for implementing its Economics programme. This conclusion is in line with Abdu-Raheem's (2014). Although instructional materials are crucial instruments that can facilitate learning practically and information acquisition, Abdu-Raheem (2014) observed that they are not easily available in Nigerian secondary schools, which results in low levels of performance of students in government examinations. This study supports Oyovwe's (2018) warning about the glaring insufficiency and underutilization of instructional resources needed to make up for sense organ deficiencies and strengthen the abilities of dominant organs. According to the author, teachers should make every effort to provide locally produced resources in place of conventional ones in order to advance their lessons.

The survey also showed that teachers hardly seldom use the activities that are prescribed in the Economics curriculum. This result is consistent with that of Ezeh (2007) who claimed that only 30% of his subjects (teachers) really used the curriculum-required activities. This study supports Idoko's (2001) findings that the curriculum's designated student activities were not being used to their full potential.

The study also showed that the suitable instructional strategies that were suggested for use in the Economics curriculum were infrequently applied. Economics teachers very often used the lecture method and often used demonstration method in teaching Economics. Other methods recommended in the Economics Curriculum such as project method, discussion method, discovery method, individualized method, problem solving method, cooperative learning method, concept mapping, laboratory method and so on are seldomly used by Economics teachers. This result is consistent with the claims made by Ezeh (2007) and Idoko (2001) that teachers do not adhere to the suggested teaching techniques for the mathematics curriculum. This result is consistent with that of Ityokyaa and Adejoh's (2014) evaluation of the Biology program's implementation in secondary schools in Benue State. According to Ityokyaa and Adejoh (2014), the teaching strategies frequently employed by instructors were not the same as those suggested for teaching biology. This conclusion, however, conflicts with that of Ifeobu (2014), who looked at the assessment of the adoption of the national secondary school biology curriculum in Anambra State. According to Ifeobu (2014), biology teachers adhered to the proper teaching techniques suggested for use in the biology curriculum to a moderate amount.

The study further revealed that Economics teachers often used the recommended evaluation techniques in assessing students. Quizzes, oral inquiries, essays, multiple choice questions, true or false, matching items, filling in the gaps, assignments, and projects are some of the common evaluation methods employed by economists in the evaluation of their pupils. This result is consistent with that of Ifeobu (2014), who claimed that biology professors moderately employ the suggested evaluation methods when evaluating their pupils. This result is consistent with that of Oyovwe (2018), who claimed that Mathematics teachers moderately examine their pupils using the suggested evaluation methodologies.

The study also showed that inadequate instructional materials, inadequate infrastructure and social amenities, lack of in-service training for teachers, lack of library availability, incomplete information from head teachers, delayed action on recommendations by head teachers, distortion of information by head teachers, and lack of transportation facilities for inspectors are the main factors preventing the effective implementation of the Economics curriculum. This is consistent with Bandele and Farem's (2012) report, which stated that the lack of in-service training, poor working conditions for teachers and instructors, outdated equipment, unstable government policy, a lack of a standard workshop for practical work, and a dearth of pertinent modern instructional materials are the main obstacles to the implementation of the modular curriculum in South West, Nigeria. This finding is consistent with that of Soubere (2008), who claimed that a lack of professional and qualified teachers for the teaching of vocational/technical subjects, insufficient school infrastructure and equipment, a lack of instructional materials and books in schools, and generally underfunded schools are obstacles to the effective implementation of vocational education in secondary schools.

### Conclusion

The following conclusions were drawn in light of the study's findings: Only the contents of the Economics curriculum, student activity utilisation, adequacy of facilities, teaching strategies, and evaluation procedures were fairly implemented in senior secondary schools in Delta State. Lack of transportation for inspectors, incomplete information from head teachers, a lack of action on head teachers' recommendations, misrepresentation of information by head teachers, a lack of adequate instructional materials, poor infrastructure and social amenities, a lack of in-service teacher training and the absence of libraries are all issues that hinder the effective implementation of the Economics curriculum in secondary schools.

### **Recommendations**

On the basis of the study's findings and conclusion, the following are recommended.

1. To ensure that the Economics curriculum is being taught in Senior Secondary Schools properly, the government should monitor its implementation on a regular basis.
2. To encourage them to adhere to the suitable teaching technique suggested for use in the Economics curriculum to a larger extent, school inspectors should adequately supervise Economics teachers on a regular basis.
3. School administrators should provide Economics teachers additional encouragement to employ the suggested assessment methods to a larger extent when evaluating the students.
4. School administrators should provide Economics teachers more encouragement to adhere to the proper teaching strategies advised for use in the Economics curriculum.

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