Assessment Of Classroom Interaction Patterns Used In Implementing Economics Curriculum In Senior Secondary Schools In Osun State, Nigeria

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Abstract: The study assessed the classroom interaction patterns used in implementing Economics curriculum in senior secondary schools in Osun State. These were with a view to providing information on the implementation of Economics curriculum in the study area. A descriptive research method was adopted while Multistage sampling procedure was adopted for the study. All SSS II students offering Economics and their teachers formed the study's target population. A sample of 960 Economics students and 24 Economics teachers were selected from 12 public secondary schools within the study's location using simple random sampling technique. An instrument tagged ''Classroom interaction observation checklist (CIOC)'' which was subjected to reliability test using Cronbach Alpha and produced 0.78 was used for the study. Both descriptive and inferential statistical tools were used to analyse the data obtained from observational checklist. Simple percentage and frequency count were employed to answer the research question while t-test was used to test the hypothesis. The study was concluded that, there was high level of teacher activities in all the types of teacher-talk interactions in schools leading to low level of student's performance in external examinations. Moreover, the stated objectives of secondary schools Economics curriculum can be realizes only when the content of curriculum are fully implemented based on the patterns of classroom interaction that will allow student-centred interaction as fundamental to positive students' learning outcome in Economics subject in Osun State, Nigeria. The empirical results indicated that ($t_{1.293}$ = 1.341, p > .001). This revealed that there was no statistically significant difference in mean of patterns of classroom interactions between teachers' and students' activities in implementing Economics curriculum. Based on these findings, recommendations comprised that the teachers should teach appropriately with classroom interactions to foster positive learning environment for both teachers and students. Teachers should always utilize students-centred methods for implementing Economics curriculum among others were made.

Keywords: Assessment, Implementation, Economics, Classroom Interaction Patterns, Curriculum.

1.1 Introduction

Economics was included to the Nigerian Senior Secondary School curriculum in 1966 as one of the social science programme offer in the Nigerian public secondary schools. Economics is an elective subject that if chosen, must be passed on credits level by the respective students to enable him/her further a career in higher institutions (Ohiare-Udebu, Ogunode & Rauf, 2021). Classroom interaction is regarded as the teacher and students' successful message exchange. This is due to the fact that teachers are required to utilise all efforts on classroom interactions to support the curriculum implementation goal (Okwell & Allagoa, 2014). According to the National Policy on Education (2014), producing morally pure, well-adjusted individuals with the capacity for independent and logical thought is one of the objectives of secondary education in Nigeria. One of the qualities that Economics seeks to cultivate in students. Ehindero (2014) states that the curriculum is the essential foundation for teaching, learning, and comprehension in the educational process.

Furthermore, Professor Robbins Lionel (1935) propounded the best and the most widely acceptable meaning of Economics. He outlined in Economics "as a science which studies human behaviour as a relationship between ends and scarce means which have alternative uses". Implementation can be regarded as a process of introducing the Economics curriculum components into practice through interaction among teacher and students to bring about desirable outcomes in the classroom (Ehindero, 2014). Curriculum implementation can be described as a process of change that may be affected by a number of components that could influence the manner in which it is performed (Brenden, 2016). Assessment is the process of appraising Economics strategies, resources and other related factors whether it brings about desirable outcomes or not (Obadiora, 2019).

There are many reasons for studying Economics in the secondary schools according to the Nigerian Educational Research and Development Council (NERDC) 2013 with the following objectives in secondary education:

    i.   It enables a student to understand the nature of the complexity of the Economic activities in which he is only a very small part.

ii.   It provides the students with basic skills for analyzing Economics problems thereby preparing them for better position where Economic decisions have to be made.

iii.   It gives students the knowledge they need to find a workable solution to the economic issues facing a community, including Nigeria, developing nations, and the entire globe (NERDC, 2013).

According to this study, Oleabhiele and Oleabhiele (2015) cautioned that in order to meet these learning goals, Economics teachers must put in a lot of effort in putting the curriculum into practice.

The West African Examinations Council (WAEC) Chief Examiners highlighted that the majority of candidates for Economics were unable to obtain high scores on essay questions (WAEC, 2011-2020). The reports shows that in the last ten years, the percentage of candidates with F9 increased, and candidates with credit passes continuously reduced; that means the performance of Economics candidates in 2011, 36.51% passed with credits and above. 2012, 28.04% passed with credit and above. 2013, 40.69% with credit passed and above. 2014, 14.69% passed with credit and above. 2015, 11.70% passed with credit and above. 2017, 34.64% passed with credit and above. But in 2018, the result was fair with 54.77% students passed with credits and above, the case was reversed in 2020 when we recorded 28.36% passed with credits and above. Therefore, the report implies that poor performance of Economics students is increasing annually in the last ten years, has identified common weaknesses which have persisted over ten years among Economics student which is failure to expatiate points as a result of classroom interaction patterns. He noted that a reasonable percentage of candidates only mentioned points; they did not elaborate on them in order to be awarded high scores. Teachers of Economics, academics, curriculum designers, school administrators, and parents from WAEC member nations like Nigeria have really become aware of and interested in this situation (Ali & Durkwa, 2016). Although, efforts have been geared towards determining numerous issues that can hinder students' ability to perform well in Economics at the secondary school, but variables that originated from classroom interaction pattern used in implementing Economics curriculum in the school have been raised. Therefore, this study investigated some of these factors affecting the senior secondary school curriculum's introduction of Economics.

1.2 Statement of the Problem

The subject of Economics is taught in senior secondary schools with various curriculum implemented. It was confirmed from the West African Examination Council (WAEC) Chief Examiners' reports (2011-2020) that the performance of Economics candidates in External examinations was below average because of the teachers' failure to cover the syllabus, their neglect of some areas, and the students' inadequate understanding of the subject and fundamental methods to answering questions. In spite of the immense benefit to be achieved from the implementation of Economics curriculum in the school syllabus, several factors affect those benefits in senior secondary schools. The WAEC Chief Examiners' Report (2011-2020) identified these weaknesses in students' performance in Economics examination. Above all, one of the most recurring weaknesses is the failure to expatiate good points in examinations. The reasons might be that some Economics teachers in senior secondary schools were not adequately prepared for examinations based on interaction patterns used in the classroom; hence this study.

1.3   Purpose of the Study

The objective of the study was to assess the classroom interaction patterns used in implementing Economics curriculum in senior secondary schools in Osun State. The specific objective of the study is to:

i.   assess the patterns of classroom interactions during the Economics lessons in the senior secondary schools in Osun State; and

1.4 Research Questions

Based on the objective of this study, the research questions was asked:

i.   What are the patterns of classroom interactions used in Economics lessons in the senior secondary schools in Osun State?

1.5 Hypothesis One: There is no significant difference in the patterns of classroom interactions used in Economics lessons in the senior secondary schools in Osun State, Nigeria

2.1 Literature Review

2.1.1 Concept of Classroom Interaction Patterns

Teaching is an interactive performance, interaction refers to the ongoing, responsive actions of communication between a teacher and students. Classrooms are social places where learning and teaching are facilitated by the interaction of teachers and students. The group processes in the classroom are made up of the connections and communication that occur between teachers and students while they work side by side (Hoque, 2016).

In communicative approach classroom activities, students must interact with each other as well as with the teacher. It will facilitate effective teaching and learning. The goal of instruction is to achieve the best curriculum objectives when there is interaction between the teacher and students as well as between students Pujiastuti (2013). As a result, both the teacher and students would take part in the process of teaching and learning equally. Also, students will participate in the process of teaching and learning and the teacher who will be actively communicating. Musset (2016), stated that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdown.

Kouicem (2012), states that classroom behaviour, or classroom interaction, refers to the type and content of social interaction or behaviour in the school. For teaching and learning to take place, interaction within the school is crucial. The verbal interactions, questions, answers, and reactions that take place between teachers and students create an enabling environment in the classroom. In the process of teaching and learning, interactions in the classroom might take the form of spoken or nonverbal actions. The classroom interaction pattern is a form of instruction whereby the teacher makes sure that the previously mentioned interaction patterns are successfully implemented in the delivery of each lesson. Communication is the main objective of teaching and learning in written or spoken language. Between students and teachers, students and teachers must collaborate and communicate with one another.

All classroom activities, including verbal and non-verbal interactions, are covered under the classroom interaction pattern. Teachers "should include both verbal and non-verbal languages," according to Meng and Wang (2011). Oral and written interactions are included in verbal contact. On the other hand, non-verbal interaction in the classroom describes actions like head nodding, raising a hand, and so on that happen without the use of words. Classroom interaction patterns explain more on the use of suitable teaching methods with adequate instructional resources. There is no positive relationship without the proper implementation of Economics curriculum and classroom interaction where there is absence of one in the teaching and learning of Economics (Dorgu, 2016).

The result is a co-production by the teacher and the students who jointly manage interaction as well as learning. Rohmah (2017) states that "teacher and students also build on each other's communicative behaviour as they introduce together to achieve goals, relate experiences, and meet curricular demands." Regardless of the purpose they bring into the classroom, Zhang (2012) notes that they both work together to produce this outcome.

Thus, how well a teacher and student relate to one another is a major factor in determining the importance of teaching and learning process within the school.

"Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more individuals, resulting in a reciprocal effect on each other," (Rohmah, 2017). To achieve a communication process, interaction takes place between at least two individuals who exchange messages with one another. "Interaction takes place in the classroom when these things happen and naturally affect each other. Using a variety of interaction analysis systems from several trained professionals, the researcher examines classroom interactions in this study (Flanders, 1970; Salbery, 2010; Nnorom & Erhabor, 2019). The teacher-talk interaction, student-talk interaction, and periods of silence or confusion categories comprise all of the interactive categories created by those researchers.

In a lesson, teacher construct the general interaction pattern, and students, on their side, establish specific behavioural patterns to correspond with these patterns (Kalu, 2015). The objective is to comprehend, characterise, and evaluate the manner in which the teaching-learning process occurs or progresses.

The combination of all the teaching-learning activities that occur in the classroom between the teacher, the students, and the learning resources is referred to as classroom interaction. A crucial component of the teaching-learning process is interaction

between students and teachers as well as between students and other students, particularly in Economics classes. (Erhabor & Norom, 2019).

One of the main problems with the organisation and delivery of teaching-learning has been highlighted as classroom interaction, specifically the communication between the teacher and students as well as among themselves.

The term "classroom interaction pattern" is a method that includes systematic, objective observation of the activities taking place in the classroom so as to examine teacher's attitude and the interaction process that takes place there (Eriba & Anchor, 2010).

The three measurements of these patterns: teacher-centred, student-centred, and student-teacher interaction patterns can all be present.

A teacher-centred pattern merely involves students receiving knowledge from the teacher without developing a deeper level of connection with the subject matter because it is more theoretical and requires memorization than it is practical.

A student-centred pattern aimed to sustain students' pleasure while fostering their interest, developing their analytical research abilities, and encouraging critical thinking. Because they support the idea of discovery learning, student-centred patterns are more successful and should be promoted (Brindley, 2015).

The interactions between teachers and students offer the fundamental basis for efficient classroom management. It is crucial for teachers to have a well-designed plan in order to facilitate the teaching and learning process Hoque (2016).

2.1.2   Curriculum Implementation in Nigerian Secondary Schools

It is now widely known that curriculum serve as the medium for conducting business in the field of education. The creation of a "whole child" or "rounded person" is the goal of any functional education. The curriculum is created with the intention of being implemented, but there is not enough labour to turn these documents into reality.

Numerous obstacles have prevented the senior high school curriculum from being implemented effectively, including those related to staffing, financing, and learning resources, politics, and attitudes. The Federal Ministry of Education creates curricula to cover particular topics taught in elementary or secondary education.

The Nigerian Educational Research and Development Council (NERDC) unveiled a new senior secondary schools curriculum in May 2008 with the goal of completing the aforementioned tasks by September 2011. The secondary school Economics curriculum in Nigeria is a carefully planned course with sufficient subjects, performance goals, and suggested resources for instruction.

The curriculum was designed to instill positive change in the students and to complement a new basic education programme in the field of human capital development.

One of the subjects taught in senior secondary schools that is thought to be acceptable for achieving secondary education goals is Economics. The curriculum has been understood as a sequence of organised learning experiences that are specifically designed to maximise the chances that people have in both formal and informal institutions to actualize their natural genetic blueprint (Ehindero, 2010).

The Reconstructionist Philosophical Foundation (RPF), which promotes that curricula should be updated frequently to reflect societal changes, equip students with critical thinking skills, and help them understand and assess social issues as well as effect positive change, is the foundation upon which the Economics curriculum rest Adeyemi and Ojo (2020).

The issue of curriculum implementation in the Nigerian educational system has been prominently discussed in the educational journals, with the Economics curriculum sharing in the problem's trend. Inaccurate policies regarding education and implementation dormancy are blamed for the failure. Adu, Ojelabi and Adeyanju (2009) believed that the performance in Economics has not been as strong in senior secondary schools, especially in Osun State, as it was prior to the implementation of a new Economics syllabus that included just a little of Mathematics. Students in senior secondary school classrooms faced major challenges as a result of their negative attitudes towards the subjects of mathematics and economics, as well as the incompetence of their teachers.

Curriculum serves as both an instructional guide and a working document for teachers and students in order to bring about specific, desired, and attitudinal changes. Accordingly, Oko (2014) came to the conclusion that curriculum is an intentional attempt by the school to alter students' behaviour in the society in which it is located.

The curriculum may be attained, planned, executed, or hidden (Oleabhiele & Oko, 2018). It is planned when it depends on decisions made by specialists at various levels regarding the values to be taught, the best way to teach them, and those for whom to teach them. When it is put into practice and leads to interaction between the teachers, the students, and the resources used in the classroom.

On the other side, the part of the curriculum that has been acquired is known as the achieved curriculum. As a result, another name for it is an attained curriculum. The elements of subjects or topics (the school's planned instructional programme) that concentrate on changing students' behaviour and values for the better through the socialisation process within the educational system

are known as hidden curriculum (Oleabhiele & Oko, 2018). To be more precise, if the intended goals are to be met, the educational system should support each of the three curricular components.

Additionally, the curriculum outlines the topics to be taught, the teaching and learning resources to be used, the performance goals to be met, the learning activities to be participated in, the time frame to be followed, and the kind of assessment technique to be used.

These represent the planned Economics curriculum, which will presumably be used at the senior secondary school levels. Students' performance on internal and external exams is determined by how well the curriculum is implemented.

Hillary and Ethel (2018) assumed that the job of curriculum implementation is for students, teachers, and other stakeholders to work together to translate the teaching resources into the working curriculum (like librarians, school principal, etc).

Adio, Oluwatosin & Olatunde (2021) explained the process of putting all that has been planned as a curriculum process into practice in the classroom through the collaborative efforts of teachers, students, school administrators, and parents, as well as the interaction with the physical facilities, instructional resources, psychological, and social environments, is regarded as curriculum implementation. It acts as a stimulant for expansion and long-term sustainability.

Teachers are supposed to administer this curriculum, however they are not often involved in the policy-making process. Teachers play a major role in determining whether a programme is implemented successfully. Implementing curriculum is a concrete actualization of a particular innovation within a context of change agents, resources and target population (Ehindero, 2014).

Additionally, it involves the teacher and students working together to carry out the curriculum as it has been arranged in the classroom. Idoko and Emmanuel (2015) observed that the ability of the instructor to choose effective teaching methods and resources directs the students' learning. The process of interacting with learning activities is one in which the learners actively participate. Given that curriculum implementation occurs in classrooms, it is the teacher's responsibility to put his or her scheme into action by stating its instructional objective, defining the content's scope, identifying the pertinent resources to be used, and deciding on the evaluation procedures that will improve the plan's execution. This implies that the instructor sets the real curriculum and has considerable influence over how students interact with one another in the classroom. Instruction for the students is planned by the teacher both in advance and on a daily basis. He employs a range of instructional methods and strategies to provide the students with the resources they require (Idoko & Emmanuel, 2015). Regardless of how well-designed a curriculum is, it needs to be applied correctly in order to achieve its intended goals. When implementing the curriculum, the student for whom the programme is being organised, engages with the contents and resources to develop the requisite knowledge, values, and skills (Mkpa & Izuagba, 2012).

2.1.3 Classroom Interaction Patterns and Curriculum Implementation

These days, curriculum is designed up to implementation without adequate manpower to translate these documents into reality. It has to do with the interactive procedures that teachers use to carry out the curriculum and influence students' learning through the use of available resources (Goh & Fraser 2010). Research has demonstrated that classroom contact, or teacher-talk, is essential to implementing curricula effectively since it significantly affects students' learning results. In secondary school, classroom interaction takes on special significant which learning is realized and an object of pedagogical attention.

The method of analysing classroom interactions involves looking at the many components of the educational system and how they interact with each other. This is known as reciprocal analysis. The goal is to comprehend, characterise, and evaluate the manner in which the teaching-learning process occurs or advances. Making teachers aware of the classroom interaction patterns that work well for their students is regarded to be one strategy for improving accomplishment. It is the primary medium through which learning occurs within the school, that is, any kind of classroom subject like Economics lessons.

The interactive dialogue that teachers and students start is one of the most crucial aspects of a classroom setting. It is regarded as an effective teaching strategy that encompasses the entire spectrum of experiences and activities that the student, curriculum components, and teacher engage in Abe and Bello (2019).

Classroom interaction is most important because interaction is the essential criteria of classroom pedagogy. According to Hussain, Ameen and Bakhsk (2011), interaction among students in the classroom encourages participation, improves learning, and inspires them. They continued by saying that it encourages a change in focus from a teacher-centred to a student-centred environment. Speaking and listening are the two key language abilities that are developed through this exercise, and it helps the students.

According to Idoko and Emmanuel (2015), the capacity to create appropriate classroom engagement is one of a good teacher's most fundamental qualities, and the majority of the stress that is seen in the classroom is caused by a lack of desired interaction.

Agbasi and Machiele (2020) also stated that teacher-talk and student-talk were the two categories into which observed classroom interactions might be separated. There are three types of classroom activity or interaction patterns: teacher talk, student talk, and a time of silence or confusion.

Teacher-talk is further divided into two categories: direct and indirect influence (Flanders in Sahlbery, 2010). There are subcategories of indirect influence that include asking questions, accepting and using students' ideas, praising and encouraging them, and accepting feelings.

Academic achievement is influenced by classroom interaction patterns in addition to individual aptitudes and aspirations (Awal, 2010). Interaction among students in the classroom can also improve the behaviour that results in success. The language patterns that teachers establish in the classroom have grown to be crucial to the teaching-learning process. Due to the nature of learning and the wide range of student skills in the typical classroom, teachers must possess a high level of expertise in the way they present the content. This will assist the teacher in modifying the lesson plan and subject matter while also adjusting for the needs of each student. The teacher must utilise these tools to help him educate in an efficient manner in order for any teaching-learning to occur. The functions of instructional resources include: providing written and spoken materials; providing activities for student practice and communicative interaction; serving as a syllabus (which reflects predetermined learning objectives); and serving as a support system for inexperienced teachers who lack confidence.

With all of the aforementioned interaction, it is evident that teachers' activeness embody teaching-learning concepts in addition to being a tool used by teachers and students in the classroom. Each of these is illustrated in a simple task that the instructor offers to help the students make efficient use of their resources (Kalu, 2015). During a lesson, teacher set the broad interaction pattern, while students establish specific forms of behaviour to fit the patterns. As a result, students participate in various classes on different degrees and respond to teachers in various ways. This combination of student involvement and instructional style results in a particular classroom environment with certain patterns of interaction. The goal is to comprehend, characterise, and evaluate the manner in which the teaching-learning process occurs or advances.

Classroom interaction patterns in Economics lessons and curriculum implementation are very important when the teacher wishes to promote teamwork, collaboration and problem-solving skills. The curriculum should provide a balance between theoretical, mathematical concepts and practical applications to ensure that the students develop a strong foundation of Economics principles.

The unsatisfactory performance of students in Economics has cast doubt on the minds of educators, mentors, parents, intellectuals, and the general public. The issue of students performing poorly on Economics exams has been on secondary school teachers' minds for a while.

2.2 Theoretical Review

2.2.1 Stufflebeam's CIPP Curriculum Evaluation Model (1971)

Daniel Stufflebeam's (1971) Context, Input, Process and Product (CIPP) The Curriculum Evaluation Model is a framework that directs the assessment of students, projects, systems, personnel, institutions, and programmes. The CIPP was designed as an assessment and evaluation model which focuses on helping educators to make better decisions about their educational progress and products. Mainly, it is focused on programme evaluations, especially those programmes aimed at affecting long-term and sustainable improvements.

C-Context Evaluation (In what situation and with what has to be done?)

Here, the evaluator describes the setting a classroom in which the programmes are implemented. The evaluator who evaluates ascertains the causes behind unfulfilled demands as well as the needs that were unmet. Based on the analysis of the settings, goals and objectives are defined.

I-Input Evaluation (How ought one to do it?)

This includes determining the actions and resources required to fulfil the goals and objectives. It may also entail information collecting and the identification of effective outside programmes and resources. The curriculum is implemented with consideration for the school's resources as well as different designs.

P-Process Evaluation (Are we carrying out the plan?)

This gives those in charge insight into how successfully the curriculum is being applied. Decision-makers can discover things like how successfully the programme is adhering to plans and guidelines, how conflicts arise, how supportive and morale the team is, and the advantages and disadvantages of the materials and delivery system by regularly monitoring it.

P-Product Evaluation: (Did the programme succeed?)

This entails measuring the goals, analysing the statistics, and giving them information so they can determine whether to keep running the curriculum programmes or change them to another thing. It connects process information, objectives, and context input to outcome information.

Generally speaking, the CIPP model is an effort to directly link assessment to the needs of decision-makers throughout curriculum phases and activities (e.g., implementation of classroom interaction patterns in the Economics curriculum).

Stufflebeam's (1971) model places significant emphasis on decision-making, or the act of formulating one's opinion regarding the introduced programme.

An important area of the Stufflebeam's (1971) model is centred on decision making or an act of making up one's mind about the programme introduced.
The CIPP model is very important as a guide for assessment since it enables evaluation of the teaching and learning activities at various points in the curriculum, particularly towards the conclusion to determine whether the programme had a positive or negative impact. Consequently, a better understanding of the extent to which teachers' use of the factors employed in teaching Economics lessons can enhance students' learning accomplishment would be facilitated by an assessment. Hence, the adoption of the stufflebeam's model is quite relevant.

3. Methodology
This study adopted a descriptive survey research design. The design was employed to gather relevant data from Economics teachers on the patterns of classroom interaction used in Economics lessons in public senior secondary schools in Osun State. The sample size comprised 960 Economics students, 24 Economics teachers and 12 public secondary schools in Osun State. The sampling was done using multistage sampling procedure. Two local government areas were selected from each of the three senatorial districts using simple random sampling technique, making a total of six local government areas (LGAs). Two public secondary schools were randomly selected from each of the selected local government areas (LGAs), making a total of 12 schools. From each of the 12 schools, 80 Economics students in SS II and two Economics teachers were selected using simple random sampling technique. One intact class of SS II Economics lessons was observed from each of the observed teachers and sampled schools, making a total of 24 intact classes.
An observation checklist was used for data collection namely: Classroom Interaction Observation Checklist (CIOC). The CIOC was used to observed the patterns of the classroom interaction used in teaching-learning of Economics by teachers. This checklist has two parts. Part I consists of name of school, topic taught and lesson duration. Part II comprises classroom interaction patterns of twenty-one (21) items having strongly used (3), apparently used (2) and not used (1) as Likert rating scale.
The (CIOC) checklist was validated and ascertained by experts' judgement of specialists in the fields of curriculum development and social science education, Obafemi Awolowo University, Ile Ife.
An introductory letter was obtained from the Department Arts and Social Science Education and was submitted to the Principals of the selected schools for permission to observe their Economics teachers and students' classroom lessons. Also, ethical consideration was ensured by informing the students about the purpose of the study and that they have the option to withdraw at any moment.
The second week was used to observe the teachers and students in the classrooms using Classroom Interaction Observation Checklist (CIOC). The researcher employed one research assistants who directly observed the teaching-learning activities in order to obtain first-hand information for the study. One lesson was observed per teacher. The study was carried out in five weeks. Data collected was analysed using descriptive statistics comprising frequency counts and simple percentage were used to answer research question while independent sample t-test was used to test the hypothesis as inferential statistics.

4.1 Results and Discussion
Results: This part of the paper contains the results of the analysis of the data obtained, and these were presented based on research questions and hypotheses that guided the study.
Research Question 1: What are the patterns of classroom interactions in Economics lessons in the study area?
Table 1: Descriptive Statistics showing the Patterns of Classroom Interactions used in Economics Lessons in senior secondary schools in Osun State, Nigeria.

S/N	Classroom Interaction Patterns	SU (3)	AU (2)	NU (1)
A	**Teacher-student interactions/talk**			
1.	Objectives are communicated clearly at the start of the lessons.	9 (37.5%)	15 (62.5%)	-
2.	There is structure of the lessons.	8 (33.3%)	12 (62.5%)	4 (16.6%)
3.	The lessons is reviewed at the end.	10 (41.7%)	14 (58.3%)	-
4.	Teacher is able to prove knowledge of the subject, content covered in the lesson	17(70.8%)	7(29.2%)	-
5.	Are instructional resources adequate and available for the lessons?	2 (8.3%)	4 (16.6%)	18 (75%)
6.	The method of teaching is linked to previous knowledge.	16 (66.6%)	8 (33.3%)	-

7. A variety of activity and questioning techniques are used. 14 (58.3%) 7 (29.2%) 3 (12.5%)
8. Instructions and explanations are clear and specific. 6 (25%) 7 (29.2%) 11 (45.8%)
9. Prompt action is taken to address poor behaviour. 6 (25%) 10 (41.79%) 8 (33.3%)
10. Students' notes are assessed regularly and accurately. 4 (16.6%) 7 (29.2%) 13 (54.16%)

B.   **Students-student interaction/talk**

11. Knowledge is made relevant and interesting for students. 2 (8.3%) 8 (33.3%) 14 (58.3%)

12. Students understanding is assessed throughout the lesson by use of teachers' questions.

                2 (8.3%) 8 (33.3%) 14 (58.3%)

13. Mistakes and misconceptions are recognized and used constructively to facilitate learning.

                4 (16.6%) 6 (25%) 14 (58.3%)

14. Students pay attention in the classroom. 5 (20.8%) 6 (25%) 13 (54.16%)

15. Behavioural expectations and rules are communicated. 4 (16.6%) 7 (29.2%) 13 (54.16%)

16. Homework is used effectively to reinforce and extends learning. 4 (16.6%) 6 (25%) 14 (58.3%)

17. Teacher involved all the students, listening to them and responds appropriately

                4 (16.6%) 6 (25%) 14 (58.3%)

8. Students raises his or her hand to answer a question. 4 (16.6%) 5 (20.8%) 15 (62.5%)

19. Ideas and experiences of the student listens to them and responds appropriately

                6 (25%) 4 (16.6%) 14 (58.3%)

20. All students are treated fairly. 4 (16.6%) 7 (29.2%) 13 (54.16%)

21. Students are praises regularly for their efforts and 7 (29.2%) 8 (33.3%) 9 (37.5%)

(Field survey, 2023).   Key: 3- Strongly used,   2- Apparently used,   1- Not used.

Summarily, the findings indicated that the patterns of classroom interactions was not totally used because interactions patterns should involve both the teacher and the student-talk interactions. It was also noticed and discovered from the observed classroom lessons that, the teacher-talk interaction patterns was higher than that of student-talk interaction patterns due to the fact that most of Economics teachers do not allow the students' involvement in the teaching-learning process in Economics lessons.

Hypothesis 1: There is no significant difference in the patterns of classroom interactions used in Economics lessons in senior secondary schools in Osun State, Nigeria

Table 2: T-test Analysis on the Significant Difference in the Patterns of Classroom Interactions used in Economics Lessons in the study area.

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pattern of Classroom Interactions	Equal variances assumed	6.991	.009	1.293	332	.197	-.049	.038	.122	.025

Equal variances not assumed			1.341	309.0 89	.181	- .049	.036	.120	.023

The interactions patterns are disaggregated into two. First, these are those that focused on teachers' activities while the second is focused on students centred. The empirical results indicated that ($t_{1.293}$ = 1.341, p > .001). This revealed that there was no significant difference in mean of patterns of classroom interactions between teachers' and students' activities respectively.

4.2. Discussion of Findings

The findings indicated that the predominant interaction patterns in senior secondary schools Economics lesson was directly oriented by the teacher with teaching being the most frequently occurring interaction. In line with this study, Agbasi and Madichie (2020) and Rohmah (2017) advocated that teachers' characteristically dominated the Economics lessons as this findings showed student-talk interaction was very lower than that of teacher-talk interaction in the sampled observed schools in Osun state. According to Odu, Odigwe and Ekpenyong (2013) agreed that Economics teacher interaction patterns with students of Economics does not bring out the best in the students of secondary schools in Calabar. He also indicated that Economics student do not consider the interaction patterns of Economics teachers as adequate and helping them achieve better academically. Even, the students interaction in Economics as well. This corroborates the findings from the West African Examinations Council Chief Examiner's Report 2011-2020 which identified common weaknesses that have persisted over the years among Economics students and recurring factors is failure to expatiate good points in external examinations.

The finding of the results showed that teacher plays dominants roles in the classroom interaction because he used almost all types of teacher-talk during teaching and learning process such as giving interactions, asking questions, lecturing, repeating student's response verbatim, praising and encouraging without involving the student-talk interactions to take place. This revealed that there was no significant difference in mean of patterns of classroom interactions between male and female Economics teachers. The consistency of findings is similar to other researchers like Rohmah (2017), Pujiastuti (2013) and Hussain (2011) who submitted that the interactive patterns along with curriculum implementation when properly used can develop students' higher learning skills.

5.1 Conclusion

Based on the facts and figures of this study, the study concluded that Economics curriculum has not been well implemented in senior secondary schools in Osun state, Nigeria. Economics teachers are professionals employed to teach Economics in Nigeria public secondary schools. It has been discovered that implementing Economics curriculum in their various schools. There are several issues to be addressed on the assessment of classroom interaction patterns used in teaching-learning of Economics in the schools.

The findings concluded that there is high level of teacher activities in all the type of teacher talk in order to make their students get involved and talk actively in teaching and learning process.

Finally, it was concluded that curriculum implementation is the bedrock of any school success or failure. This study however, concluded that there is need for a paradigm shift of faulty policy to result-oriented policies that would meet the challenges of the process. Effective implementation of Economics curriculum is a key to allowing desired student's learning environment. Thus, the stated objectives of secondary schools Economics curriculum can be realized only when the content of curriculum are implemented based on classroom interaction patterns that will also allow student-centred interactions as fundamental to positive students' learning outcome in Economics subject in Osun State.

5.2 Recommendations

In view of the findings of this study, the following recommendations were made for the teachers, students, parents, schools administrators and the government.

1. The government should ensure that Economics teachers are exposed to training and re-training, seminars and workshops programme to improve their knowledge and the teaching methods.

2. Teachers' reinforcement and motivation should be encouraged in schools based on adequate funding available to education as this will continuously boost their morale to teach Economics effectively.

3. It is recommended that the teacher should decrease their proportion and the students should be more actively engaged in the classroom interactions and to talk and interact with their teacher and students directly during the Economics lessons in the schools for the objectives of bringing out the best in them academically.

4. For proper implementation of Economics curriculum, government should ensure adequate deployment and recruitment of teachers who are certified and qualified to teach Economics in the secondary schools in Osun State.

5. The state ministry of Education should make more efforts in the routine inspection of schools to ensure that teachers stays at their place of work and performed as expected.

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