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TEACHER'S PERCEPTION ON THE COMPONENTS OF ECONOMICS CURRICULUM: A PEDAGOGICAL DETERMINANT FOR INSTRUCTIONAL EFFECTIVENESS

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Abstract

This study investigated teachers' perception on the components of economics curriculum at the level of secondary school in Bauchi Educational zone. The study has five objectives, research questions and five null hypotheses. The study employed a descriptive survey design. All the economics teachers (113) in the population were selected as samples based on census sampling techniques. An instrument titled "Teachers' Perception on Economics Curriculum Questionnaire" (TPNECQ) with 35 items measured on a five-point Likert scale was adopted, validated and used for data collection. The instrument was pilot tested and yielded a reliability coefficient of 0.766. To determine differences among the economics teachers, the research hypotheses were tested using one-sample t-test with the

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help of SPSS version 20.0 at a significance level of 0. 05. Generally, the results of the study indicated that null hypotheses 1 and 5 were accepted. While null hypotheses 2, 3 and 4 were rejected. Based on the findings and conclusions of the study, some recommendations were proffered.

Introduction

The economics curriculum of 1985 was developed by the Comparative Education Study and Adaptation Centre (CESAC) and reviewed in 2008 by the National Educational Research and Development Council (NERDC). This is in line with the Federal Government reforms in education which required the National Council on Education (NCE) to issue a directive to NERDC to review and realign the 1985 senior secondary school curricular to meet the target and objectives of the National Economic Empowerment and Development Strategies (NEEDS) and the Millennium Development Goals (MDG), which are designed to achieve the following: (a) poverty eradication, (b) value-reorientation, (c) job creation, (d) using wealth and education to empower the people. Other reasons behind the review of the 1985 economics curriculum was necessitated by the 21st century demands for economic and global strategization which are designed to address the need for improved human resources and empowerment structures. These developments therefore, call for the need to make the erstwhile economics curriculum more responsive to make it relevant to Nigeria's quest to be among the top 20 players of the world economy (NERDC, 2008).

In response to these developments, a High Level Policy Committee on curriculum Development (HLPC), made up of critical stakeholders and chaired by NERDC, took the initiative to provide the guidelines for re-structuring the economics curriculum. Therefore, between **January 2007** and **March 2008**, the National Educational Research and Development Council convened a meeting of experts and organized several workshops to produce the existing senior secondary school economics curriculum, which ensured continuity and flow of themes, topics and experiences from Senior Secondary School I to Senior

Secondary III. The NERDC (2008) confirmed that the reviewed economics curriculum is comprehensive in nature and is designed for application across all the secondary schools in the country. Therefore, the Bauchi state government through its Ministry of Education is currently undergoing the process of implementing the new economics curriculum at the senior secondary school level across the state.

An Overview on the Components of the Revised Economics Curriculum

The revised economics curriculum was approved in 2008 by the National Educational Research and Development Council (NERDC) and consist of Five (5) components, namely;

(a) Philosophy, aims and objectives; The philosophy of the new economics curriculum according to NERD (2008) is to present economics as a subject that has relevance in everyday life and could prepare graduates for an entrepreneurial career in future, while, the aims and objectives are designed to enable students achieve the following: (i) to understand basic economics principles and concepts as well as the tools for sound economic analysis; (ii) to intellectually discourse on economic reforms and development as they affect or would affect the generality of Nigerians; (iii) to understand the structure and functioning of economic institutions; (iv) appreciate the role of public policies on national economy; (v) develop the skills and also appreciate the basis for rational economic decisions. (vi) to become sensitized to participate actively in national advancement through entrepreneurship, capital market and so on; (vii) understand the role and status of Nigeria and other African countries in international economic relationships; (viii) appreciate the problems encountered by developing countries in their effort towards economic advancement.

(b) Content or Subject matter: The new economics curriculum reflects depth, appropriateness, and interrelatedness of curricula contents. Current, as well as, emerging economic issues relating to economic plans of MDGS, NEEDS, economic reforms programmes, economic development challenges,

entrepreneurial skills, value orientation and many other concepts are infused into relevant contents of the new senior secondary economics curriculum.

(c) Instructional strategies or Teaching Methods: The new economics curriculum is also enriched with learner-oriented instructional strategies such as enquiry approach, problem-solving approach, heuristic method, concept mapping, collaborative and other interactive strategies.

(d) Resource or Instructional materials; It is stated in its curriculum guide that for the purpose of achieving the pre-determined objectives of the curriculum, the economic teacher is to be a guide or coordinator (who coordinates the various components of the curriculum) towards helping the learner comprehend the subject matter through utilization of relevant interactive approaches. The teacher is to actively involve the learner during the teaching-learning process by using learner-oriented tasks. The learners' interest should also be aroused and sustained by using resource materials like television, charts, diagrams, journals and other audio-visuals including ICT facilities.

(e) Evaluation procedures: Continuous assessment and final examination with more emphasis on the modern trends of evaluation are recommended in the new economics curriculum. This largely calls for teachers' ability in employing a variety of evaluative instruments specifically for determining a particular learning outcome. For instance, the curriculum guide also indicates how the learners should be exposed to a variety of evaluative techniques in an effort to determine their level of mastery in the cognitive, affective and psychomotor aspects of learning.

Statement of Problem

The reviewed economics curriculum vividly demonstrates all what is to be transpired within the classroom in terms of implementing its components. However, the problem hinges on changes made on these components were determined without involving much of economics teachers. This implies that, their views regarding these changes have not been ascertained. It was passed on to them from the center without proper consultation and enlightenment on

the purpose, the nature and procedure of implementing the desired changes. Therefore, this study is embarked upon to elicit reactions and perceptions from economics teachers on the components of the curriculum towards instructional effectiveness. In other words, this study aimed at determining whether the economics teachers were conversant enough with the changes made on the components of the new economics curriculum towards achieving its stated objectives. As maintained by Ogunyemi (2009), there is an increasing belief that Nigerian primary and secondary school teachers are curriculum illiterates or deficient in relevant competences for curriculum participation, implementation and evaluation. Supporting this, Ubanatu (2016) confirmed that teachers are hardly involved in curriculum projects. They are only remembered during implementation.

Teachers' Perceptions and Instructional Effectiveness

Teachers' perceptions about the nature and purpose of any change in a curriculum have significant influence on teaching-learning process. Okao, Bosire and Sang (2013) justified that in the context of curriculum implementation, the need for ascertaining the views and attitudes of teachers have significant influence in their thinking patterns and actions. They also emphasized that teacher's behavior (what they will say and do and what they won't say and do) is dictated by their perceptions.

Edem (1973) cited in Okam (2011) believed that a competent teacher is the one who exhibits an intelligent perception on the issues at stake in the curriculum design of his subject. He added that teachers' perceptual frame, to a very large extent, is an important pedagogical determinant of what goes on in the classroom. Anderson (2004) observed that there are a number of factors that contribute to teacher effectiveness, some of which fall under the heading of teacher characteristics: views, perceptions, beliefs and the way they practice their profession.

Therefore, in order to enhance instructional effectiveness, economics teachers must first examine and re-adjust their attitudes and understandings about the

components of the economics curriculum. Fullan (1991) cited in Shehu, and Abdulwahab, (2018) emphasized that teachers thought process is the base for what they do in practice. It is what teachers think, what teachers believe and what teachers do at the level of classroom that ultimately shapes the kind of learning.

Objectives of the Study

Based on the stated problem, the following objectives were derived to guide the study:

1. to determine the difference in the perceptual levels among economic teachers regarding the aims and objectives of the economics curriculum towards instructional effectiveness of the subject;
2. to determine the difference in the perceptual levels among economics teachers regarding a mastery of the content of the economics curriculum towards instructional effectiveness of the subject;
3. to determine the difference in the perceptual levels among economic teachers regarding the use of methods as recommended for teaching the economics curriculum towards instructional effectiveness of the subject;
4. to determine the difference in the perceptual levels among economics teachers regarding the availability and relevancy of the recommended instructional materials and resources toward effective implementation of the economics curriculum; and
5. to determine the difference among economics teachers regarding their level of perceiving the application of the required evaluation procedures toward effective implementation of the economics curriculum.

Research Questions

In order to achieve the objectives of the study, the following research questions were raised to guide the investigation:

1. To what extent are there differences in the perceptual levels among economics teachers regarding the aims and objectives of the economics curriculum towards instructional effectiveness of the subject?
2. To what extent are there differences in the perceptual levels among economics teachers regarding a mastery of the content of the economics curriculum towards instructional effectiveness of the subject?
3. To what extent are there differences in the perceptual levels among economics teachers regarding the use of methods as recommended for teaching the economics curriculum towards instructional effectiveness of the subject?
4. To what extent are there differences in the perceptual levels among economics teachers regarding the availability and relevancy of the recommended instructional materials and resources for effective teaching and implementation of the economics curriculum?
5. To what extent are there differences among economics teachers regarding their level of perceiving the application of the required evaluation procedures for effective implementation of the economics curriculum?

Methodology

The study employed a descriptive design method. The sample of the study constitutes the entire population of the study which is one hundred and thirteen (113) economics teachers. This is based on census sampling technique. The choice of census sampling technique drives from the assertions of Gay, Mills and Airasian (2006) that when a study attempts to collect data from each and every member of a population, it is called a census survey. It is also recognized by Muhammad (2015) that a census sampling is used when a population of the study is relatively manageable. A questionnaire named 'Teachers' Perception on the Components of Economics Curriculum' (TPCEC) as an instrument to determine the extent to which economics teachers have

perceived the implementation of the components of the economics curriculum. The instrument has 35 items which were mounted beside a likert five-point scale and were assigned numeric values ranging from: Strongly Agree (SA), 5 point; Agree (A), 4 point; Undecided (U), 3point; Disagree (D), 2 point; and Strongly Disagree (SD), 1 point. The reliability estimate of the instrument was established through the application of the Split-Half Reliability Method. Then, the results were correlated using Spear Man Rank Order Correlation Coefficient which yielded a reliability coefficient of 0.766. A descriptive and inferential statistics in form of one-sample t-test with the help of SPSS 20.0 was used in testing the research hypotheses.

Testing Hypotheses

Ho1. There is no significance difference in the perceptual levels amongst economic teachers regarding the aims and objectives of the economics curriculum towards instructional effectiveness of the subject.

Table 1: One-Sample t-test analysis on differences in the perceptual levels amongst Teachers regarding the aims and objectives of economics curriculum

Variable	N	Mean	Std.	df	t	P	A	Decision
Aims & Objectives	113	40.50	5.53	113	.968	.335	0.05	Not Sig

test-value = 40

From the analysis above shows (t = .968, p =.335 and test-value = 40). This result indicates that the p-value of .335 is greater than the alpha value of 0.05. Thus, the null hypothesis is retained. Meaning that there was no significant difference in the perceptual levels amongst economics teachers regarding the aims and objectives of the economics curriculum towards instructional effectiveness of the subject.

Ho2. There is no significant difference in the perceptual levels amongst economics teachers regarding the mastery of the content of the economics curriculum towards instructional effectiveness of the subject.

Table 2: One-Sample t-test analysis on differences in the perceptual levels amongst teachers regarding the mastery of the content of economics curriculum

Variable	N	Mean	Std.	df	t	P	α	Decision
Mastery of content	113	24.40	3.58	113	10.681	.000	0.05	Sig.

test-value = 28

The analysis above shows (t = 10.681, p = .000 and test-value = 28). This analysis revealed that the p-value of .000 is less than the alpha value of 0.05. Thus, the null hypothesis is rejected, meaning that there was a significant difference in the perceptual levels amongst teachers regarding the mastery of the content of the new economics curriculum in the tasks of effective implementation of the subject in Bauchi Educational zone

Ho3. There is no significant difference in the perceptual levels amongst teachers regarding the use of methods as recommended for teaching the economics curriculum towards instructional effectiveness of the subject.

Table 3: One-Sample t-test analysis on differences in the perceptual levels amongst economics teachers regarding the use of methods as recommended for teaching the economics curriculum

Variable	N	Mean	Std.	df	t	P	α	Decision
Teaching methods	113	16.55	3.08	113	11.926	.000	0.05	Sig.

test-value = 20

Based on the above analysis shows that (t = 11.926, p = .000 and test-value = 20). The analysis indicated that p-value (.000) is less than the alpha value of 0.05. Thus, the null hypothesis is rejected. Meaning that there was significant difference amongst economics teachers regarding the use of methods as recommended for teaching the economics curriculum towards instructional effectiveness of the subject.

Ho4. There is no significant difference in the perceptual levels amongst economics teachers regarding the availability and relevancy of the recommended instructional materials and resources for effective implementation of the economics curriculum.

Table 4: One-Sample t-test analysis on differences in the perceptual levels amongst teachers regarding the availability and relevancy of the recommended instructional materials and resources for teaching the economics curriculum

Variable	N	Mean	Std.	df	t	P	A	Decision
Resource materials	113	23.71	3.55	113	12.825	.000	0.05	Sig.

test-value = 28

The above analysis shows that (t = 12.825, p = .000 and test-value = 28). The analysis revealed that the p-value (.000) is less than the alpha value 0.05. This implies that the null hypothesis is rejected. Thus, there was significant difference in the perceptual levels amongst economics teachers regarding the availability and relevancy of the recommended instructional materials and resources for effective teaching of the economics curriculum.

Ho5. There is no significant difference amongst teachers regarding their level of perceiving the application of the required evaluation procedures for effective implementation of the economics curriculum.

Table 5: One-Sample t-test analysis on differences in the perceptual levels amongst teachers regarding the application of the required evaluation procedures during delivery of economic curriculum

Variable	N	Mean	Std.	df	t	P	A	Decision
Evaluation procedures	113	40.50	5.53	113	.968	.335	0.05	Not Sig

test-value = 24

The above analysis shows that (t = .466, p = .642 and test-value = 24). The analysis revealed that the p-value (.642) is greater than the alpha value 0.05. This implies that the null hypothesis is accepted. Thus, there was no significant difference amongst economics teachers regarding their level of perceiving the application of the required evaluation procedures towards instructional effectiveness of the economics curriculum.

Table 6: Summary of Scale Statistics for the various Variables of the Instrument (TPCEC)

Subscale	N	Mean	Std. Deviation	Test-Value
Aims & Objectives	113	40.50	5.5.4	40
Mastery of the contents	113	24..40	3.58	28
Methods of teaching	113	16.55	3.08	20
Instructional materials	113	23.71	3.56	28
Evaluation procedures	113	23.87	3.03	24

Source: SPSS Analyses

Summary of Findings

The following were the major findings of the study:

i. There was no difference in the perceptual levels among economics teachers regarding the aims and objectives of the economics curriculum towards instructional effectiveness of the subject.

ii. There was difference in the perceptual levels among economics teachers regarding the mastery of the content of the new economics curriculum towards instructional effectiveness of the subject.

iii. There was difference in the perceptual levels among economics teachers regarding the use of methods as recommended towards instructional effectiveness of the economics curriculum.

iv. There was difference in the perceptual levels among economics teachers regarding the availability and relevancy of the recommended instructional materials and resources for effective implementation of the economics curriculum.

v. There was no difference among economics teachers regarding their level of perceiving the application of the required evaluation procedures for effective implementation of the economics curriculum.

Discussion of the Findings

The analysis of the first null hypothesis reflected on table 1 was tested and accepted. This is because the perceptual level regarding the aims and objectives of the new economics curriculum (represented as p. value- .335 is greater than the alpha value of 0.05) then the null hypothesis was retained. Meaning that, there was no significant difference in the perceptual levels among teachers regarding the aims and objectives of the economics curriculum towards instructional effectiveness of the subject in Bauchi Educational zone. In other words, majority of the economics teachers generally exhibited a strong perception with the aims and objectives of the economics curriculum towards instructional effectiveness of the subject in Bauchi Educational zone. These findings were supported by the findings of Abdulkadir (2015) which revealed that the economics teachers involved in his study understood the nature, philosophy, aims and objectives of senior secondary school economics curriculum. This finding is also in consonance with the research findings of Offorma (2005) who discovered that aims and objectives if earnestly pursued would produce functional Nigerian citizens who would contribute to the political, social, economic, educational, scientific and technological development of the nation.

In respect of the second null hypothesis the analysis in table 2 revealed that it was rejected. This was largely attributed to the fact that the p = value .000 is less than the alpha value of 0.05. This implies that there was a significant difference in the perceptual levels among teachers regarding the mastery of the content of the economics curriculum towards instructional effectiveness of the subject in Bauchi Educational zone. Based on this, most of the economics teachers failed to strongly perceive themselves as being competent in the

tasks of effective implementation of the curriculum content of their subject in Bauchi Educational zone. This finding is in agreement with the research revelations of Halilu (2010); Kazi (2004); and Okam (2011). These scholars and researchers generally endorsed that we were yet to have competent teachers in adequate numbers to guide effective implementation of the content of their subject. This finding is also in consistent with the endorsement of Okam (2012) which stated that the majority of teachers lacked the awareness and understanding of the vital epistemological and ontological bases of their subject.

The third null hypothesis was also rejected based on the analysis displayed on table 3 in which the p=value .000 is less than the alpha value of 0.05. Thus, there was a significant difference among teachers regarding the use of methods as recommended for teaching the economics curriculum in the tasks of effective implementation of the subject in Bauchi Educational zone. That is to say, the economics teachers have registered low perception and inability to appropriately use the methods as recommended for teaching the economics curriculum. This finding is supported by the research findings of Okam (2011) and Abdulkadir (2015) that majority of the teachers involved in their studies failed to strongly perceive the place of the use of requisite classroom methods, techniques and procedures necessary for helping students to acquire the assets intrinsic in their curriculum design.

The fourth null hypothesis was also rejected going by the analysis on table 4 where the p=value .000 is less than the alpha value 0.05. This signifies that there was significant difference in the perceptual levels among teachers regarding the use of recommended instructional materials and resources for effective implementation of the economics curriculum in Bauchi Educational zone. The result signifies that the economics teachers strongly demonstrated that the instructional materials and resources in their schools are not adequate and relevant to the tasks of effective implementation of the economics curriculum. The study also revealed that even if there were availability of such instructional materials, most of the economics teachers lack the technical

knowhow to operate them. This finding is in agreement with the findings of Audu (2002) which shows that teaching of economics in Nigeria is characterized by many inadequacies. Economics teachers have few materials for the teaching of economics. Audio -visual aids and other resources for teaching economics are either not available in sufficient quantity or what is available is usually inappropriate. Similarly, this finding is also in line with the study conducted by Okam (2011) in which the findings endorse that about 60% of the respondent teachers covered in the study failed to strongly perceive the relevance of instructional materials and resources in helping them to handle issues and problems during classroom instructions. These teachers have also failed to heed to the clarion call of the National Policy on Education (2004) that teachers should endeavour to employ instructional materials and resources in bringing about the meaningful display and exposition of the curriculum contents of their subject areas.

The fifth null hypothesis was retained based on table 5 above. This is because the p=value .642 is greater than the alpha value of 0.05. Therefore, there was no significant difference among teachers regarding their level of perceiving the application of the required evaluation procedures for effective implementation of the economics curriculum in Bauchi Educational zone. In other words, the economics teachers strongly perceive the relevance of the employment of a variety of requisite procedures and methods for effective evaluation of students' acquisition of the content of the economics curriculum. This finding is supported by the clarion call of the National Policy Education (2004) that teachers should endeavour to phase out completely the traditional methods of evaluation and replace them with more relevant and comprehensive methods which are geared at revealing a students' performance in cognitive, affective, psychomotor and value domains. The finding is also in agreement with the endorsement of a number of studies conducted by Okam (2002), Halilu (2010),Ikwumelu (2003) and Yunusa (2004) that teachers should imbibe the present trend in the use of comprehensive evaluation which emphasizes the necessity of employing paradigms of multiple criterion measures in our

classrooms in order to address the problems of students' attainment in the context of multifaceted instructional objectives.

Conclusion

The findings of this study concluded that

1. The economics teachers strongly perceived themselves as being conversant with the aims and objectives of the economics curriculum.
2. The economics teachers failed to perceive themselves as being competent in the tasks of effective implementation of the content of the economics curriculum towards instructional effectiveness
3. The economics teachers have registered low perception and inability to appropriately use the methods as recommended for teaching the subject towards instructional effectiveness.
4. The economics teachers strongly demonstrated that the instructional materials and resources in their schools are not adequate and relevant to the tasks of effective implementation of the economics curriculum.
5. The economics teachers strongly agree to the fact, that the application of variety of evaluation procedures largely contribute towards instructional effectiveness.

Recommendations

Based on the findings and conclusion of the study, the study recommends the following:

1. Before any curriculum is to be recommended for implementation, there is need to for a series of enlightenment campaigns through workshops, seminars, conferences etc. on the nature, purpose and procedures for implementing the desired changes. This is because when teachers are asked to implement new curriculum without sufficient training, the end results would be failure.
2. There is need for the Federal and State Ministry of Educations to organize skill up-grade programmes for economics teachers to be in conversant

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with the economics curriculum for the attainment of instructional effectiveness.

3. There is need also for curriculum planners to develop an up to date teachers' guide on instructional approach for implementing the economics curriculum. The guide should direct the teachers on how to appropriately and relevantly use the recommended teaching methods and resource materials towards instructional effectiveness.
4. There is also need for our institutions of learning to be well equipped with all the necessary instructional materials and resources needed for effective implementation of the economics curriculum.
5. The economics teachers should imbibe the use of a variety and comprehensive methods of evaluation which are geared at revealing students' performance not only in cognitive, but also in affective and psychomotor domains.

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