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# Assessment of the Implementation of Economics Curriculum and Students' Learning Achievement in Public High Schools in Osun State, Nigeria

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**Abstract**. This paper assessed the implementation of Economics curriculum and students' learning achievement in public high schools in Osun State, Nigeria. The study adopted two theories: constructivism learning theory and Context, Input, Process and Product (CIPP) theory. Four research questions were raised in the study; and four research hypotheses guided the study. Descriptive research design was adopted and the population for the study was all high schools in Osun State. The sample size for this study was one hundred and sixty (160) participants comprising forty (40) Economics teachers, and one hundred and twenty (120) students selected randomly from eighty-four high schools in the State. The research instruments used for data collection in this study were researcher-designed questionnaires, and Economics Students' Achievement Test. Simple percentage, mean and standard deviation were used to analyse the research questions, while the research hypotheses were tested using Pearson Product Moment Correlation Coefficient and One-Way ANOVA at 0.05 level of significance. The findings revealed that the teaching methods mostly used by the Economics teachers for the implementation of Economics curriculum contents in High Schools include: discussion method, question and answer method, problem solving method, project method, role play method, and demonstration method. Economics teachers utilize teaching resources for the implementation of Economics curriculum in High Schools to a medium extent. Students' perception on the objectives of Senior Secondary School Economics curriculum was good. There is significant relationship between students' perception of Economics curriculum objectives and learning achievement in Economics; and implementation of Economics curriculum has significant effect on students' learning achievement in High Schools in Osun State, Nigeria. Based on these findings, recommendations were made among others that teachers should utilize the available resources for the implementation of Economics curriculum; principals in all senior secondary schools should embark on regular supervision of delivery of Economics instructions in the classroom to ensure that the appropriate methods and materials are used by the teachers; and Economics teachers should always utilize students-centred methods for the implementation of Economics Curriculum.

**Key words**: Curriculum Implementation, Economics Curriculum, Implementation, Students' Learning Achievement, Teaching Facilities/Resources

## 1. Introduction

Curriculum is a tool of education which is used for preparing individuals to become productive citizens and useful for themselves and the society at large. It is used at levels of education from kindergarten, primary, secondary, tertiary and all other forms of education. According to Ahmadi and Lukman (2015), secondary school curriculum (including Economics curriculum) is designed to encourage all learners to achieve their spiritual, intellectual and social potential as well as to understand the relevance of learning in their daily lives.

Economics is one of the elective subjects offered at the Senior Secondary School (SSS) level as prescribed by the National Policy of Education (Federal Republic of Nigeria, 2014). It is a social science subject. It is mainly concerned with man and the social system by which he makes arrangements for the satisfaction of his basic material needs such as food, shelter, clothing and other non-material wants such as education, knowledge and beauty. Economics is part of mandatory requirement for admission into

social and management science courses in tertiary institutions in the country. It has to be passed at credit level. It also enables the three economic agents (individual, firm and government) to make rational decisions and to effectively utilized their limited resources to satisfy numerous human wants. This shows the relevance of the subject in Nigeria educational system.

The percentage of senior secondary school leavers that are not eligible for admission into tertiary institutions each year because of failure in Economics at the senior school certificate examination is very high. Supporting this statement, the WAEC examiners' reports (2015, 2016, & 2017) on Economics showed that there was a slight drop in candidates' performance for these years when compared to those of the previous years. The reports attributed the causes of this failure to students' poor graphical analysis, use of wrong terminologies and failure to expatiate points. Based on these reports, students were blamed solely for their poor performance in Economics; whereas, poor performance of students could be as a result of poor implementation of Economics curriculum by the teachers. This failure indicates that there is problem or weakness in the implementation of the Economics curriculum. However, effective implementation of the curriculum may be hampered by factors such as inadequate qualified Economics teachers in schools, absence of relevant instructional materials, poor instructional strategies and poor evaluation of students.

The quality of education at all levels in any country is directly related to her educational curriculum, the implementation of such curriculum and the quality of instructions in the classroom. The curriculum must be implemented for the designers and developers to ascertain whether it achieves its purpose or not. Curriculum implementation is concerned with the new ideas or materials which are put in practice and how those ideas and practices are being maintained (Igwe, 2011). It is a process of putting all that have been planned as a curriculum document into practice in the classroom through the combined efforts of teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environments (Onyeachu, 2008). The attainment of any curriculum objectives in senior secondary schools in Nigeria is in no doubt largely depends on its implementation. This implies that the actualization of the goals and objectives of designing Economics curriculum for the high school schools in Osun State, Nigeria depends on the process of its implementation.

The attainment or otherwise of educational objectives are determined by students' learning achievement. Students' learning achievement is a fundamental criterion through which all teaching and learning activities (such as implementation of Economics curriculum) are measured. According to Ernest-Ehibudu and Opurum (2013), students' learning achievement or level of academic achievement is measured through achievement tests/examinations and observations. Alaka and Obadara (2013) asserted that students' achievement is the most important education indicator that stakeholders are interested in. This explains why virtually all stakeholders in education place high value on students' achievement. However, students' learning/academic achievement depends on the quality of teaching and learning in schools.

The issues of poor academic performance of students and level of students' learning achievements in Economics are influenced by factors that are related to Economics curriculum contents and the level of its' implementation. This implies that poor implementation of Economics curriculum contents may lead to students' poor achievement in Economics and can make them to develop negative attitudes towards the learning of the subject (Economics). Therefore, there is a need for a research that focuses on the assessment of the implementation of Economics curriculum and students' learning achievement for improvement in instructional practices and for the actualization of the Economics curriculum objectives in secondary school. It is against this background that this study assessed the implementation of Economics curriculum and students' learning achievement in senior secondary schools in Osun State, Nigeria.

### 1.1 Statement of the Problem

The achievement of objectives of any level of education depends largely on effective implementation of its planned curriculum. Onyeachu (2008) observed that no matter how well the curriculum of any subject (including Economics) is planned, designed and documented, implementation is important. Available literature (such as Onyeachu, 2008; Offor, 2013; Ahmadi and Lukman, 2015) shows that many researches have been conducted on curriculum implementation in Nigeria. However, most of these researches were done on general education and other subjects related to Economics. The general consensus of findings on most of the studies is that most programmes encounter problems at the implementation stage. This implies that implementation of Economics curriculum can

enhance or mar students' learning achievement. However, it is noted that few or no empirical studies have been carried out on the assessment of the implementation of Economics curriculum in relation to students' learning achievement in senior secondary schools in Nigeria. Therefore, it becomes necessary for this study to assess the implementation of senior secondary schools Economics curriculum and students' learning achievement in Osun State, Nigeria.

### 1.2 Objectives of the Study

The objectives of this paper are to:

- Examine the teaching methods used by the Economics teachers for the implementation of Economics curriculum contents in High Schools in Osun State, Nigeria.
- Ascertain the level of teachers' utilization of teaching resources for the implementation of Economics curriculum in High Schools in Osun State, Nigeria.
- Examine students' perception on the objectives of Senior Secondary School Economics curriculum in High Schools in Osun State, Nigeria.
- Examine the effect of the implementation of Economics curriculum on students' learning achievement in High Schools in Osun State, Nigeria.

### 1.3 Research Questions

- What are the teaching methods used by the Economics teachers for the implementation of Economics curriculum contents in High Schools in Osun State, Nigeria?
- To what extent do teachers utilize teaching resources for the implementation of Economics curriculum in High Schools in Osun State, Nigeria?
- How do students perceive the objectives of Senior Secondary School Economics curriculum in High Schools in Osun State, Nigeria?
- What effect does implementation of Economics curriculum has on students' learning achievement in High Schools in Osun State, Nigeria?

### 1.4 Research Hypotheses

**$H_0$1:** There is no significant relationship between teaching methods used by Economics teachers for the implementation of Economics curriculum contents and students' learning achievement in High Schools in Osun State, Nigeria.

**$H_0$2:** There is no significant relationship between extent of teachers' utilization of teaching resources for the implementation of Economics curriculum and students' learning achievement in High Schools in Osun State, Nigeria.

**$H_0$3:** There is no significant relationship between students' perception of Economics curriculum objectives and learning achievement in Economics in High Schools in Osun State, Nigeria.

**$H_0$4:** Implementation of Economics curriculum has no significant effect on students' learning achievement in High Schools in Osun State, Nigeria.

## 2. Literature Review

### 2.1 Concept of Curriculum/Curriculum Implementation

The "Curriculum" and "Curriculum implementation" have been defined by various authors and scholars. Curriculum simply refers to how the officially designed package is translated by the teacher into syllabus, scheme of work and lessons that are delivered to students in schools. According to Pratt (1994), curriculum can be defined as a written document which describes systematically the goals planned, objectives, contents, learning activities, evaluation technique, among others. Similarly, Igwe (2011) defined curriculum as continuous chain of activities necessary for translating educational goals into concrete activities, materials and observable behavioral change.

Curriculum implementation according to Chikumbi and Makamure (2005), involves putting into practice the officially prescribed courses of study, syllabus and subjects. Also, Mkpa (2007) viewed curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined efforts of the teachers, students, and others concerned. Similarly, Onyeachu (2008) defined curriculum implementation as a process of putting all that have been planned as a curriculum document into practice in the classroom through the combined efforts of teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environments. In the view of Igwe (2011), curriculum implementation is concerned with the new ideas or materials which are put in practice and how those ideas and practice are being maintained.

It can be seen from the above definitions that curriculum implementation involves all activities

engaged in by the implementer (teacher) in the process of putting the official document called "curriculum" into practice. Also, it is important to know that the curriculum must be implemented for the designers and developers to ascertain whether it achieves its purpose or not.

### 2.2 Students' Learning Achievement

Every form of education has a set of goals and objectives it meant to achieve. The attainment or otherwise of these educational goals and objectives are ascertained through students' learning achievement. Learning achievement could be seen as learning outcomes, academic achievement and academic performance. It involves how the teachers and students are able to accomplish the purpose for which the educational goals and objectives are established. Students' learning achievement generally shows the failure or otherwise of an academic endeavour. It also shows the level of students' creativity and efficiency in the present time and can be used to predict their successes in the future. Supporting this view, Aremu (2001) stressed that the fundamental criterion for measuring all teaching-learning activities is academic achievement. According to Ewumi (2009) argued that students' academic achievement at the secondary school level is both a pointer to the effectiveness or otherwise of schools, and serves as main determinant of the future of a nation and her youths.

Students' learning achievement depends on the quality of teaching and learning in schools. This implies that students' learning achievement is used to determine the level of teaching effectiveness in schools. Bossaert, Doumen, Buysea and Verschueren (2011) stated that students' learning achievement is commonly measured by examination and continuous assessment; while Ernest-Ehibudu and Opurum (2013) reported that achievement tests/examinations and observations are used for assessing students' level of academic achievement. Thus, students' learning achievement as used in this paper means students' acquisition of economic knowledge, skills and attitudes as well as ability to apply them in problem-solving situations. It may be measured by test given to students at the end of each lesson, at the middle of the term, and examination given to students at the end of the term or session.

## 3. Theoretical Framework

Constructivism theory, and Context, Input, Process and Product (CIPP) Model/Theory formed the bases for this study. Each of these theories is briefly discussed below:

### 3.1 Constructivism Theory (John Dewey, 1933)

The philosophical founder of constructivism theory was John Dewey (1933). Constructivism is a theory which deals with the way people make meaning of the world through a chain of individual constructs. This theory involves a learning process that allows learners to acquire experience from the environment and provides learners with reliable knowledge. According to this theory, new knowledge is acquired and tested through learners acting upon their environment. This implies that the theory helps each student to develop his/her own knowledge internally through interaction with the environment and mental activity. Also, in constructivism, knowledge is actively and not passively received. The main tenets of constructivism include that most learning is presumed to be context-dependent; case-based learning of the theory result in better and more meaningful learning experiences among learners; and social negotiation of knowledge which is a means through which learners form and test their constructs while dialoging with other individuals (such as Economics teachers) in the society at large. According to constructivism, learning activities are usually designed to encourage students' engagement in "learning by doing" through problem solving and critical analysis.

The principles of constructivist approaches are radical departure from the traditional approaches where the teachers are powerful and dominate the teaching and learning processes and the learners are passive (not actively involved in the teaching-learning processes in the classroom).

The advantages of constructivism approaches to teaching-learning processes include that learners are motivated, learning becomes real, retention effective and achievements higher. In view of this, the constructivist theory can help in the objective assessment of the implementation of Economics curriculum and students' learning achievement which involves evaluation of objectives, contents, activities (teaching-learning), learner, teacher, evaluation strategies, teaching and learning processes; and instructional materials. Hence, constructivist learning theory is selected in this study due to its relevance to the actualization of the objectives of this study.

### 3.2 Context, Input, Process and Product (CIPP) Model/Theory (Daniel Stufflebeam, 1966)

Context, Input, Process and Product (CIPP) model was developed by Daniel Stufflebeam in 1966. CIPP is an evaluation model that requires the evaluation of

context, input, process and product in judging a programme's value. CIPP is a decision-focused approach to evaluation and emphasis the systematic provision of information for programme management and operation. CIPP aims to provide an analytic and rational basis for programme decision-making, based on a cycle of planning, structuring, implementing and reviewing and revising decisions, each examined through a different aspect of evaluation –context, input, process and product evaluation. The CIPP model is an attempt to make assessment directly relevant to the needs of decision-makers during the phases and activities of a programme (such as implementation of Economics curriculum).

The CIPP model is unique as an assessment guide as it allows one to assess the programmme at different stages, especially at the end of the programme to ascertain whether or not the programme had an effect. Therefore, an assessment of this nature will help bring about a clearer understanding of the extent to which teachers' implementation of Economics curriculum mar or enhance students' learning achievement. Hence, the adoption of CIPP model in this study.

## 4. Methodology

A descriptive survey research design was used for this study. Twenty (20) high schools were randomly selected among the eighty-four (84) high schools in Osun State, Nigeria. In each of the high schools selected, two (2) Economics teachers, and six (6) SS2 Economics students in intact classes were randomly selected. Two Economics teachers were selected in each of the high schools because the number of Economics teachers found in most of the high schools ranges from two to four. Thus, the sample size for this study was one hundred and sixty (160) participants comprising forty (40) Economics teachers, and one hundred and twenty (120) Economics students in the State. Simple random sampling technique was used in the study to ensure that each of the members of the population has equal chance of being included in the sample. The research instrument used for data collection in this study were two researcher-designed questionnaires (one for teachers and one for students), and Students' Achievement Test. The Students' Achievement Test contained twenty items adopted from West African Examination Council Senior Secondary School Economics past questions based on the topics taught by the schools' teachers during the four weeks of visitation by the researcher to each of the schools. Table of Specification was used to determine the number of items tested on each of the four topics taught. The reliabilities of the three research instruments (Teachers' Questionnaire, Students' Questionnaire and Students' Achievement Test) were carried out using the Cronbach Alpha and they yielded the following reliability coefficients 0.799, 0.871 and 0.896 respectively. Frequency counts, percentage, mean and standard deviation were used to analyse and answer the research questions, while the research hypotheses were tested using Pearson Product Moment Correlation Coefficient and One-Way ANOVA at 0.05 level of significance.

## 5. Results

**Research Question One:** What are the teaching methods used by Economics teachers for the implementation of Economics curriculum contents in High Schools in Osun State, Nigeria?

**Table 1:** Descriptive Statistics of Frequency Counts and Percentage of the Teaching methods used by the Economics teachers for the implementation of Economics curriculum contents

| S/N | Items | Always | Seldom | Rarely | Never | Total | Remarks |
|---|---|---|---|---|---|---|---|
| 1 | Field trips | 6<br>15.0% | 12<br>30.0% | 16<br>40.0% | 6<br>15.0% | 40<br>100% | Rarely |
| 2 | Discussion method | 36<br>90.0% | 0<br>0.0% | 4<br>10.0% | 0<br>0.0% | 40<br>100% | Always |
| 3 | Lecture method | 4<br>10.0% | 8<br>20.0% | 10<br>25.0% | 18<br>45.0% | 40<br>100% | Never |
| 4 | Question and answer method | 28<br>70.0% | 10<br>25.0% | 2<br>5.0% | 0<br>0.0% | 40<br>100% | Always |
| 5 | Concept mapping | 6<br>15.0% | 20<br>50.0% | 10<br>25.0% | 4<br>10.0% | 40<br>100% | Seldom |
| 6 | Cooperative learning strategies | 8<br>20.0% | 12<br>30.0% | 16<br>40.0% | 4<br>10.0% | 40<br>100% | Rarely |
| 7 | Futures wheel technique | 2<br>5.0% | 4<br>10.0% | 8<br>20.0% | 26<br>65.0% | 40<br>100% | Never |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 8 | Problem solving method | 26<br>65.0% | 8<br>20.0% | 6<br>15.0% | 0<br>0.0% | 40<br>100% | Always |
| 9 | Project method | 26<br>65.0% | 4<br>10.0% | 6<br>15.0% | 4<br>10.0% | 40<br>100% | Always |
| 10 | Role play method | 28<br>70.0% | 2<br>5.0% | 8<br>20.0% | 2<br>5.0% | 40<br>100% | Always |
| 11 | Demonstration Method | 22<br>55.0% | 14<br>35.0% | 4<br>10.0% | 0<br>0.0% | 40<br>100% | Always |
| 12 | Process Oriented Guided Inquiry Learning | 4<br>10.0% | 16<br>40.0% | 8<br>20.0% | 12<br>30.0% | 40<br>100% | Seldom |
| 13 | Entre education Approach | 8<br>20.0% | 4<br>10.0% | 8<br>20.0% | 20<br>50.0% | 40<br>100% | Never |
| 14 | Scaffolding | 6<br>15.0% | 2<br>5.0% | 22<br>55.0% | 10<br>25.0% | 40<br>100% | Rarely |
| 15 | Chalk and Chew Method | 12<br>30.0% | 14<br>35.0% | 14<br>35.0% | 0<br>0.0% | 40<br>100% | Seldom |
| 16 | Others | 0<br>0.0% | 2<br>5.0% | 4<br>10.0% | 34<br>85.0% | 40<br>100% | Never |

***Source**: Field Survey, 2020*

In Table 1, analysis of items 1-16 revealed that the teaching methods always used by the Economics teachers for the implementation of Economics curriculum contents in High Schools include: discussion method [36(90.0%)], question and answer method[28(70.0%)], problem solving method [26(65.0%)], project method[26(65.0%)], role play method[28(70.0%)], and demonstration method[22(55.0%)]; while teaching methods like concept mapping[20(50.0%)], chalk and chew method[14(35.0%)], and process oriented guided inquiry learning[22(55.0%)] are seldomly used; field trips[16(40.0%)], cooperative learning strategies[16(40.0%)] and scaffolding[22(55.0%)] are rarely used; and teaching methods like lecture method[18(45.0%)], futures wheel technique[26(65.0%)], and entre education approach[20(50.0%)] are never used.

Based on the above analysis, the answer to research question one is that the teaching methods mostly used by the Economics teachers for the implementation of Economics curriculum contents in High Schools include: discussion method, question and answer method, problem solving method, project method, role play method, and demonstration method.

**Research Question Two:** To what extent do teachers utilize teaching resources for the implementation of Economics curriculum in High Schools in Osun State, Nigeria?

**Table 2:** Descriptive Statistics of Mean and Standard Deviation of the Extent of Teachers' utilization of teaching resources for the implementation of Economics curriculum in Senior Secondary Schools

| S/N | Items | High | Medium | Low | Not at all | Mean | Standard Deviation | Remarks |
|---|---|---|---|---|---|---|---|---|
| 1 | Computer system (Desktop/Laptop) | 2<br>5.0% | 12<br>30.0% | 18<br>45.0% | 8<br>20.0% | 2.20 | 0.83 | M |
| 2 | Films/DVDs/VCDs on Economics | 0<br>0% | 8<br>20.0% | 16<br>40.0% | 16<br>40.0% | 1.80 | 0.77 | L |
| 3 | Charts/Graphs and Pictures | 32<br>80.0% | 4<br>10.0% | 4<br>10.0% | 0<br>0% | 3.70 | 0.66 | H |
| 4 | Economics Textbooks | 36<br>90.0% | 2<br>5.0% | 2<br>5.0% | 0<br>0% | 3.85 | 0.49 | H |
| 5 | Projectors | 12<br>30.0% | 16<br>40.0% | 6<br>15.0% | 6<br>15.0% | 2.85 | 1.04 | M |
| 6 | Internet resources (e.g E-books on Economics, Electronic mail) | 2<br>5.0% | 18<br>45.0% | 14<br>35.0% | 6<br>15.0% | 2.40 | 0.82 | M |
| 7 | DVD/VCD players | 0<br>0% | 20<br>50.0% | 12<br>30.0% | 8<br>20.0% | 2.30 | 0.80 | M |
| 8 | Interactive White Board | 6<br>15.0% | 4<br>10.00% | 2<br>5.0% | 28<br>70.0% | 1.70 | 1.17 | L |
| 9 | Economics resource centre | 0 | 10 | 14 | 16 | | | L |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 0% | 25.0% | 35.0% | 40.0% | 1.85 | 0.81 | |
| 10 | Colour Television | 0 | 10 | 14 | 16 | | | L |
| | | 0% | 25.0% | 35.0% | 40.0% | 1.85 | 0.81 | |
| 11 | Others | 2 | 4 | 6 | 28 | | | NA |
| | | 3.0% | 10.0% | 15.0% | 70.0% | 0.50 | 0.89 | |
| | Average | 92(20.9%) | 108(24.5%) | 108(24.5%) | 132(30%) | 2.27 | 0.75 | M |

***Source**: Field Survey, 2020*
**Keys**: **H**= High; **M** = Medium; **L**= Low; **NA**= Not At All
**Standard mean** = 2.5; $0 < NA \leq 1$; $1 < L \leq 2$; $2 < M \leq 3$; $3 < H \leq 4$

Table 2 presents data on the extent of utilization of teaching resources for the implementation of Economics curriculum in High Schools. The mean cut- off score is 2.5. The mean ratings of the eleven items shown in the table revealed that teachers utilize: Charts/Graphs and Pictures [$(\bar{x})$ = 3.70, S.D= 0.32] and Economics Textbooks [$(\bar{x})$ = 3.85, S.D= 0.49] to a high extent; computer system (Desktop/Laptop) [$(\bar{x})$ = 2.20, S.D= 0.83], projectors [$(\bar{x})$ = 2.85, S.D= 1.04], Internet resources (e.g E-books on Economics, Electronic mail) [$(\bar{x})$ = 2.40, S.D= 0.82], and DVD/VCD players [$(\bar{x})$ = 2.30, S.D= 0.80] to a medium extent; films/DVDs/VCDs on Economics [$(\bar{x})$ = 1.80, S.D= 0.77], Interactive White Board [$(\bar{x})$ = 1.70, S.D= 1.17], Economics resource centre [$(\bar{x})$ = 1.85, S.D= 0.81] and colour television [$(\bar{x})$ = 2.10, S.D= 0.32] to a low extent; and most Economics teachers do not utilize other teaching resources[$(\bar{x})$ = 0.50, S.D= 0.89] apart from those listed in Table 2 above.
Based on the above analysis, the answer to research question two is that most Economics teachers utilize teaching resources for the implementation of Economics curriculum in High Schools to a medium extent.

**Research Question Three:** How do students perceive the objectives of Senior Secondary School Economics curriculum in Osun State, Nigeria?

**Table 3:** Descriptive Statistics of Frequency Counts and Percentage of the Students' perception on the objectives of Senior Secondary School Economics curriculum

| S/N | Items | Very Good | Good | Fair | Poor | Total (N=120) | Remarks |
|---|---|---|---|---|---|---|---|
| 1 | Economics curriculum enables students to understand basic economic principles and concepts. | 82 | 36 | 0 | 2 | 120 | Very Good |
| | | 68.3% | 30.0% | 0% | 17% | 100% | |
| 2 | The Economics curriculum enables students to understand basic tools for sound economic analysis. | 58 | 58 | 4 | 0 | 120 | Good |
| | | 48.3% | 48.3% | 3.3% | 0.0% | 100% | |
| 3 | It enables students to contribute intelligently to discourse on economic reforms and development as they affect or would affect the generality of Nigerians. | 58 | 48 | 12 | 2 | 120 | Very Good |
| | | 48.3% | 40.0% | 10.0% | 1.7% | 100% | |
| 4 | Economics curriculum enables students to understand the structure and functioning of economic institutions. | 66 | 46 | 6 | 2 | 120 | Very Good |
| | | 55.0% | 38.3% | 5.0% | 1.7% | 100% | |
| 5 | It enables students to appreciate the role of public policies on national economy. | 58 | 42 | 18 | 2 | 120 | Very Good |
| | | 48.3% | 35.0% | 15.0% | 1.7% | 100% | |
| 6 | Economics curriculum enables students to develop the skills and also appreciate the basis for rational economic decisions. | 74 | 38 | 6 | 2 | 120 | Very Good |
| | | 61.7% | 31.7% | 5.0% | 1.7% | 100% | |
| 7 | It enables students to become sensitized to participate actively in national economic advancement through entrepreneurship, capital market and so on. | 80 | 30 | 6 | 4 | 120 | Very Good |
| | | 66.7% | 25.0% | 5.0% | 3.3% | 100% | |
| 8 | Economics curriculum enables students to understand the role and status of Nigerian in international economic relationships. | 58 | 42 | 18 | 2 | 120 | Very Good |
| | | 48.3% | 35.0% | 15.0% | 1.7% | 100% | |
| 9 | The Economics curriculum enables students to understand the role and status of other African countries in international economic relationships. | 50 | 50 | 12 | 8 | 120 | Good |
| | | 41.7% | 41.7% | 10.0% | 6.7% | 100% | |
| 10 | It enables students to appreciate the problems encountered by developing countries in their effort towards economic advancement. | 50 | 48 | 18 | 4 | 120 | Very Good |
| | | 41.7% | 40.0% | 15.0% | 3.3% | 100% | |

***Source**: Field Survey, 2020*

In Table 3, analysis of items 1-10 revealed that most of the students have very good perception on the objectives which state that "Economics curriculum enables students to understand basic economic principles and concepts" [82(68.3%)], "Economics enables students to contribute intelligently to discourse on economic reforms and development as they affect or would affect the generality of Nigerians"[58(48.3%)], "Economics curriculum enables students to understand the structure and functioning of economic institutions"[66(55.0%)], "Economics enables students to appreciate the role of public policies on national economy"[58(48.3%)], "Economics curriculum enables students to develop the skills and also appreciate the basis for rational economic decisions"[74(61.7%)], "Economics enables students to become sensitized to participate actively in national economic advancement through entrepreneurship, capital market and so on" [80(66.7%)], "Economics curriculum enables students to understand the role and status of Nigerian in international economic relationships"[58(48.3%)], and "Economics enables students to appreciate the problems encountered by developing countries in their effort towards economic advancement[50(41.7%)]; while some of the students have good perception on the objectives which state that "Economics curriculum enables students to understand basic tools for sound economic analysis"[58(48.3%)], and "Economics curriculum enables students to understand the role and status of other African countries in international economic relationships"[50(41.7%)].
Based on this analysis, the answer to question four is that the students perceived the objectives of Senior Secondary School Economics curriculum to be very good.

**Testing of Research Hypotheses**

**Research Hypothesis One:** There is no significant relationship between teaching methods used by Economics teachers for the implementation of Economics curriculum contents and students' learning achievement in High Schools in Osun State, Nigeria.

**Table 4:** Correlation Analysis between teaching methods used by Economics teachers for the implementation of Economics curriculum contents and students' learning achievement

| | | Teaching Methods Used by Economics Teachers | Students' Learning Achievement |
|---|---|---|---|
| Teaching Methods Used by Economics Teachers | Pearson Correlation | 1 | 0.653* |
| | Sig. (2-tailed) | | 0.002 |
| | N | 40 | 40 |
| Students' Learning Achievement | Pearson Correlation | 0.653* | 1 |
| | Sig. (2-tailed) | 0.002 | |
| | N | 40 | 120 |

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows that the r-cal is 0.643, signifying a strong positive significant relationship between teaching methods used by Economics teachers for the implementation of Economics curriculum contents and students' learning achievement. Also, it is observed that the returned p-value of 0.002 < 0.05, the criterion level of significance. Hence, the null hypothesis which states that; "There is no significant relationship between teaching methods used by Economics teachers for the implementation of Economics curriculum contents and students' learning achievement in High Schools in Osun State, Nigeria" is rejected. Consequently, the alternate hypothesis is accepted. That is, there is significant relationship between teaching methods used by Economics teachers for the implementation of Economics curriculum contents and students' learning achievement in High Schools in Osun State, Nigeria.

**Research Hypothesis Two:** There is no significant relationship between extent of teachers' utilization of teaching resources for the implementation of Economics curriculum and students' learning achievement in High Schools in Osun State, Nigeria.

**Table 5:** Correlation Analysis between extent of teachers' utilization of teaching resources for the implementation of Economics curriculum and students' learning achievement

| | | Extent of Teachers' Utilisation of Teaching Resources | Students' Learning Achievement |
|---|---|---|---|
| Extent of Teachers' Utilisation of Teaching Resources | Pearson Correlation | 1 | 0.685* |
| | Sig. (2-tailed) | | 0.004 |
| | N | 40 | 40 |

| | | | |
|---|---|---|---|
| Students' Learning Achievement | Pearson Correlation | 0.685* | 1 |
| | Sig. (2-tailed) | 0.004 | |
| | N | 40 | 120 |

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows that the r-cal is 0.685, indicating a strong positive significant relationship between extent of teachers' utilization of teaching resources for the implementation of Economics curriculum and students' learning achievement. In addition, it is observed that the returned p-value of 0.004 is less than 0.05, the criterion level of significance. Consequently, the null hypothesis which states that; "There is no significant relationship between extent of teachers' utilization of teaching resources for the implementation of Economics curriculum and students' learning achievement in High Schools in Osun State, Nigeria" is rejected. Thus, the alternate hypothesis is accepted. Hence, significant relationship existed between extent of teachers' utilisation of teaching resources for the implementation of Economics curriculum and students' learning achievement in High Schools in Osun State, Nigeria.

**Research Hypothesis Three:** There is no significant relationship between students' perception of Economics curriculum objectives and learning achievement in Economics in High Schools in Osun State, Nigeria.

**Table 6:** Correlation Analysis between Students' perception of Economics curriculum objectives and learning achievement in Economics

| Variables | | Students' Learning Achievement | Students' Perception of Economics Curriculum Objectives |
|---|---|---|---|
| Students' Learning Achievement | Pearson Correlation | 1 | 0.453* |
| | Sig. (2-tailed) | | 0.027 |
| | N | 120 | 120 |
| Students' Perception of Economics Curriculum Objectives | Pearson Correlation | 0.453* | 1 |
| | Sig. (2-tailed) | 0.027 | |
| | N | 120 | 120 |

*. Correlation is significant at the 0.05 level (2-tailed).

Table 6 shows that the r-cal is 0.453, indicating a positive significant relationship between students' perception of Economics curriculum objectives and learning achievement in Economics. Also, it is observed that the returned p-value = 0.027 < 0.05, the criterion level of significance. Hence, the null hypothesis which states that; "There is no significant relationship between students' perception of Economics curriculum objectives and learning achievement in Economics in High Schools in Osun State, Nigeria" is rejected. Thus, the alternate hypothesis is accepted. That is, there is significant relationship between students' perception of Economics curriculum objectives and learning achievement in Economics in High Schools in Osun State, Nigeria.

**Research Hypothesis Four:** Implementation of Economics curriculum has no significant effect on students' learning achievement in High Schools in Osun State, Nigeria.

**Research Hypothesis Four:** What is the influence of the implementation of Economics curriculum on students' learning achievement in High Schools in Osun State, Nigeria?
Results in the Table 7 below are used to answer the research question four and to test the research hypothesis four in this study.

**Table 7: One Way ANOVA on Implementation of Economics curriculum and students' learning achievement**
Students' Learning Achievement

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 219.4 | 3 | 73.133 | 3.655 | 0.013 |
| Within Groups | 702.4 | 36 | 20.011 | | |
| Total | 939.8 | 39 | | | |

Analysis in Table 7 above shows that the calculated value of F (3.655) has a significant value of 0.013. Since the p-value (0.023) is less than 0.05, the null hypothesis which states that "Implementation of Economics curriculum has no significant effect on students' learning achievement in High Schools in Osun State, Nigeria" is rejected. Hence, the alternate hypothesis is accepted. This implies that implementation of Economics curriculum has significant effect on students' learning achievement

in High Schools in Osun State, Nigeria. Therefore, the answer to research question four is that effective implementation of Economics curriculum has significant influence on students' learning achievement in High Schools in Osun State, Nigeria.

## 6. Discussion

This study found that the teaching methods mostly used by the Economics teachers for the implementation of Economics curriculum contents in High Schools include: discussion method, question and answer method, problem solving method, project method, role play method, and demonstration method. Also, significant relationship was found to exist between teaching methods used by Economics teachers for the implementation of Economics curriculum contents and students' learning achievement in High Schools in Osun State, Nigeria. Supporting the findings of this study, Olayiwola (2001) and Sivakumar (2018) reported that methods for the implementation of Economics curriculum in Senior Secondary Schools included discussion, cooperative learning, role play, questions and answer, textbook, observation, assignment, projects, problem-solving and simulation. Still in line with the finding of this study, Emaikwu (2012) reported that reduction in standard of students' performance at secondary school level is caused by pedagogical approaches adopted by their teachers. Also, Olatoye and Adekoya (2010) discovered that conventional methods such as lecture and recitation are not reasonably effective for improving students' critical thinking and ability to master and retain essential concepts. This study revealed that Economics teachers utilize teaching resources for the implementation of Economics curriculum in Senior Secondary Schools to a medium extent. Also, there is significant relationship between extent of teachers' utilization of teaching resources for the implementation of Economics curriculum and students' learning achievement in High Schools in Osun State, Nigeria. Corroborating the finding of this study, Abolade (2009) found that consistent use of teaching resources for the implementation of curriculum enhances learners' interest and encourages learners to pay proper attention to their teachers in the classroom. However, Abdu-Raheem (2014) reported that despite the importance of teaching resources for making learning practical and improving students' knowledge, resources are not readily available in Nigerian secondary schools leading to low level of students' learning achievement in public examinations.

There is significant relationship between students' perception of Economics curriculum objectives and learning achievement in Economics in High Schools in Osun State, Nigeria. This means that students' perception of Economics curriculum objectives is positively related to their learning achievement in Economics in High Schools. This finding is corroborated by the report of Meiriza (2015) who examined the perceptions of students on the prospect of the Economics Education Programme found that students were pleased with the curriculum planning in Economics Education programme, and Economics curriculum has a quality assurance from the center of the curriculum; and the students have good perception about economics curriculum. In addition, the study reported that the development programme of Economics Education have been good in education and learning, produce qualified graduates, superior, intelligent and highly competitive, capable of producing innovations in the field of Economics education and implement service activities to the community and the development of science and technology. Similarly, Ahmad, Azizan, Rahim, Jaya, Shaipullah and Siaw (2017) on their study on the relationship between students' perception toward the teaching and learning methods of mathematics' lecturer and their achievement in pre-university studies found no significant difference between the average scores of male and female students' perceptions of the effectiveness of teaching and learning of the Mathematics lecturer. Also, relationship existed between students' perception on their lecturer's teaching methods and their achievement in pre-university studies.

This study found that implementation of Economics curriculum has significant effect on students' learning achievement in High Schools in Osun State, Nigeria. As observed by Idris and Rajuddin (2012), standing of teachers before the chalkboard and delivers the lesson through verbal instruction to leaners, while the learners remain passive listeners, but take notes from the chalkboard is a usual practice in Nigerian secondary schools. Also, Alaka and Obadara (2013) reported in his study that senior secondary school Economics students' poor achievement is caused by utilization of inappropriate teaching approaches. Supporting the finding of this study, Okpala (2004) found significant difference between the performance of the students taught with and those without instructional materials; and that the use of instructional materials enhances students' learning and achievements in Economics. This finding is also supported by that of Nwachukwu (2014) who found that teachers made use of available resources and most of the available Economics

resources were not adequate for use by the teachers for the implementation of Economics curriculum; and most Economics teachers lack the knowledge required for effective selection and utilization of the available resources.

## 7. Conclusion

Implementation of curriculum has become a very vital issue in the educational sector in Nigeria today. Effective implementation of Economics curriculum is key to achieving desired students' learning achievement. Thus, the stated objectives of secondary school Economics curriculum can be realized only when the content of the curriculum are implemented effectively. This is based on the fact that the use of appropriate instructional practices are fundamental to students' learning and achievement in any school subject. Hence, it can be concluded based on the findings of this study that the implementation of Economics curriculum has significant effect on students' learning achievement in public high schools in Osun State, Nigeria.

## 8. Recommendations

Based on the findings of this study, the following recommendations are hereby suggested:

- Teachers should utilize the available resources for the implementation of Economics Curriculum. This should include regular use of audio-visual devices by the Economics teachers for the delivery of Economics instructions.
- Economics teachers should always utilize students-centred methods of teaching for the implementation of Economics Curriculum.
- Regular workshop and training should be organised for Economics teachers to update their knowledge and to be conversant with latest development in their area of specialization. This will bring about effective delivery of Economics instructions in schools and actualization of the objectives of the implementation of Economics curriculum in senior secondary schools.
- Principals in all senior secondary schools should embark on regular supervision of delivery of Economics instructions in the classroom to ensure that the appropriate methods and materials are used by the teachers.
- Ministry of Education should send school inspectors to various schools to ensure that appropriate instructional materials are used in teaching and learning.

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