

Refocusing Economics Curriculum Implementation in Kano State Senior Secondary Schools for Sustainable Development

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Abstract

This study is an evaluation of the implementation of senior secondary school economics curriculum in Kano state. The study used survey design in which one hundred and sixty nine (169) out of the 304 economics teachers were sampled based on Krecjcie and Morgan, (1971) advised using cluster sampling technique. The instrument used for data collection was an adapted questionnaire named Economics Curriculum Implementation Questionnaire (ECIQ). The questionnaire was validated by the two experts in the department of education Bayero University Kano and its reliable coefficient of 0.80 was established through test-retest procedure. The findings of the study revealed that: that the philosophy, nature and objectives of Senior Secondary School Economics curriculum are clear and well understood by the senior secondary school economics teachers in Kano state. As regards to the qualification of the teachers, majority(67%) of the teachers are not qualified to teach in secondary school as their highest qualification was NCE which is the minimum qualification to teach in primary schools by the law. However based on the findings of the study, it was recommended that, the state ministry of education/Kano state Senior Secondary School Management Board should encourage economics teachers who possessed NCE as their highest teaching qualification to go for an in service studies in order to obtain their first degree in economics.

Key words: *Refocusing, Evaluation, Curriculum, and Teacher Qualification*

Introduction

Evaluation is a life pattern of our daily activities because human beings all over the world have evolved over time a culture of judgment. At most levels of human action, individuals, groups, institutions and government pass judgment about the appropriateness or inappropriateness, goodness or badness, desirability or undesirability of events, decision performance, processes, objectives, situation and the like. It could also be viewed as the process of determining the quality, worth, significance of something, be it an activity, event, person, object, programme etc. The general concept of evaluation can be perceived as frequent decision making and judgments which individuals, groups, institution and governments pass on what affect their lives and those of others. Evaluation, therefore seeks the most effective use of available resources to ensure that all programmes, events or activities successfully fulfill their goals. It is also part of the selection, planning and implementation of any programme. In essence, any questions on the success or failure of any activity or programme are simply questions that border on evaluation as an integral part of our entire endeavor.

Every programme is initiated and it is either continued or discarded because of some form of

feedback or evaluation undertaken by somebody. For example, evaluation of national educational systems in a given country proceeds according to the forces and concerns involved. If educated manpower is the prime concern of the nation (as in many developing countries), evaluation may be directed at discrimination of needs for new institution, financial assistance, counseling, or developmental programmes. If the primary concern is satisfaction with the achievement of students (as in case of Nigeria), evaluation may be selected to the construction of measure of achievement and progress, and to factors that explain differential attainment and that can be modified to improve result.

In 2000 leaders from 189 countries created an ambitious plan called the Millennium Development Goals (MDGs). The leaders set 8 goals imagined a future just 15 years off that would be rid of poverty and hunger. The United Nations Development Programme (UNDP) has been one of the leading organizations working to achieve the MDGs, funded the project that helped fulfils the Goals. In September 2015, the same world leaders converged at the United Nations Headquarters in New York and discussed how to build on the many successes of the past 15 years from MDGs, and go further. The new set of goals, the Sustainable Development Goals (SDGs), aims to end poverty and hunger by 2030 was put in place. The SDGs seek to build on and complete the unfinished business of the MDGs; realize the human rights of all; achieve gender equality in all sectors and spheres of life; and importantly, strike a balance between economic, social and environmental dimensions of development (United Nations, 2015). Brice Lalonde, former Minister of the Environment in France, offers the following definition: *“To me, it refers to how the economy should enable us to live better lives while improving our environment and our societies, from now on and within a globalised world.....”* (Strange and Bayley 2008)”

According to the international Institute for Sustainable Development (IISD) as reported by Adejumo and Adejumo (2014) sustainable development has been defined in many ways, but the most frequently quoted definitions is form Our Common Future, also known as the Brundtland Report: “Sustainable development is development the meets the needs of the resent without compromising the ability of future generations to meet their own needs.

Strange and Bayley (2008) argued that sustainable development could therefore be:

- i. **A conceptual framework:** a way of changing the predominant world view to one that is more holistic and balanced.
- ii. **A process:** a way of applying the principles of integration – across space and time – to all decisions; and
- iii. **An end goal:** identifying and fixing the specific problems of resource depletion, health care, social exclusion, poverty, unemployment, etc.

Economics is concerned with human behaviour such as how people earn their living and make a choice between alternatives to satisfy their wants. It focuses on the study of firms and the government whose activities are geared to the production of goods and services for the satisfaction of human want, since economics is concerned with human behaviour. So economics is a social science, and like any science subject, the reasoning procedure in economics is methodological, its analysis is systematic, and the validity of its various theories can be tested. Thus an attempt has been made to integrate the theoretical foundations of the subject with their practical applications (Adu, 2002). He maintained that, Economics is one of the electives or group of subjects expected to be studied at the Senior Secondary School (SSS) level under the new National Policy on Education. This curriculum has been designed by the Comparative Education Study and Adaptation Centre (CESAC) to meet the requirements of Economics in the new system. The guiding principle of this curriculum is the

need to equip graduates of the Senior Secondary School with the basic knowledge and skills that will enable them to better appreciate the nature of economic problems in any society. According to Obemeata, (1991) the importance of economics education to any nation, is very clear. It enables both leaders and citizens to understand basic economics concepts, principles as well as to understand, appreciate and seek to improve the economic situation for their own social good. The understanding of economics is a pre-requisite for good citizenship. To him the principal objective for teaching economics should be "to provide economics understanding necessary for responsible citizenship". Being a responsible citizen involves the ability to take rational decision on important economic issues with a good basis for doing so. Furthermore, Obemeata [1991] stated that the position of economics in secondary school curriculum has been strengthened because it has been accepted that it has some civil values because of some topics as "the element and determinants of national income, the structure and activities of labour unions, the working and influence of financial institution". These prepared one adequately for life in modern society. According to Adu (2002) the study of economics serves a useful purpose in modern life. It gives us facts and shows us what may be expected to be the outcome of certain lines of conduct; it helps us to decide which of several alternatives to choose. It charged its recipient to make wise choice that will satisfy their needs in the presence of unlimited wants and resources.

1.1 Statement of the Problem

The purpose of curriculum implementation ideally is to have a curriculum used as intended. The essential and possibly the central implementation actors are the teachers whose knowledge, ability, resources and attitude determine the implementation level. Most researches on curriculum focus on the effectiveness of the curriculum, rather than on the effectiveness of the implementation process. Many researches such as Gross (1971) and Oloruntegbe (2003), revealed that the level of implementation determines the level of success of any curriculum. Economics is living subject that deal with the daily human activities in relation to how individuals, firms, organization and government utilize the limited available resources to maximize their satisfaction. The actualization of SDGs is heavenly relied on the proper implementation of national curriculum. On the other hand adequate implementation of economic curriculum depends largely on the quality of the teacher. Teaching economics need teachers who have the mastery of the curriculum, with higher qualification, make effective use of instructional materials as well as taking students to fieldtrip and excursion for effective teaching and learning. The study was therefore designed to assess how economics curriculum implementation in Kano state senior secondary schools economics curriculum could be refocused.

1.3 Objectives of the Study

This study is set to achieve the following objectives to:

1. To find out the qualifications of teachers who implement the senior secondary schools economics curriculum in Kano state.
2. To determine extent to which teachers in Kano state agreed the philosophy of senior secondary schools economics curriculum can lead to the sustainable national economic development in Nigeria?
3. To determine extent do Economics teachers in Kano state agreed the Aims and Objectives of SSS Economics Curriculum can lead to the sustainable national economic development in Nigeria?

1.4 Research Questions

This study is design to find answers to the following questions;

1. What are the qualifications of teachers who implement the senior secondary schools economics curriculum in Kano state?
2. To what extent teachers in Kano state agreed the philosophy of senior secondary schools economics curriculum can lead to the sustainable national economic development in Nigeria?
3. To what extent do Economics teachers in Kano state agreed with the Aims and Objectives of SSS Economics Curriculum can lead to the sustainable national economic development in Nigeria?

Research Design

The study employed descriptive survey design because the study assessed the implementation of senior secondary schools economics curriculum in Kano State being an opinion based research. The population of the study comprises all economics teachers in government senior secondary schools in Kano state which according to statistical report of Kano State Senior Secondary School Management Board (KSSSSMB 2012) was three hundred and four (304) economics teachers. A sample of one hundred and sixty nine (169) economics teachers were selected based on Krejcie and Morgan, (1971) advice. A modified form of cluster sampling was used in this study i.e. successive or multistage sampling. Four (4) local governments were randomly selected from each senatorial district of Kano state. Finally, from each sampled local government 50, 70 and 49 economics teachers were selected from Kano South, Kano Central and Kano north respectively. Economics Curriculum Implementation questionnaire (E.C.I.Q) adopted from Muhammad (2010).

The instrument was validated by two experts in test construction in the Department of Education, Bayero University, Kano who ascertained the content of the questionnaire in relation to the appropriateness of the items to the objective of the study, the relevance and adequacy or otherwise of the language used in the construction of items in the instrument. A test-retest of two weeks interval was conducted on fifty (50) respondents selected to ascertain the reliability of the instrument through pilot study/testing conducted in some schools which are out of the sampled schools. Spearman Rank Order (Rho) = 0.80 was found which indicated a strong correlation. Out of the 169 questionnaire distributed, 154 were returned. These responses were summarized and tabulated in frequency distribution and simple percentages.

Result

Research question 1: What are the qualifications of teachers who implement the senior secondary schools economics curriculum in Kano state?

Table 1: Teachers' Educational qualification

S/NO.	QUALIFICATION	Frequency.	Percentages %
a.	M SC	0	0%
b.	M. ED	2	2%
c.	B SC	20	12%
d.	B. A. Ed	28	18%
f.	NCE	104	67%
g.	DIPLOMA	0	0%
	Total	154	100%

Table 1 indicates that none of the respondents has M.Sc. Economics and only two (2) teachers were found possessing M.Ed. Economics this constituted only 2% of the total

respondents, 12% of the total respondents were able to have Bachelor of Science in economics. Also 28 out of 154 teachers that is 18% of the total respondents has B. Ed economics as their teaching qualification. In contrast 104 out of 154 respondents which marked up 67% are NCE graduates. While none of the respondents possessed diploma as their teaching qualification in the study area.

Research Question 2: To what extent teachers in Kano state agree with the philosophy of Senior Secondary Schools Economics curriculum can lead to the sustainable national economic development in Nigeria?

Table 2: Philosophy of SSS Economics Curriculum

S/no	Options	Agreement		Disagreement		Total Freq.	Total per. %
		Freq.	Per.%	Freq.	Per. %		
a.	Guide young generation on how to make effective use of the endowed abandon natural resources of Nigeria.	149	96%	5	4%	154	100%
b.	Provides future economist who will make effective economic policies for the development of Nigeria.	150	97%	4	3%	154	100%
c.	To have a generation that could understand the relationship between economics and other social sciences.	147	95%	7	5%	154	100%
d.	Provides future generation that are rationale in economic decisions making.	152	98%	2	2%	154	100%
e.	Provides future generation with basic skills for the application of economic tools in the use of limited resources.	149	96%	5	4%	154	100%

Table 2 reveals that, almost all of the respondents are of the opinion that the philosophy SSSE curriculum is well set and clear and very few respondents whom do not reach 10% of the total respondents disagreed with the philosophy, design and objectives of Senior Secondary Schools Economics curriculum in Kano state?

Research Question 3: To what extent do Economics teachers in Kano state agreed with the Aims and Objectives of SSS Economics Curriculum can lead to the sustainable national economic development in Nigeria?

Table 3: Aims and Objectives of SSS Economics Curriculum

S/no.	Options	Agreement		Disagreement		Total Freq.	Total per. %
		Freq	Per.%	Freq	Per. %		
a.	It introduces students to the basic economics principles as a discipline.	152	98%	2	2%	154	100%
b.	It provides students with various economics institutions and their effects on the welfare of Nigerians.	147	95%	7	5%	154	100%
c.	It prepares students to become rational citizens.	149	96%	5	4%	154	100%
d.	It provides students with skills for critical thinking.	151	98%	3	2%	154	100%
e.	It provides students with vocational skills.	150	97%	4	3%	154	100%
f.	It makes students competent in different aspects of economy.	138	89%	16	11%	154	100%
g.	It prepares students for advance economics studies.	121	78%	33	22%	154	100%
h.	It makes students understand that a large portion of the social problems faced by different nations has Economics origin.	149	96%	5	4%	154	100%
j.	It makes the students to see themselves as part of the community resources.	141	91%	13	9%	154	100%

From the table 3 above analysis it revealed that, on average, more than 80% of the total respondents are of the opinion that, the objectives of SSSE curriculum are clear, well set and achievable.

Discussion

The study reveals that, 149 respondents which make up 96% of the total respondents are of the view that the philosophy of economic curriculum is to guide the young generation on how to make effective use of the endowed abandon natural resources of Nigeria and only five respondents which constitute 4% of the total respondents disagreed with this philosophy. 150 (97%) respondents out of 154 agreed with the philosophy that SSSE curriculum provide future economists who will make effective economic policies for the development of Nigeria, and only 4 (3%) respondents disagreed with this philosophy. Also the philosophy of SSSE curriculum which states that, economics curriculum will provide a generation that could understand the relationship between economics and other social sciences was supported by 147 respondents which constitute 95% then opposed by only 7 respondents that make only 5% of the total respondents. While 152 respondents which represents 98% are of the view that SSSE curriculum will provide a future generation that are rational in economics decision making, only 2 respondents that represent only 2% of the total respondents disagreed with this philosophy. Lastly on the philosophy, 149 respondents that represent 96% of the total respondents agreed with the philosophy that SSSE curriculum will provide future generation with basic skills for the application of economic tools in the use of limited resources and only 5 respondents which make up only 4% opposed the philosophy. This findings are in line with Obemeata,(1991) who was the opinion that planning of what to teach and how to get about teaching it is paramount in the heart of every committed and competent economics teacher. A

competent teacher is one who understands the philosophy, objectives and contents/learning experience in the total curriculum, carefully plans and systematically varies students learning. He/she does this by planning his daily lesson from a pre-planned scheme of work which is a reflection of his/her understandings of his syllabus and total curriculum organization.

With the regard to the teacher's qualification in Kano state, the findings of this study posit that none of the respondents owned M.Sc Economics and only two (2) teachers were found possessing M.Ed. Economics this constituted only 2% of the total respondents, while 12% of the total respondents were able to have B.Sc in economics. Also 28 out of 154 teachers that is 18% of the total respondents has B.Ed economics as their teaching qualification but none of the respondents undergone B.A. Ed economics as their teaching qualification. In contrast 104 out of 154 respondents which marked up 67% are NCE holders and none of the respondents possessed diploma as their teaching qualification in the study area. This shows that, well trained and qualified teachers are lacking to implement the SSSE curriculum in Kano state. It is in this regard Morinho (2009) observes that trained personnel to facilitate the implementation of curriculum in Nigeria are lacking; that subject like Introductory Technology is not adequately taken care of, even where the equipment are available, implementation is poor due to lack of professional personnel.

Conclusion

This study was conducted to evaluate the implementation of senior secondary school economics curriculum in Kano state. Based on the findings this study, the following conclusions were drawn:

Economics teachers in Kano secondary schools have agreed with the nature, philosophy, objectives and content of senior secondary school economics curriculum.

Majority of economics teachers in our secondary schools lack the minimum teaching qualification which deprives them from adequate mastery of the subject matter which may subsequently lead to inadequate implementation of the economics curriculum in Kano state secondary schools. The inability of the economics teachers to adequately implement the national economics curriculum in Kano state means the dream of attaining sustainable development depicted in curriculum has been defeated.

Recommendation on how economic curriculum implementation in Kano state could be refocused for sustainable development in Nigeria

Based on the findings of this study there is need to refocused the implementation of economic curriculum for sustainable development in Nigeria

- i. Though the findings of this study showed that most of the teachers have agreed with the design, objectives and the content of the curriculum, still there is need for the authorities to keep on organizing seminars and workshops for teacher to be up-to-date on the over changing nature of world economic environment.
- ii. The state ministry of education/ Kano state Senior Secondary Schools Management Board should provide an enabling environment that will assist economics teachers who possessed NCE as their teaching qualification to go for in service studies to obtain the minimum teaching qualification in Nigerian secondary schools.
- iii. All economics teachers with B.sc and M.sc Economics should be encourage registering themselves in any of the nearby institution of learning to obtained post graduate diploma in education.
- iv. At target shall be given to all economics teachers who lack the minimum teaching

qualification in Nigerian secondary school to obtain it on or before certain time given else they should have themselves to blame. Such a target shall be adequate enough for all teachers to do so.

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