



Implementation of Economics Curriculum in Nigerian Public Secondary Schools: Problems and the way Forward

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ABSTRACT

The implementation of economics curriculum is facing many problems in the Nigerian public secondary schools. The aim of this paper is to discuss the problem facing the implementation of economics curriculum in the Nigerian public secondary schools. We used both primary and secondary data to support every points raised in the paper. The data were sourced from print and online publication. The paper discovered that inadequate funding, inadequate professional economics teachers, shortage of instructional materials, inadequate infrastructural facilities, insecurity, poor teaching method and poor supervision. To address these problems raised in the paper, the following were suggested: increase the funding of economics programme, employ more economics teachers, provide adequate instructional materials, provide adequate infrastructural facilities, provide constant training and retraining programme for economics teachers, ensure effective supervision of economics programme and ensure adequate security are provided in all public secondary schools across the country.

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1. Introduction

Economics is one of the social science programme offer in the Nigerian public secondary schools. Economics is an elective subject that if chosen, must be passed by the respective students to enable him/her further a career in the programme in higher institutions. There are many reasons for studying

economics in the secondary schools. Adu et al. (2009) who identified reasons for the studying of Economics: a) the study of Economics enables a student to understand the nature of the complexity of the economic activities in which he is only a very small part. b) It enables students to understand and appreciate various government policies where choices have to be made such as probably to spend more money on free education and therefore provide less employment opportunities. c) the study of Economics provides the students with basic skills for analyzing Economic problems thereby preparing them better for positions where economic decisions have to be made. d) The study of Economics helps a government to promote growth and development therefore improving the quality of life of the citizens. e) Knowledge of Economics is useful to analyze fascinating patterns of socio-economic behaviour. f) the study of Economics is useful to understand and alter the inequalities in the distribution of income and opportunities (Adu, 2012).

Noun (2006) cited Obemeata [1980] who observed that 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". Yusuf (undated) observed 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 according to Osunnaiye (2005) has been designed by the Comparative Education study and. Adaptation centre (CESAC) to meet the requirements of Economics in the new system.

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 (Obemeata 1991).

Noun (2006) cited Obemeata (1991) says economics as a subject has various values to the learners and these values according to him include:

1. **The Cultural Values:-** Economics has some intrinsic value that makes it appealing as a school subject for example, there is a great logic in it. It connects learners to the essentials of everyday life and it is also concern with almost tropical events such as International Monetary Fund [IMF], Structural Adjustment Programme [SAP] and so on
2. **Intellectual Training:-** Economics also contribute to intellectual training because it involves looking at issues in a way which foremost new to people. Economics is not primarily a body of knowledge, it is a method rather than a doctrine, an apparatus of mind, a technique of thinking which helps its possessors to draw correct conclusion
3. **Vocational Training:-** The vocational nature of economics made it readily acceptable to students. Economics as a subject is of direct utility in many branches of industries and commerce. It is also an essential part of most professional examination like Banking, Accountancy, Secretariat etc. Economics programme is designed to be studied from the senior secondary school year one, year two and year three.

One of the major problem facing the Nigerian educational institutions especially te secondary schools education is the poor implementation of curriculum. Ekwueme, Ofoha, Uchegbu, Anyikwa &

Nkemdirim (2009) cited Uzodinma (2004) who submitted that implementation has been the bane of curriculum design in Nigeria. According to him, Nigeria has a very good curriculum based on the lofty ideas embedded in the 6-3-3-4 system of education in Nigeria, in which youth are to be educated and employed in four stages depending on their levels of cognition and skills. Uzodinma observed that the 6-3-3-4 education system failed because it was not duly implemented in Nigeria due to faulty method of teaching that is centered on theory only. Adeleke (2006) believes that one of the problems of Nigeria secondary school curriculum content is effective finishing of a product (implementation). Adeleke opined that the poor implementation of the secondary school curriculum in Nigeria has caused the missing link between the goals of Nigeria education and the achievement of the goals. Economics programme is among programmes facing implementation problems in the Nigerian public secondary schools. This paper is aimed to discuss the problems facing the implementation of economics curriculum in the Nigerian public secondary schools.

2. Concept of Curriculum

There are many definitions of curriculum by different authors. For Dayo (2012) Curriculum is all the planned learning opportunities offered by the organization to learners and the experiences learners encounter when the curriculum is implemented. The encyclopedia of educational research (1969) gives the following definitions of curriculum as all the experiences a learner has at school under the guidance of the teacher. To him the teacher plays a vital role in translating curriculum objectives. The Dictionary of Education defines curriculum as the total learning activities or educative experience offered by an institution through its total institutional programmes designed to achieve the prescribed objectives. Historically, the word curriculum was derived from the Latin root *Currus* which means a race course or a Chariot. “Currus” originates from word “Curre” (to run). Offorma (2005) defines curriculum as a planned learning experiences offered to a learner in school, adding that it is a program of studies made up of three components: Program of studies, program of activities and programme of Guidance.

Obanya, (2012), views curriculum as the high-sounding formulation that would however need to be broken down to the specifics of how to go about it. The conceptualization, the planning, the tools and facilities, the pedagogy, the organizational/management strategies needed to specify ‘how to go about it’ is the real concern of Curriculum. In other words, whenever we descend from the high fall tin world of professionally couched educational objectives to the ground level, school and classroom level of ensuring that students genuinely learn, we are engaging in curriculum work. Musa, (2009) agrees with Jibrin (2007) who takes curriculum to mean a course of study in a school, college etc. Some educationist sees curriculum as everything that happen in the school as a result of what the teacher do. Curriculum therefore is the total experience which the School deals with in educating young people. It is deliberate, systematic and planned activities to be studied in the school system.

According to Maduewesi (2007), the two basic philosophical issues in Nigerian education emphasize integrating the individual so as to become a sound and effective citizen and providing equal education for all citizens at primary through secondary and tertiary level. Maduewesi went further to state that the need for consistent change and review of Nigeria curriculum in other to integrate new areas of concern. In the recent times, human activities and life have become highly industrialized and technical hence the meaning of the term curriculum has also been changed to meet the needs of education of different courses of studies. Curriculum in fact is an organized plan of course outlined with the objectives and learning experiences to be used for achievement of these objectives. In a wider perspective, it is a way of preparing individuals to become productive citizens and useful members of

the society to which they belong. Thus, curriculum is a tool of education to educate and humanize the whole man.

2.1. The Curriculum Implementation

Fullan & Pomfret, (2007) cited Loucks and Lieberman (2003) who defined curriculum implementation as rolling out of a new practice to establish how it looks like when it is actually used in a school system. John (2003) sees curriculum implementation as that state in the curriculum process and system whereby all relevant curriculum inputs are brought into direct contact with the learners through a wide variety of activities so that learning experience can maximize. Chikumbi and Makamure (2000) viewed Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects While Obanya (2004) defined implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum.

Ekwueme, Ofoha, Uchegbu, Anyikwa & Nkemdirim (2009) submitted that Putting the curriculum into operation requires an implementation agent. The teacher is identified as the agent in the curriculum implementation process. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, scheme of work and lessons to be delivered to students. Implementation is said to take place when the teacher-constructed syllabus, the teacher personality, the teaching materials and the teaching environment interact with the learner. Implementation further takes place as the learner acquires the planned or intended experiences, skills, knowledge, ideas and attitudes that are aimed at enabling the same learner to function effectively at the society. The learner is therefore seen as the central figure of curriculum implementation process. The level of curriculum implementation in most subjects in our school system is poor because of some factors which may include unsound curriculum development, in-conducive learning environment inadequate human resource to implement the curriculum. There is no gain saying that the Nigerian government has good intension to fulfill Secondary school education purpose as stated in the Nation Policy of Education. But she has failed in achieving the intended objectives. As good as Secondary School education is providing the basic skill needed to acquire permanent literacy and numeracy as well as to gain admission into university, Nigerian secondary education are not fulfilling the central purpose of secondary education because curriculum are poorly implemented.

3. Economics Education In Nigerian Secondary Schools

Economics was late in coming into the secondary school curriculum in Nigeria because of a combination of factors from outside and within Nigeria. In the 1950s; opinion in Britain did not favour the teaching of economics in secondary schools. Since most educational policy makers in Nigeria were British, they were influenced by what obtained in Britain. Furthermore, economic graduates in Nigeria did not stay long enough in teaching to be sufficiently influential to get economics included in the secondary school curriculum. In the early sixties, economics was accepted in Britain as a secondary school subject because of the civic and intellectual value which came to be attached to economics. The acceptance of economics in Britain led to its acceptance in Nigeria as a secondary school subject. After its acceptance, the popularity of economics as a secondary school subject grew rapidly because the first few school that entered candidates for economics in the West African School Certificate Examination had good results in it. However, economics as a secondary school subject is still to achieve the recognition, which is commensurate with its popularity. Introduction An examination of the annual reports of the West African Examinations Council from 1965 to 1974 (Obemeata, 1980)

showed that economics was first taken in the West African School Certificate Examination as a school subject in Nigeria in 1966. Since school Certificate economics was a two year course, it may be said that economics came into the secondary school curriculum in Nigeria in 1966, much later than most other secondary school subjects. Economics was however, taken by private candidates, in the General Certificate in Education at both Ordinary and Advance levels. However, School candidates offered economics in the Higher School Certificate Examination. Before economics became a secondary school subject, it was recognized that economic problems were at the heart of modern society and that it was desirable for every Nigerian citizen to know some economics. Since economics was not taught as an organized discipline in Nigerian secondary school subjects such as geography, history, civics and current affairs. However, very little organized knowledge of economics emerged from that form of teaching economics. Ever since economics was first taken as a school subject in the West African School Certificate Examination in 1967, the number of schools that teach it, and the number of candidates that offer it as school candidates in the West African School Certificate Examination have witnessed a phenomenal increase. Obemeta (1980) showed that in 1967 only 10 candidates offered economics in the West African School Certificate Examination which constituted 0.07% of the total number of candidates in that year. In 1969, it was 12.56%, in 1970 it was 17.16%, in 1974 it was 58.69%, in 1975, 68.52% and by 1976, it has risen to 76.9%. The proportion has continued to increase; this view has been further confirmed by more, recent entries. In 1985, 441,448 school candidates entered for economics, while in the same year, 474,534 school candidates entered for mathematics, 474,061 for English and 373,507 for Biology. In 1986, it was 511,377 for economics, 548,239 for mathematics, 548,984 for English Language and 419,568 for Biology. In 1987, there was a general decline in entries for the West African School Certificate Examination, but the relative position of economics remained unchanged. In that year entries were, economics 393,320, mathematics 422,441, English Language, 422,484 and Biology, 321,200.

Virtually all school candidates in the West African School Certificate Examination offered English Language because it is mandatory for most courses in post-secondary educational institutions and for employment. Mathematics is also more or less compulsory for all students who wish to offer science subjects and some social science subjects. Similarly Biology is taken by, many students because they are usually required to take one science subject at least. By this analysis it is probably understandable that English Language and Mathematics top the list of entries. It may be said that economics is probably the most popular subject in the secondary school curriculum. If the number of that may determine the popularity of a secondary school subject school that teach it number of schools at teach it and the number of candidates that offer it in the school leaving Certificate examination, it may be said that economic comes after English Language and Mathematic, However, when it is realized that it is more of an optional subject while English Language and Mathematics are more or less compulsory, it would be correct to say that economics is the most popular subject in the secondary school curriculum in Nigeria. Furthermore, when it is appreciated that economics became a secondary school Subject in Nigeria only in about 1966, it may be said that the growth in its popularity as a secondary school subject in Nigeria has been momentous. The purpose of this paper is to examine the reasons for the late coming of economic into the secondary school curriculum in Nigeria and - when it became a secondary school subject, why its popularity rose sharply within a short period

3.1. Problems Facing the Implementation of Economics Curriculum in Nigerian Public Secondary schools

There are many problems facing the implementation of economics curriculum in the Nigerian secondary schools. For this purpose of this paper, we shall be looking at the following: inadequate funding, inadequate professional economics teachers, shortage of instructional materials, inadequate infrastructural facilities, insecurity, poor teaching method and poor supervision.

3.2. Inadequate funding

Inadequate funding is one of the major problem facing the implementation of economic curriculum in Nigerian public secondary schools. The implementation of economics curriculum requires lots of financial commitment which many public secondary school principals do not have. The budgetary allocation for the internal administration of public secondary schools is inadequate. The problem of shortage of secondary schools funds is link to the poor funding of education in Nigeria.

Ogunode & Adah (2020) submitted inadequate funding is one of the major problem facing the implementation of educational policies in Nigeria. The budgetary allocation for education is very poor that it cannot be used to implement the various educational policies in the educational sector. Inadequate funding is one of the greastest challenges facing the ministry of education in Nigeria. A breakdown of budgetary allocation for the ministry of education for one decade shows that the budgetary allocation for the entire ministry of education have been below the recommended UNESCO 20% of the total annual budget for a year. Nigerian government need billions of naira to be able to succefully administered and managed the secondary schools in the country and the annual budgetary allocation for the educational sector is inadequate. Economics programme drives its budget annually from the meager funding. Akin-Ibidiran, Ogunode, & Ibidiran (2021) observed that inadequate funding is a very big problem facing the administration of Economics programme at the Nigerian public Secondary Schools. The budgetary allocation for the administration of Economics programme at the school is not adequate. The inadequate funding of the programme is affecting the implementation. Many human and materials resources needed for the administration of the programme at the secondary school is not available due to poor funding of the programme. This submission is in agreement with Ogunode & Isaac (2021) who noted that inadequate funding of Economics programme, inadequate Economics lecturers, and shortage of infrastructural facilities in Economics, institutional corruption, unstable academic calendar, poor staff development and brain-drain are the challenges facing the administration of Economics programme in the Nigerian higher institutions.

3.3. Inadequate Professional Economics Teachers

Inadequate professional teachers is another problem hindering effective implementation of economics curriculum in the public secondary schools. The place of economics teachers in the implementation of economic curriculum cannot be underestimated because their roles are irreplaceable. The roles of economics teachers include lesson planning, lesson note making, lesson preparation, lesson presentation, planning and organization of instructional materials, evaluation of students, marking of scripts and report preparation. Ekwueme, Ofoha, Uchegbu, Anyikwa & Nkemdirim (2009) observed that the importance of teachers in curriculum planning, development and most importantly implementation cannot be overemphasized. Teachers most times are not involved during policy formulation even though they are expected to implement this curriculum. A major setback in effective curriculum implementation is the problem of unqualified teachers, especially specialist teachers in areas like vocational and technical subjects. In recent times, curriculum is designed up to implementation without adequate manpower to translate these documents into reality. Idoko & Emmanuel (2015) conducted a research on teachers' effectiveness in teaching Economics and

discovered that the lack of teacher's recognition, lower educational qualification, lack of motivation in terms of remuneration and fringe benefit and cognitive experience. Akin-Ibidiran, Ogunode, & Ibidiran (2021) opined that for effective administration of Economics programme to take place in the Secondary schools, there is need for adequate professional Economics teachers. It is unfortunate that majorities of public Secondary School in the country do not have adequate professional Economics teachers that will handle the teaching of Economics programme. The inadequate professional Economics teachers is affecting the administration of the Economics programme in the Nigerian public secondary schools. Gbemisola et.al (2016) did a study that examine the present curriculum of Economics as a subject in some Ogbomosho Senior High Schools and to determine factors affecting effective teaching of Economics in the schools and the study disclosed a very high teacher-student ratio of 1:225. The findings also showed that there one lack of teaching aids, and where available, there is lack of textbooks of Economics. All the schools studied were highly dense resulted into high students' population.

3.4. Shortage of Instructional Materials

Another challenge facing the implementation of economics curriculum in the Nigerian public secondary schools is the shortage of economics instructional materials. Economics curriculum is designed to be teach with teaching aids and instructional materials. Every topic in economic curriculum has a special instructional aids for its implementation. It is unfortunate that many economics teachers in public secondary schools do not have adequate economics instructional aid to implement the teaching programme of economic as designed in the curriculum. Adu (2002) submitted that one of the major problems facing the educational sector today is the inadequacy of instructional material necessary for effective teaching and learning, this incorporates Economics as a subject taught at the Senior Secondary School. Akin-Ibidiran, Ogunode, & Ibidiran (2021) submitted that the teaching of economics in Nigeria is characterized by many as inadequate. Nigeria Secondary School teachers of economics have few materials on the teaching of economics to work with. For example, audio – visual aid for the teaching of economics are either not available is sufficient quality or what is available is usually inappropriate. The inadequate Economics instructional materials in many public Secondary School is affecting effective administration of Economics programme.

3.5. Inadequate Infrastructural Facilities

Inadequate infrastructural facilities is another big problem facing the implementation of economic curriculum in the Nigerian public secondary schools. Economics curriculum have be designed to be implemented with some specific educational resources like conducive classrooms, libraries, ICT facilities etc. Ogunode & Agwor (2021) defines school infrastructural facilities refer to social capital within the school environment. They include school buildings/complexes such as classrooms, tables, exam hall, chairs, auditoria, desks, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, farms, gymnasias, central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc., Institute/centers' specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities, etc., and Boards e.g. interactive, magnetic, screen and chalk, etc., ICT that is computer laboratories and services, network connectivity, multi-media system, public address system, slide, and video projectors, and Ergonomics furnishing in laboratories, libraries, and lecture rooms/ theaters, moot courts, and studios, etc. Students' hotels or accommodation include Boys and Girls hostels; municipal/physical infrastructure i.e. power supply, water supply, good road networks, sports, health and sanitation, staff schools, security facilities, etc. The availability of these facilities support smooth implementation of curriculum and their absent frustrates the implementation

of the curriculum in the schools. Ogunode & Agwor (2021) cited Ajayi (1999) who conducted a study on ‘relationship between infrastructure availability and curriculum implementation in Nigeria schools’ and using 250 respondents found that no significant relationship exists between school facilities availability in Nigeria secondary schools and curriculum implementation in those schools. Ogunode & Agwor (2021) cited Anyakogu (2002) who observed that a relationship did exist between the availability of school facilities and implementation of school curriculum. As he puts it, without the availability of functional infrastructures in the schools, the skill-based curriculum will not be effectively implemented in Nigeria, and youth would lack skill acquisition and economic empowerment. This is because, youth lack the ability to carry out some meaningful work due to lack of acquisition of basic skills that promote effective work performance. Specifically, economics as a subjects is facing infrastructural facilities problems. Akin-Ibidiran, Ogunode, & Ibidiran (2021) observed inadequate infrastructural facilities is another major problem preventing effective administration of Economics programme in Nigerian public Secondary Schools. Infrastructural facilities refer to administrative blocks, classrooms, tables, chairs, desks, electricity, water, white board, internet facilities, libraries, laboratories etc. Teachers and students need adequate infrastructural facilities to be able to teacher and learn. Infrastructural facilities make teaching and learning interesting, simple and comfortable. Many Economics teachers in Nigerian public Secondary Schools do not have adequate staff office while Economics students do not have adequate classrooms to sit and learn.

3.6. Insecurity

Insecurity is another major problem facing the implementation of economics curriculum in many Nigerian secondary schools especially in the Northern Nigeria. Due to high rate of attacks on public secondary schools in Northern Nigeria, public secondary schools always be shutdown to prevent continues attacks and kidnapping of students. The continuous closure of public secondary schools is affecting the implementation of economics curriculum in majorities of the public secondary schools affected with this attacks. Cable (2019), cited the United Nations Educational, Scientific and Cultural Organization (UNESCO) report (2017) which stated Boko Haram has killed 2,300 teachers in Nigeria’s northeast since the start of the insurgency in 2009. In the 2018 UNESCO global education monitoring report (GEM), the UN agency said 19,000 teachers have been displaced in the region, affecting access to education.“ In north-eastern Nigeria, as of late 2017, there were 1.6 million IDPs, including about 700,000 school-age children, as a result of violent attacks on civilians by Boko Haram, which began in 2009,” the report read in part.“Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers (HRW, 2016). Reports show it had killed almost 2,300 teachers by 2017.“. The latest education needs assessment found that out of 260 school sites, 28% had been damaged by bullets, shells or shrapnel, 20% had been deliberately set on fire, 32% had been looted and 29% had armed groups or military in proximity. Insecurity challenges preventing an effective implementation of economics curriculum in the Nigerian public secondary school especially in the Northern part of the country.

3.7. Poor Teaching Method

The poor teaching method adopted for different economics teachers in teaching of economics in some public secondary is another problem responsible for the implementation of economics curriculum. There are many different methods for teaching economics. Some of them include; lecture method, assignment method, workbook method, question and answer method, discussion method and group discussion. Teaching method is one key factor that can be attributed to the cause of poor

implementation of Nigeria curriculum at the secondary school level. For instance, John 2015 cited Anyanwu (2000) who did a study and discovered that ‘there will be no significant relationship between teaching method and implementation of Nigeria secondary curriculum’. 150 participants were involved in the study and the Pearson Product Moment Statistics was used to check if there is a significant relationship between the methods applied by teachers in the class and the consequent implementation of the school curriculum. The result indicated a positive relationship between teaching method and curriculum implementation. The implication of this result is that teachers as one of the main stakeholders of the school curriculum do not seem to promote the effective implementation of Nigeria secondary school curriculum, due to many factors ranging from lack of specialist teachers to lack of teaching materials and non-availability of equipments in the school.

Ekwueme, Ofoha, Uchegbu, Anyikwa & Nkemdirim (2009) opined that Nigerian secondary school teachers include economics teachers use theoretical method in the teaching-learning process and pay less attention to the practical aspect meant to empower the youth for posterity and for wealth creation. In order for Nigerian students to meet the demands of Nigerian society and global realities, curriculum development must involve appropriate methods of teaching and learning.

3.8. Poor Supervision

Poor supervision of economics programme at the public secondary schools is another problem hindering effective implementation of economics curriculum. Supervision is define as the systematic process of improving the quality of teachers and instruction in the schools. Kimosop (2002), saw instructional supervision as an expert technical service primarily concerned with studying and improving learning and pupils’ growth. We can also define instructional supervision as the set of activities designed to improve the teaching-learning process. In Nigeria, there has been a critical analysis on what instructional supervision should be while Spears (2007) viewed instructional supervision as an internal process (micro-inspection). Wanzare, (2011) is of the view that internal supervision deals with all the activities performed by teachers and principals in the school to enhance teaching and learning. We could classify internal supervision as that type of supervision that takes place within the school itself. Head teachers, teachers and pupils do this type of supervision. Supervision by the pupils is when from time to time prefects and class leaders ensure that assignments given to pupils/students are done, when teachers are absent from the classroom. Supervision of the pupils/students’ work by the teachers is very important in enhancing pupils’ achievement because the teacher/pupil contact daily more than any other contact the pupil has with other supervisors while Beach, & Reinhartz, (2000) are of the view that the external supervisor is mainly to evaluate the effectiveness of the instructional programme in terms of what it does to the people. Ogunode & Ajape (2021) discusses the problems facing the supervision of the secondary school education in Nigeria and identified inadequate funding, shortage of professional supervisors, inadequate supervision materials, political instability, and policies instability, poor capacity development of supervisors, corruption, inadequate transportation facilities and insecurity problems. Specifically, the supervision of economics programme in many public secondary schools is poor and this is affecting the implementation of the curriculum effectively.

4. Way Forward

To ensure effective implementation of economics curriculum in Nigerian secondary schools, the government should do the following: increase the funding of economics programme, employ more economics teachers, provide adequate instructional materials, provide adequate infrastructural

facilities, provide constant training and retraining programme for economics teachers, ensure effective supervision of economics programme and ensure adequate security are provided in all public secondary schools across the country.

1. The government should increase the funding of education and more priority should be given to economics subject in the secondary schools
2. More professional economics teachers should be employ and deploy to all senior secondary schools across the country
3. The government should ensure economics instructional materials are provided adequately in all public secondary schools to aid effective implementation of economics curriculum
4. More infrastructural facilities should be provided in all publics secondary schools to allow for effective implementation of economics curriculum at the secondary schools
5. The government should ensure effective training and retraining programme for economics teachers to improve their teaching skills.
6. The government should ensure effective supervision of economics programme. This will aid effective implementation of economics curriculum.
7. The government should provide adequate security in all public secondary schools. This can be done by providing adequate security personnel in all public secondary schools.

5. Conclusion

There are many problems facing the implementation of economics curriculum in the Nigerian secondary schools. For this purpose of this paper, we shall be looking at the following: inadequate funding, inadequate professional economics teachers, shortage of instructional materials, inadequate infrastructural facilities, insecurity, poor teaching method and poor supervision.

To ensure effective implementation of economics curriculum in Nigerian secondary schools, the government should do the following: increase the funding of economics programme, employ more economics teachers, provide adequate instructional materials, provide adequate infrastructural facilities, provide constant training and retraining programme for economics teachers, ensure effective supervision of economics programme and ensure adequate security are provided in all public secondary schools across the country.

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