ASSESSMENT OF THE IMPLEMENTATION OF SENIOR SECONDARY SCHOOL ECONOMICS CURRICULUM IN KAGARKO LOCAL GOVERNMENT AREA KADUNA STATE NIGERIA

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Abstract

This study assessed the implementation of the Senior Secondary School Economics curriculum in Kagarko Local Government Area of Kaduna State, Nigeria. Specifically, the study examined the extent of curriculum implementation, availability of instructional materials, teaching methods, student engagement, teacher qualifications, professional development, and challenges affecting effective implementation. A descriptive survey research design was adopted. The population comprised students, Economics teachers, and school administrators in senior secondary schools within the study area, from which a sample of 336 respondents (300 students, 24 teachers, and 12 administrators) was selected using a multi-stage sampling technique. Data were collected through structured questionnaires and interviews analyzed using descriptive statistics and inferential statistics, including chi-square tests, at the 0.05 level of significance. Findings revealed that while basic instructional resources such as textbooks were relatively available, modern instructional facilities including ICT tools and audiovisual materials were largely inadequate. Teachers' qualifications and professional development were found to be critical to effective curriculum implementation, while inadequate resources and institutional constraints significantly hindered successful delivery. The results further showed no significant differences in perceptions between students and teachers regarding curriculum implementation challenges, indicating a shared understanding of the issues across school locations.

Keywords: Implementation, Economics Curriculum, Instructional Materials, Kagarko LGA

Introduction

Education is widely recognized as the cornerstone of national development, providing individuals with the knowledge, skills, values, and attitudes necessary for personal growth and societal advancement. In Nigeria, the senior secondary school level represents a critical phase in the educational journey of students, as it prepares them for higher education, vocational pursuits, and active participation in socio-economic life. Within this educational framework, Economics stands out as a core subject that equips students with analytical tools for understanding issues such as production, distribution, consumption, and decision-making within the economy. Thus, the successful implementation of the Economics curriculum is vital for nurturing informed, responsible, and economically literate citizens. Implementation, in a general sense, refers to the process of putting plans, decisions, or strategies into action. In the field of education, curriculum implementation is the process through which the intended curriculum usually designed by educational authorities is put into practice by teachers and other stakeholders in real classroom settings. Teachers' challenges constitute a major determinant of the effective implementation of the senior secondary school Economics curriculum. Teachers are central to curriculum delivery, as they interpret curriculum objectives, select appropriate instructional strategies, utilize teaching materials, and assess learners' progress. Consequently, any challenge affecting teachers' professional competence or working conditions directly influences the quality of curriculum implementation and students' learning outcomes (Adewumi & Adeniyi, 2019). In Kagarko Local Government Area of Kaduna State, teachers' challenges manifest in multiple dimensions. One prominent issue is the shortage of qualified and professionally trained Economics teachers. Studies have shown that many secondary schools in rural Nigeria depend on teachers who lack adequate subject specialization or pedagogical training in Economics, leading to ineffective lesson delivery and shallow coverage of curriculum content (Okebukola, 2020; Yusuf, 2021). This situation undermines students' understanding of fundamental economic concepts and limits the achievement of curriculum objectives.

Instructional materials are the resources and teaching aids used by teachers to facilitate effective teaching and learning processes. They include textbooks, teachers' guides, charts, diagrams, maps, graphs, audio-visual materials, computers, internet resources, and other relevant instructional tools. Instructional materials are essential for translating curriculum content into meaningful learning experiences and enhancing students' comprehension of subject matter (Adeyemi, 2018).

The Economics curriculum is designed to provide students with the basic knowledge, principles, and tools for understanding how individuals, firms, and governments make choices in the face of limited resources. It covers a wide range of topics such as the theory of demand and supply, market structures, national income, money and banking, international trade, and economic development. The curriculum aims to promote analytical thinking, economic literacy, and decision-making skills necessary for students to function effectively as responsible citizens and potential entrepreneurs.

Kagarko Local Government Area is located in the southern part of Kaduna State and is largely rural, with limited access to educational resources and infrastructure. The senior secondary schools in this area often struggle with problems such as shortage of qualified teachers, lack of textbooks and teaching aids, poor classroom facilities, and large class sizes. These challenges pose serious obstacles to the proper delivery of the Economics Curriculum.. These issues raise concerns about the quality of Economics education being provided in Kagarko and whether the curriculum is being implemented as intended.

Research Questions

The following questions were raised to guide this study:

1. To what extent is the Economics curriculum implemented in senior secondary schools in Kagarko LGA?
2. What instructional materials and resources are available and adequate for the teaching of Economics in these schools?
3. What teaching methods are employed by Economics teachers in implementing the Senior Secondary School Economics curriculum?
4. What are the major challenges affecting the effective implementation of the Senior Secondary School Economics curriculum in senior secondary schools in Kagarko Local Government Area?

Methodology

The study adopted a descriptive survey research design. This design was considered appropriate because it allows the researcher to gather, analyze, and interpret data from a large population without manipulating the study variables. The descriptive nature enables the researcher to assess how the economics curriculum is implemented across selected secondary schools in Kagarko Local Government Area and to make generalizations based on the findings. The target population consisted of all senior secondary school students offering Economics, Economics teachers, and school administrators (principals and vice-principals) in public senior secondary schools across Kagarko L.G.A of Kaduna State. As of the time of the study, the Kaduna State Ministry of Education reported that there were approximately public senior secondary schools, over 5000 SS1–SS3 students offering Economics, and about 200 qualified Economics teachers in Kagarko Local Government. This study employs purposive sampling to select participants who are most relevant to the investigation of the assessment of the implementation of Senior Secondary School in Kagarko Local Government Area. Twelve (12) secondary schools, Group as Koro chiefdom A, Kagarko chiefdom B, Jere chiefdom C, were purposively selected based on official enrollment data from ministry of education Kaduna state ensuring inclusion of both single-sex and mixed schools to capture diverse educational settings and gender representation. From these schools, a total of 300 SS II students would be purposively selected, with 25 students from each school, focusing on those actively enrolled in economics classes to provide relevant insights into curriculum implementation. Similarly, 24 economics teachers, two from each selected school, were purposively chosen based on their direct involvement in teaching the Economics curriculum and their willingness to participate in the study. The purposive sampling technique was used as it allowed the researchers to deliberately select participants who have the necessary experience and knowledge to provide rich, relevant data. This approach ensures that the study captures detailed perspectives from both students and teachers, facilitating an in-depth understanding of the curriculum's implementation challenges and successes. A multi-stage sampling technique was employed. Stage One Stratified Sampling: The state was stratified into three chiefdoms in Kagarko Local Government Area (Kubacha, Kagarkoand Jere chiefdoms) to ensure geographical representation. Stage Two – Random Sampling: From each chiefdom, four public senior secondary schools were selected randomly, giving a total of 12 schools. Stage Three – Purposive Sampling: In each selected school, 25 students offering Economics were randomly selected (total = 300 students). Two Economics teachers and one school administrator were purposively selected per school, making a total of 24 teachers and 12 administrators. Total sample size: 336 respondents. Quantitative data collected from the questionnaires were analyzed using descriptive statistics (frequency, percentages, mean, and standard deviation) and inferential statistics (Chi-square).

Result of the Findings

To what extent is the Economics curriculum implemented in senior secondary schools in Kagarko LGA?

Table 1: Extent of implementation of Economics Curriculum

Level of Response	Frequency	Percentage (%)
Very High Extent	90	30.0
High Extent	126	42.0

Moderated Extent	60	20.0
Low Extent	24	8.0
Total	300	100

Source: Field survey 2025

The data in Table 2 show that 90 respondents (30.0%) indicated that the Economics curriculum is implemented to a very high extent, while 126 respondents (42.0%) indicated that it is implemented to a high extent. Additionally, 60 respondents (20.0%) reported that the curriculum is implemented to a moderate extent, while 24 respondents (8.0%) believed that it is implemented to a low extent.

This implies that the Economics curriculum is being implemented to a considerable extent in senior secondary schools in Kagarko LGA since the majority of respondents (72%) agreed that it is implemented to a high or very high extent. However, the responses indicating moderate and low implementation suggest that some challenges still affect full curriculum implementation.

What instructional materials and resources are available and adequate for the teaching of Economics in these schools?

Table 2:Availability of Instructional Materials for Teaching Economics

Frequency	Frequency	Percentage (%)
Always	70	23.3
Often	130	43.3
Rarely	70	23.3
Never	30	10.0

Source: Field survey 2025

Table 3 shows that 70 respondents (23.3%) indicated that instructional materials for teaching Economics are always available, while 130 respondents (43.3%) reported that they are often available. Furthermore, 70 respondents (23.3%) indicated that instructional materials are rarely available, while 30 respondents (10.0%) reported that they are never available.

The findings suggest that although instructional materials are available in some schools, their availability is not consistent across all schools. While the majority of respondents (66.6%) reported that instructional materials are always or often available, a considerable proportion (33.3%) indicated that they are rarely or never available. This indicates that the availability of instructional materials for teaching Economics in Kagarko LGA is moderate but still inadequate in some schools, which may affect effective curriculum implementation.

What teaching methods are employed by Economics teachers in implementing the Senior Secondary School Economics curriculum?

Table 3: Student Perceptions of Teaching Methods in Economics Classes (n=300)

Teaching Method/Practice	Always (%)	Often (%)	Rarely (%)	Never (%)	Mean Rating
Use of interactive methods (group work, role play)	26.0	42.0	22.0	10.0	2.84
Clarity of teacher explanations	38.0	41.0	16.0	5.0	3.12
Provision of feedback on student performance	30.0	44.0	18.0	8.0	2.96
Relevance of examples to Nigerian economy	64.0 (Yes)	36.0 (No)	–	–	–

Source:Field survey:2025

Most students (68%) reported that their teachers “Always” or “Often” use interactive methods such as group discussions or problem-solving tasks. The clarity of explanations was rated highly, with nearly 80% of students rating their teachers as clear or very clear. Feedback provision was also consistent, though about a quarter indicated it was limited. Importantly, 64% affirmed that teachers frequently use relevant Nigerian economic examples, making instruction more relatable. These findings suggest teaching practices are generally supportive but could be strengthened with more consistent feedback mechanisms.

What are the major challenges affecting the effective implementation of the Senior Secondary School Economics curriculum in senior secondary schools in Kagarko Local Government Area?

Table 4: Teacher-Reported Challenges in Implementing Economics Curriculum (n=24)

Challenge Type	Frequency	Percentage (%)
Lack of instructional materials	10	41.7
Limited time for lesson planning	6	25.0
Difficulty engaging students	5	20.8
Curriculum alignment issues	2	8.3
Inadequate support systems	1	4.2

Source: Field survey 2025

Teachers emphasized resource shortages as their most pressing challenge (41.7%), followed by limited time for lesson planning (25%) and difficulties engaging students (20.8%). Less frequently mentioned were curriculum alignment issues (8.3%) and lack of support systems (4.2%). The emphasis on materials and time suggests that teachers struggle with both structural and pedagogical constraints, which directly impact curriculum delivery.

Discussion of Findings

The findings demonstrate that although the implementation of the Senior Secondary School Economics curriculum in Kagarko Local Government Area is relatively satisfactory, there remains considerable room for improvement. Strengthening teacher professional development, providing adequate instructional materials, integrating digital technologies into classroom instruction, increasing funding for secondary education, and improving school supervision will significantly enhance the quality of curriculum implementation. These measures will ultimately improve students' academic achievement, strengthen their economic literacy, and prepare them to contribute meaningfully to Nigeria's socio-economic development. This finding supports the position of Adeyemi and Olatunji (2022), Awogbemi and Ebokiewe (2023), and Anyaogu and Nwafor (2024), who emphasized that effective curriculum implementation depends on adequate instructional resources, competent teachers, continuous professional development, and strong institutional support.

Conclusion

This study assessed the implementation of the Senior Secondary School Economics curriculum in Kagarko Local Government Area of Kaduna State, Nigeria, with a focus on curriculum delivery, availability of instructional materials and the challenges affecting effective implementation. Based on the findings of the study, it can be concluded that the Economics curriculum is being implemented in senior secondary schools in Kagarko LGA to a moderate extent. While the prescribed curriculum content is largely covered, gaps remain between curriculum intentions and actual classroom practices, particularly in the use of innovative and student-centered teaching approaches.

Recommendations

Based on the findings, the following recommendations are proposed:

1. Government and school authorities should ensure adequate supply of textbooks, audiovisual aids, and digital tools (e.g., computers, projectors, online resources) to support effective Economics instruction.
2. Continuous professional development should be provided to equip teachers with modern, learner-centered pedagogies, including interactive, participatory, and technology-enhanced methods.

3. Curriculum developers should incorporate more real-life and contextual economic examples, supported by multimedia resources, to strengthen student understanding and engagement.

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