

## TEACHERS' PERCEPTION OF THEIR ROLES IN THE IMPLEMENTATION OF ECONOMICS CURRICULUM IN SECONDARY SCHOOLS IN JOS NORTH LGA, PLATEAU STATE

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### Abstract

This study investigated teachers' perception of their roles in the implementation of Economics curriculum in secondary schools in Plateau state. Two objectives, research questions and hypotheses have guided the study. The study adopted a survey research design. The population of the study consists of 36 Economics teachers in the public secondary schools in Plateau state. 20 teachers were selected as sample through simple random sampling technique. Structured questionnaire titled, Teachers' Perception on Economics Curriculum Implementation (TPECI) was used as the instrument for data collection. Using Pearson product moment correlation, the instrument yielded reliability coefficient of 0.71. The data were analysed using descriptive statistics of mean and standard deviation. The results showed that teachers have knowledge of the aims of Economics curriculum and are aware of their roles in its implementation. Based on these findings, it is recommended that workshops to acquaint teachers with the ideals of Economics and equip teachers with contemporary teaching methods to meet classroom challenges base on the best global practice should be organized. Government should ensure implementation of Economics curriculum in secondary schools by engaging in adequate supervision.

**Keywords:** Teacher perception, Economics, Curriculum Implementation.

### Introduction

Economics is a subject which is studied at the senior secondary school as contained in the national policy of education (NPE, 2004). Its content is robust giving room for effective development of skills, attitudes, values and knowledge of learners that could enable them to be useful to themselves and contribute positively to the economic development of the country. The content of Economics includes the daily activities of household, the competitive business world and the administration of public resources in order to solve the problem of scarcity of resources (Jhingan, 2016). Economics is concern with the proper use and allocation of resources for the achievement and maintenance of growth and stability. The teaching and learning of Economics is very important because it helps the learners to understand the world around them and to further improve on it. The teacher therefore reserves as a facilitator of the learning process to make the teaching and learning process effective in order to achieve the objectives of teaching Economics at the senior secondary school level.

The term curriculum may simply be seen as a blue print, a plan of educational activities. In other words, it is a design of learning experiences by the school to be imparted to the learners so as to attain certain educational objectives (Oyetunde, 2002). Curriculum can be viewed as the totality of experiences, trainings, exposures and programmes which are specially arranged and systematically transmitted to the learners for production of specific or unique product in the educational setting (Ede, Oleabhie & Modebelu, 2016). As a result, there has been a

paradigm shift on contemporary curricular issues as traditionalism is given way to progressivism where learners are at the centre of learning for their holistic development.

The learning experiences contained in Economics which are studied at the senior secondary schools are embodiment of knowledge systematically selected to equip the graduates with basic knowledge, skills and to adequately prepare them for the challenges in the Nigeria economy (NERDC, 2008). This curriculum is designed by the Nigeria Educational Research and Development Council (NERDC) to meet the requirement of Economics in the senior secondary school and to enable the graduate to appreciate the nature of economics problems in any society. The contents of Economics curriculum at this level is structured based on spiral spread, therefore making it possible for a concept or topic to be learnt in its basic form from year one to its complex nature in year three. In the recent review by the NERDC, former 26 themes have been restructured into 16 themes with 49 topics spread over the three years of senior secondary based on the complexity of topics and the total teaching time available in each year (NERDC, 2008).

Role perception can be viewed as a range of viewpoints, attitudes, understandings, approaches, or expectation that are related to the status and the position of a person or group of people within an organization. Role perception and its actualization are a combined expression of the individuals' psychological dimension in which he or she acts (Livinson, as cited in Grobgeld, Teichman-Weinberg, Wasserman & Barchilon, 2016). Role perception is influenced by many factors, such as formal education, training for the role, childhood experiences and personality. It is hereby clear that the role perception by teachers have direct bearing on the behavioural aspect of teaching. Lima and Canbarro (2015) stated that the role perception is the sole consideration of teachers alone. Its impact is dependent on the interpretation of these roles by them. It is an influential phenomenon as people usually act upon their perception. Role perception plays key role in Economics teachers' performance. A misty perception of the role may lead to underperformance by underutilization of the potential of the individuals, including economics teachers.

To achieve the objectives of Economics curriculum in secondary schools, economics teachers need to teach Economics not for its own sake but to develop an attitude of mind which could enable learners to apply the knowledge acquired for problem solving. Hence, instructional strategy for implementing Economics curriculum should engage learners in experimental learning and lead them to observe, interpret, analyse, make decision and consider implications. According to Ijiga (2010) such teaching strategies should conceptualized learning, provide learners with opportunities for practical work and reflection over an extended period of time, emphasize self-reliance and flexibility, providing diverse ways of learning, deliver prompt feedback and contain ongoing assessment.

However, the teaching of Economics in secondary school today is seen not to be effective as it is characterised with many problems among which is lack of teacher commitment and poor attitude to work which could be as a result of their perceived role in the implementation of Economics curriculum. According to Balyer and Ozcan (2020), teachers' responsiveness in

classrooms and their professional commitment are highly influenced by their perception of their roles and effort to perform these roles. It is common to observe that teachers are trivializing the efforts of government via their perception and attitude towards their profession, the result of which has adverse effects on the academic performance of the learners (Omah, 2002, as cited in Adu and Olatundun, 2007).

The teachers' perception of their roles in Economics curriculum implementation can affect the achievement of the goals and realization of the objectives of teaching and learning of Economics in secondary schools. Teachers that are confident and have positive role perception about the curriculum will use different instructional strategies to see to the realization of the objectives of the curriculum. Oleabhie and Oko (2018) examined Economics curriculum implementation at the senior secondary education level. The works reviewed showed that the ability of the students of Economics to comprehend what is being taught and apply it to daily activities lies on how well the curriculum is implemented. The paper concludes that effective Economics curriculum implementation is the remedy for poor performance of Economics students in both internal and external examination.

Grobgeld, Teichman-Weinberg, Wasserman and Barchilon Ben-Av (2016) studied role perception among faculty members at teacher education colleges. A mixed method design was used. Content analysis yielded eight themes which were used for construction of a closed questionnaire containing 61 items describing teacher educator tasks. Data from the closed questionnaire were processed using factor analysis. The faculty members were found to perceive their role as composed of four major components: Member of an organization; to collaborate with other teacher educators, faculty members of other institution, decision makers and people who are influential in education. Researcher; to create new knowledge about teaching with the aim of improving their work performance. Teacher; performing the role of teacher educators to help students make the connection between the theories they learn at the college and the practicum in schools. Person; required to be involved in activities at the college that contribute to their personal growth such as participation in conferences and workshops and be able to learn and work with information and communication technologies and to adjust to technological innovations as needed.

Bello (2022) investigated the relevance of Economics teacher education curriculum contents in the teaching of senior school Economics in Nigeria. The study adopted a descriptive form of survey design. Teachers of Economics in senior schools in Kwara state constituted the target population. Researchers' designed a marching items questionnaire with psychometric properties of content validity, and a reliability index of 0.69 was used to elicit the needed data from the sampled respondents. The data collected were analysed using frequency and percentage mean. The finding revealed that the teacher education curriculum contents were very relevant in the teaching of senior school economics.

Balyer and Ozcan (2020) carried out a study on teachers' perception on their awareness of social roles and efforts to perform these roles. The researchers employed a qualitative

phenomenological research design. The data were collected through interviews with participant teachers chosen using the maximum sampling method. The data were analysed using the content analysis method. The study revealed that teachers were mostly aware of their social roles. It was also found that teachers strove to realise their social roles. Another research by Adu and Olatundun (2007) on teachers' perception of teaching as correlates of students' academic performance in Oyo State, Nigeria. The results showed that the relationship between teachers' perception and students' performance is positive and significant. That is, the perceptions of teachers on teaching have productive effect on students' performance. Also, it was revealed that that teacher's attitude and good behaviour have significant effect on performance.

Lazier, Abdi and Mashingia (2022) carried out research on teachers' perception toward effectiveness of teaching practice in improving student teachers teaching skills in Monduli District, Tanzania. The study adopted a convergent design under the mixed method. The target population was 691 public primary school teachers. The sample was six head of school and 94 public primary school teachers selected through stratified and simple random sampling. Self-administered questionnaire was used for data collection, and the data were analysed through SPSS using descriptive statistics. The findings revealed that the majority of the teachers had positive perception towards teaching practice in improving teaching skills, learning life skills around community and also practice communication skills that enabled in development of teaching competence in their profession.

It needs to be pointed out that the role of the teacher is of paramount importance in the education system, hence the need to investigate teachers' perception of their roles in economics curriculum implementation. Such study will contribute in no small way to understanding the impact of teachers' perception of their roles in Economics curriculum implementation in secondary school. Such understanding would help all who are involve in the development of Economics education such as teachers, policy makers, school administrators and other stakeholders to make better decision in their respective areas of influence and responsibility towards Economics education in senior secondary school.

### **Objectives of the Study**

The objectives of this study is to:

1. ascertain teachers' perception of their roles in the implementation of Economics curriculum in secondary schools in Plateau state.
2. determine the extent to which teachers are professionally trained to perform their roles in the implementation of Economics curriculum in secondary schools in Plateau state.

### **Research Questions**

To achieve the objectives of this research, the following research questions were raised:

1. What are teachers' perception of their roles in the implementation of Economics curriculum in secondary schools in Plateau state?

2. To what extent are teachers professionally trained to perform their roles in the implementation of Economics curriculum in secondary schools in Plateau state?

## Methodology

Survey research design was adopted for the study. The design was adopted because it obtains information from a large sample of a population and elicits information about phenomenon that is otherwise difficult to measure using observational techniques (McMillan, 2015). The design specifically offers an opportunity to describe systematically the facts, qualities and characteristics of the given population such as teachers' role perception as factual and accurately as possible. The population of the study is made up of 36 Economics teachers in secondary schools in Jos North local government area of Plateau state. The choice of Jos North local government is because it accommodates highest number of secondary schools in Plateau state. And with simple random sampling technique, the researcher selected a sample of 20 Economics teachers drawn from 15 selected secondary schools.

Teachers' questionnaire was designed to elicit information from the selected teachers about their perception of their roles in economics curriculum implementation and the extent of training they have received. The teachers were requested to read each question carefully and indicate their level of agreement or disagreement with statement using a modified four points Likert scale; 4=strongly agree, 3= agree, 2=disagree and 1= strongly disagree. The teachers questionnaire was validated for content and construct validity. The researcher requested for the opinions of Economics and education experts; the request was to evaluate the content and construct of the questions. For individual question, they assess whether the question is essential, useful but not essential or not necessary for measuring construct. The higher the agreement among the experts that a particular item is essential, the higher that item's level of content validity is (Nikolopoulou, 2023). Cronbach alpha test was employed to determine internal consistency of the scale; this is because it is the most acceptable test for inter-item consistency reliability and provides a measure of both equivalence and homogeneity. It also involves a thorough examination of teachers' response on each item (Awotunde and Ugodulunwa, 2014).

The statistical measure used in data analysis to answer the research questions is the mean and standard deviation. The statistical measure takes into account all the values in the dataset, which makes it more comprehensive (Bhandari, 2023). This helps identify the average value, similarities in a data set and allow individuals to make decision. The decision was that mean scores from 2.5 and above were accepted while below 2.5 were rejected.

## Results

**Research Question One:** What are teachers' perception of their roles in the implementation of Economics curriculum in secondary schools in Plateau state?

**Table 1: Teachers' roles perception and Economics curriculum implementation**

S/N	Statements	Mean	S.D
1	To develop practical Economics skills in the learners	3.8	0.66
2	To create Economics frame of mind or mind set in the learners	3.7	0.62
3	To help young potential Economist develop ideas and identify opportunities in economics	3.4	0.60
4	To teach learners to take initiatives in solving economic problem	3.4	0.61
5	To help learnersto be able to set target, to rise to the target and to act economically to achieve this target	3.3	0.64
6	To sensitized learners to participate actively in national economic advancement through entrepreneurship and capital market	3.2	0.59
7	To help learners understand the role and the status of Nigeria and other African countries relationship	3.0	0.55
8	To help learners appreciate the problems encountered by developing countries in their effort towards economic advancement	2.9	0.51

Table 1 indicates that the mean rating on items relating to teachers' perception of their roles in Economics curriculum implementation ranges between 2.9 to 3.8 which are above the mean score of 2.5. This indicates that teachers of are aware of their roles in the implementation of economics curriculum in their schools.

**Research Question Two:** To what extent are teachers professionally trained to perform their roles in the implementation of Economics curriculum in secondary schools in Plateau state?

**Table 2: Teachers' level of training to implement Economics curriculum.**

S/N	Statement	Mean	S.D
1	Train on special methodologies for implementing Economics Curriculum	3.1	0.63
2	Train on practical Economics skills	3.0	0.50
3	Attended workshop on contemporary teaching method and aims of Economics curriculum	2.2	0.44
4	Received formal training on Economics Curriculum	2.8	0.56
5	Provided resources for teaching Economics	2.9	0.52

Table 2 indicates that teachers have not attended workshops on the aims of Economics curriculum as the mean rating for attendance is 2.2 which is below the mean of 2.5. However, the table shows that most teachers are trained on methodologies for implementing Economics curriculum, train on practical economic skills, received formal training on Economics curriculum and were provided with resources for teaching Economics.

### **Discussion of Findings**

First result presented indicated that teachers have a positive perception of their roles in implementation of Economics curriculum. This implies that teachers that took part in the study were acquainted with their roles in the implementation of Economics curriculum. This finding agreed with the work of Bayer and Ozcan (2020) which revealed that teachers were mostly aware of their social roles and making efforts to perform these roles. The second finding revealed the extent to which Economics teachers' are professionally trained to perform their roles in the implementation of Economics curriculum. It shows that Economics teachers are trained for the implementation of Economics curriculum except for attending workshop on getting more training on contemporary teaching method and aims of Economics curriculum. This is in line with the study of Lazier, Abdi and Mashinga (2022) which indicated the significance of training in improving teachers' skills and teaching competence in their profession.

### **Conclusion and Recommendations**

The study investigated teachers' perception of their roles in Economics curriculum implementation in Plateau State. It was found that Economics teachers are familiar with the aims of Economics curriculum and are trained to implement the curriculum. But the teachers do not attend workshops on the aims of Economics curriculum and contemporary teaching method. The expectation is that the teachers will transform the aims of Economics curriculum into teaching activities and into learning outcomes, when they attend workshops on new innovations in Economics curriculum and contemporary teaching method. In the light of the findings, the study recommends that workshops should be organized by government, Non - governmental organizations (NGOs) and school administrators to acquaint teachers with the ideals of Economics. This will also enable Economics teachers to get more training on contemporary teaching method to meet classroom challenges based on the best global practices. Government should also ensure adequate implementation of Economics curriculum in secondary schools by engaging in adequate supervision.

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