



RELEVANCE OF ECONOMICS TEACHER EDUCATION CURRICULUM CONTENTS IN THE TEACHING OF SENIOR SCHOOL ECONOMICS IN NIGERIA

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ABSTRACT

No one subject is better than another. However, numbers and figures play a large role in how societies function. Economics is the study of the facts and figures that affect government, households, families, businesses, and the overall state of the world's resources. Thus much importance is attached to the learning and teaching of economics in our educational system, and the performance of students in secondary schools in Nigeria in this subject has remained an issue of concern to all stakeholders. This calls for why this study investigated the relevance of pre-service education economics curriculum contents in teaching senior school Economics in Nigeria. The study adopted a descriptive form of survey. Teachers of Economics in senior schools constituted the target population. They were sampled from private and public senior schools in Kwara state. There is a total of 302 economics teachers in Kwara State out of whom 217 were purposively sampled. 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. It was recommended that the content of economics education should remain as it is since it has catered well for the effective teaching of senior schools' Economics content.

KEYWORDS: *Relevance, Private, Economics, Teacher, Content and Senior-School*

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1. INTRODUCTION

Over the years, Economics has been one of the elective social science subjects taught in senior secondary schools in Nigeria. The need for Economics as a secondary school subject resulted from an increase in economic problems in modern society, and it was introduced to the Nigeria curriculum in the year 1966 and was first taken in the West African Examinations Council (WAEC) in the year 1967. It has witnessed an increase in enrolment since its introduction to secondary school because it is one of the prerequisites for gaining admission to social sciences and management courses in higher educational institutions.

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 wants 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. Bernard in Adekeye (2021) described economics to be the study of how people and societies make decisions in the production, exchange, distribution and consumption of goods and services. Economics according to Kenton (2021) is concerned with how individuals, government, businesses and other organizations make choices that affect the allocation and distribution of scarce resources. Thus, an attempt has been made to integrate the theoretical foundations of the subject with their practical applications. The guiding principle of the Economics curriculum is based on the need to better equip graduates of secondary schools with the basic knowledge and skills that will enable them to better appreciate the nature of economic problems in any society. The underlying philosophy of this is to present Economics as a subject that has relevance to everyday life. This curriculum according to Osunnaiye in Adekeye (2021) has been designed by the Comparative Education Study and Adaptation Centre (CESAC) to meet the requirements of Economics in the new

system. This means that no subject of the present day is so important as economics. Economics governs the life of the individual, society and modern states. The subject plays a significant role in international affairs. The knowledge of economics helps in solving many problems and the study has practical advantages as follows in the curriculum as stated by the Nigerian Educational Research and Development Council as presented in table one.

Table 1: Contents of the Senior school economics curriculum (NERDC (2021)

S/No	Contents
1	DEFINITION AND SCOPE OF ECONOMICS: Scarcity and Choice, Scale of Preference, Opportunity Cost, Production Possibility Curve. Economic activities – Production, Distribution and Consumption. Classification of economic activities - Primary, Secondary and Tertiary and their relative contributions in terms of output /income, employment, savings, investment and foreign exchange.
2	FACTORS OF PRODUCTION Land, labour, capital and entrepreneurship-meaning, characteristics and importance.
3	TYPES AND BASIC FEATURES OF ECONOMIC SYSTEMS Types – capitalism, socialism and mixed economy. Basic features of each advantage and disadvantages of each. Economic problems of society and the approaches for solving them under each of the systems.
4	BASIC TOOLS OF ECONOMIC ANALYSIS Tables, graphs and charts. Some basic statistical measures and representations – arithmetic mean, median, mode and their simple applications.
5	DEMAND Concept of demand and law of demand, the demand schedules and curve, reasons for exceptional demand curves, types of demand (derived, composite, joint and competitive); factors determining the demand for goods and services – the price of the commodity, prices of other commodities, income, tastes, price expectation, etc. The distinction between a shift of and movement along a demand curve; is the concept of elasticity of demand. Types of elasticity of demand and their measurement – price, income and cross elasticities of demand: the importance of the concept of elasticity of demand to consumers, producers and government.
6	SUPPLY Concept of supply and law of supply, supply schedules and curve, types of Supply– composite,

	complementary and competitive. Factors determining supply – input prices, technology, prices of other commodities, climatic factors, etc. The distinction between the shift of and movement along the supply curve. Concept and measurement of elasticity of supply and its importance to producers and government
7	THEORY OF CONSUMER BEHAVIOUR The utility concepts- total utility, average utility, marginal utility and the calculation of utility schedules. The law of diminishing marginal utility, the relationship between total utility, average utility and marginal utility. The concept of equilibrium of a consumer. Determination of consumer equilibrium. The effects of changes in price on consumer equilibrium. The relationship between marginal utility and the demand curve.
8	THEORY OF PRICE DETERMINATION The Concept of the market; interaction between demand and supply. Price determination under free and regulated markets. Equilibrium price and quantity in product and factor markets. The effects of changes in supply and demand on equilibrium prices and quantities. Introduction to the algebraic determination of equilibrium price and quantity. Price controls: maximum and minimum price regulations- meaning and their effects; rationing, black market (parallel market)
9	THEORY OF PRODUCTION Production: division of labour and specialization: Scale of production (Internal and External economies), the concept of the total, average and marginal productivity and law of variable proportions.
10	THEORY OF COST AND REVENUE Cost concepts: total cost, average cost, marginal cost, variable cost, fixed cost; short-run and long-run costs. The distinction between economist's and accountant's views of cost (opportunity cost and money cost). Revenue concepts: total, average and marginal revenue; Marginal revenue Product.
11	MARKET STRUCTURES Concept of a market, characteristics of various market structures, determination of price and output under different structures - perfect competition and imperfect competition (monopoly and monopolistic competition). Review of cost and revenue concepts. Price discrimination.
12	BUSINESS ORGANIZATIONS Types and basic features of business enterprises – Sole Proprietorship; Partnership, Joint- Stock companies (Private and Public), Co-operatives; Statutory Corporation, Joint ventures. Sources of funds. General and basic problems of business enterprises. Privatization and Commercialization as solutions to problems of public enterprises. Indigenization and nationalization policies.
13	DISTRIBUTIVE TRADE Process of distribution, the role of producers, role

	of wholesalers, retailers and co-operatives: the role of government agencies in product distribution and the problems of distribution and their solutions.
14	POPULATION AND LABOUR MARKET Population - determination and implication of size and growth of population, Rural-urban migration, Malthusian theory of population Geographical, age, sex and occupational distribution. Importance and problems of the census. Population and economic development (under-population, optimum population and over-population). Labour Market, Concept of the labour force and human capital, efficiency and mobility of labour, factors affecting the size of the labour force, particularly the population characteristics (age, sex, occupation, education, etc.) supply of and demand for labour: wage determination. Concept of unemployment and underemployment, Trade Unions, Employers' association and Government policies on labour and wages.
15	AGRICULTURE: Structure (e.g. food crops, export crops, livestock, fisheries): systems of agriculture (peasant, commercial, co-operative and state farming); the importance of agriculture to the national economy: marketing of agricultural products (commodity boards). Agricultural policies (minimum agricultural prices) problems of agriculture and remedies.
16	INDUSTRIALIZATION Meaning and types of industry. Definition of industrial concepts: plant, firm, industry and industrial estates. Location of industry, localization, the role of industrialization in economic development. Strategies of industrialization. Problems of industrialization. The link between agricultural and industrial development.
17	NATIONAL INCOME Meaning of major national income concepts e.g. Gross Domestic Product, Gross National Product. Net National Product, etc. Different ways of measuring national income and their problems. Uses and limitations of national income data; trends and structure of national income.
18	MONEY AND INFLATION Money – definition and historical development- barter and its problems, types, characteristics functions. Supply of and demand for money, the value of money and the price level. Inflation: meaning types, causes, effects and control.
19	FINANCIAL INSTITUTIONS Types (traditional, Central Bank, Commercial Bank, Development Bank, Merchant Bank, Insurance Companies, Building Societies): development and functions of financial institutions. Money and capital markets; meaning, types and functions

20	PUBLIC FINANCE Fiscal policy and objectives of public finance: Sources of government revenue. Taxation -types (direct and indirect), objectives, merits, demerits and incidence; Principles/canons of taxation; Rates of taxation (proportional, progressive and regressive) direct and indirect taxation: incidence and effects of taxes, composition/ structure of public expenditure (recurrent and capital expenditure): effects of public expenditure. Government budget and the national debt.
21	ECONOMIC DEVELOPMENT AND PLANNING Meaning of economic development, the distinction between economic growth and development, characteristics and problems of developing countries, elements of development planning (objectives of planning, and problems of planning). Types of plans (short term, medium term, perspective or long term, rolling plan etc.).
s22	INTERNATIONAL TRADE AND BALANCE OF PAYMENTS International Trade: differences between domestic and international trade, the basis of international trade, absolute and comparative cost advantage, terms of trade (definition and measurement) commercial policy (objectives) and instruments – tariffs (types) and direct control. Trend and structure of West African countries' external trade. Balance of Payments: role of money in international transactions, meaning and components of the balance of payments, the balance of payments disequilibrium, the balance of payments adjustments (exchange rate policy exchange control, monetary and fiscal policies) and financing (the use of reserves and international borrowing)
23	ECONOMIC INTEGRATION Economic Integration (objectives, levels of and features). Development and problems of economic integration in West Africa- ECOWAS
24	INTERNATIONAL ECONOMIC ORGANIZATION Development and role of: - Organization of Petroleum Exporting Countries (OPEC) - Economic Commission for Africa (ECA) - International Monetary Fund (IMF) - International Bank for Reconstruction and Development (IBRD) - African Development Bank (AfDB) - United Nations Conference on Trade and Development (UNCTAD) etc. relevance of such organizations to West African Countries.
25	MAJOR NATURAL RESOURCES Development of major natural resources (petroleum, gold, diamond, timber, groundnut etc) effects on West African economies (positive and negative)

These senior school economics curriculum contents are capable of equipping students with an in-depth understanding of core economic theory and with the ability to apply it to the real business world. Further, they help in developing in students a range of transferable skills, in communication, problem-solving, research, numeracy and time management (Jad, 2021).

It is said that economics comes after the English language and Mathematics (Azamosa, 2022). Therefore, when it is appreciated that economics became a secondary school subject in Nigeria in 1966, it may be said that the growth in its popularity as a subject in secondary schools in Nigeria has been great. When economics was introduced into the secondary school curriculum, its popularity grew rapidly because the first few schools which offered it in the West African School Certificate Examination [WASCE] had unexpectedly good results. There was a positive relationship between the quality of results in economics and the number of candidates that offered it in subsequent years in the WASCE.

Since 2012 there has been a concern raised by education stakeholders on the rate at which the performance of senior school students in public school dropped from high to low in external examinations such as the West African Examination Senior School Certificate and National Examination Senior School as well. Referring to the roadmap of education by a Non-Governmental Organisation named “the youth of Nigeria,” there was a report that West African Examinations Council (WAEC) 2011 results show an overall poor performance with only 26% per cent obtaining a credit pass in Mathematics and English (Waecdirect. com, 2011). In the same vein, the National Examinations Council (NECO) November/December 2011 results show 98% failing to clinch five credits, including Economics, English and Mathematics. Only 1.8% got five credits, including Economics, English and Mathematics. The subject of economics was not left out. The course of this development could not be curtailed but different researchers have come up with studies trying to find out factors that could be responsible for the poor performance. Some of their findings have pointed out that factors such as schools with poor structures,

inadequate facilities, inadequate textbooks, and inadequate instructional materials (Obiakor and Oguejioffor, 2019; Kpolovie, Ololube & Ekwebelem, 2017; Tsinidou, Gerogiannis, & Fitsilis, 2016 and Hansel, 2012). Another study revealed inadequate teachers teaching economics, that economics has not been handled by teachers who are professionals in the field (Boyd, Landford, Loeb, Rockoff, & Wyckoff, 2018; Aaronson, Barrow & Sander, 2017). Other researchers did not see the teacher as a contributing factor, and instead they pointed at the poor attitude of the Government, the poor interest of the students to study economics as well as the parents not giving adequate support to their children, as factors responsible for the poor performance of students in economics (Wentzel (2018).

This present study shifted from some of the factors already researched to looking at the curriculum that is produced by senior school economic teachers. Could it be that what the students were taught is at variance with the content is? That could be because the contents of the curriculum produced by the senior school economics teachers are not relevant to the contents they are to be taught to senior school students.

Economics teacher's education content over the years has been usually assumed to be that which can cater for the teaching of economics in Post basic schools, but it poses a challenge how the Economics teachers complain about how to get materials for teaching senior school economics students after completing their course of study in economics education (Melichar, 2018).

The concept of relevance according to Al-Bahrani, Holder, Patel and Sheridan, (2016) is the concept of one topic being connected to another topic in a way that makes it useful to consider the second topic when considering the first. The concept of relevance is studied in many different fields such as social sciences, and education among others.

Ajeyalemi (2010), reported that most of the teachers who graduated within the last 15 years were incompetent in the knowledge of the subject matter or content as well as in teaching. Two years after the foregoing report, Adeosun (2012), stressed that

teacher training institutions in Nigeria have been criticized for their inability to produce teachers who are properly grounded in subject matter, pedagogy and the ability to collaborate professionally in a working environment. Thus, Economics teacher trainees require specialized training in some aspects of Mathematics and Statistics education. These two studies are part of what motivated the present study, to confirm if truly the teacher training curriculum is a contributing factor to poor performance in economics. The curriculum of economics trainee teachers is presented in table two.

Table 2: Economics Education Curriculum Contents (National University Commission Benchmark 2020)

S/N	Contents
1	ECN 101: Principles of Economics I Nature and scope of economics. Production and exchange. Location and localization of industries. Price theory and its application. National income.
2	ECN 102: Principles of Economics II Analysis of money and banking. Elementary models of income and employment. Introductory concepts in international trade theory. Taxation and public expenditure. Introduction to budgeting and national development planning.
3	ECN 103: Introduction to Statistics I: Definition and scope of statistics. Basic concepts in statistics. Statistics in everyday life. Measurement and types of data in Economics. Sources, nature, uses and limitations of published economic and related statistical data in Nigeria. Methods of data collection: census and survey
4	ECN 104: Introduction to Statistics II: Techniques of data presentation: frequency distribution, tables, curves and cumulative frequency. Measures of central tendency and dispersion. Elementary probability theory. Standard and normal distributions.
5	ECN 105: Introductory Mathematics for Economics I: Mathematical Concepts in the Social Sciences. Set theory. Factors, surds and indices. Logarithms, equations, inequalities and functions. Sequences and elementary matrix algebra. Trigonometry: trigonometric functions and their inverse. Implicit functions. Permutations and combinations.
6	ECN 106: Introductory Mathematics for Economics II: Co-ordinate geometry. Introduction to calculus, differentiation and integration.

	Economic applications of differentiation and integration.
7	ECN 201: Microeconomics I: Basic concepts in microeconomics. Tools of economic analysis. Problems of scarce resources. Allocation of resources in product and factor markets. Equilibrium analysis. Demand and supply theory. The elasticity of demand and supply. Cobweb theory.
8	ECN 202: Microeconomics II: Introductory Dynamics. Utility approach to consumer behaviour. General equilibrium of exchange. Production theory. Theory of costs. Equilibrium under different market structures. Pricing of factors of production.
9	ECN 203: Macroeconomics I: Scope and Methodology. National income accounting. Macroeconomic aggregates of the classical and Keynesian systems. Monetarist system. Domestic economic stabilization.
10	ECN 204: Macroeconomics II: Macroeconomic theory of consumption, savings and investment. Money supply and demand. Monetary and fiscal policies. Price control and inflation.
11	ECN 205: History and Structure of the Nigerian Economy I: Analysis of the development of economic and social organizations in the pre-colonial and post-colonial periods. Role of agriculture, industry, money and banking, and international trade in Nigeria's economic development. Growth of income, employment, wages and prices. Public development institutions.
12	ECN 206: History and Structure of the Nigerian Economy II: National income and expenditure. Monetary and fiscal policies in Nigeria. Monetary institutions. Trade and transport systems. Contribution of sectors of the Nigerian economy to national output and their interrelationship. Role of national institutions. Economic development and social change.
13	ECN 301: Microeconomics III: Mathematical treatment of microeconomic theory using Linear programming. Advanced treatment of price and output determination under perfect competition, oligopoly, and monopoly.
14	ECN 302: Microeconomics IV: Mathematical treatment of the general equilibrium microeconomics. Exchange theory, offer and contract curves. Introduction to capital theory. Types of the production function.
15	ECN 303: Macroeconomics III: Concept of national income. Comparison of classical, Keynesian and monetarist system approach. Introduction to macro-rational expectation proposition and the Ricardian

	Equivalence hypothesis.
16	ECN 304 Macroeconomics IV: Problems of unemployment and inflation. ISLM analytical apparatus. Relative effectiveness of monetary and fiscal policies.
17	ECN 305: Econometrics and Research Methods: Definition and scope of econometrics. Stages of econometric research. Simple linear econometric model. Ordinary least squares estimator: multicollinearity, homoscedasticity and autocorrelation. Identification problem. Simultaneous equation models and the two-stage least squares method.
18	ECN 312: Public Policy 1: The general theoretical framework of public policy. Concept of the public sector. Pricing, investment and financing of public sector enterprises. Role and determinants of the size of the public sector.
19	ECN 314: Financial Institutions: Importance of money in the modern economy. Financial institutions. Relationship between central authority and financial institutions. Commercial, development and merchant banks. Non-bank financial institutions. Money and capital markets in less developed countries. International financial organizations.
20	ECN 401: Microeconomics V: Fundamental quantitative relationships. Optimization in theories of consumption and production. Dynamic analysis. Theory of the firm and its application to monopoly, oligopoly, monopolistic and perfect competition.
21	ECN 402: Microeconomics VI: Theories of determination of wages, rent, interest and profit. General equilibrium and disequilibrium. Welfare economics and notions of efficiency and equity. Externalities, social and private costs. Other areas of market failure.
21	ECN 403: Macroeconomics V: Statics, dynamic and general equilibrium. Models of income determination. Advanced theories of consumption, saving and investment. Theories of money and interest. General equilibrium in the product and money markets. Effectiveness of economic policy.
23	ECN 404: Macroeconomics VI: The Classical-Keynesian models of employment and output. Theories of inflation. Philips relation. Models of economic growth. Keynesian and monetarist interpretation of the trade cycle. New Classical macroeconomics.
24	ECN 410: Public Finance II: Areas of market failure. Taxation and resources allocation. Taxation: income inequality and equity. Tax structure, public expenditures, public debt, and public enterprise pricing. Inter-governmental fiscal relations. Budgeting and planning. Fiscal stabilization.

25	ECN 413 Issues in Development Development and under-development. Development theories. Economic and non-economic factors in development experience. Role of the state in promoting development. Problems and Policies of development. Prospects of Nigeria's development.
26	ECN 414: Econometrics: Introduction to the algebra of econometrics. General linear model and generalized least
27	ECN 416 Petroleum Economics Petroleum and the economy. Petroleum resources around the world. Optimum rate of oil extraction. Cost analysis. Price fixing. Role of Multinational Corporations in Nigeria's oil sector.
28	ECN 417 International Finance Coverage and measurements of the balance of payments in Nigeria. Adjustment policies. Foreign exchange market, exchange rate and key currencies. Transfer problems and capital movements in international services. International monetary systems.
29	ECN 418 International Economic Relations Structure and direction of Nigerian trade. Nigeria's policy on trade and payments. Export instability and consequences on the balance of payments. Payments adjustment in Nigeria. Nigeria and international organisations: Commonwealth, OECD, EU, IMF, World Bank. Nigeria and the ECOWAS.
30	ECN 419 Demography Definition of terms. Sources of data. Fertility measures and trends. Family planning. Mortality measure and trends. Life table. Migration: internal and international. Population: composition, growth, measurement and trends.
31	ECN 420 Public Policy II Relationship between the size of the public sector and economic development. Analysis of selected public policies in Nigeria: monetary, exchange rate, public debt, developmental, industrial and other policies.
32	ECN 421 Nigerian Public Finance Main issues in Federal finances. Structure of public revenue and expenditure. Intergovernmental transfer and regional/state revenues. Problems of public debt in Nigeria. Budgetary processes of Nigerian governments.
33	ECN 423: Economic Planning I: The rationale for planning. Origin and types of planning. Planning machinery and processes. Planning data. Plan implementation and performance. Development planning in Nigeria. Planning experiences of other countries.
34	ECN 424: Economic Planning II: Planning models and social accounting framework. Planning techniques: input-output analysis and linear programming. Resource projection and consistency test. Programme balancing.

From the curriculum, highly qualified senior school teachers are expected for effective teaching of economics. The relevance of economics teachers' education curriculum contents to senior school economics curriculum contents was, therefore, examined in this work to establish if the content of teachers' education content successfully takes care of all topics in the senior school economics content.

Purpose of the Study

The study investigated the relevance of economics teacher education contents for teaching senior school economics in Nigeria.

Research Questions

The research question for this research was to investigate: How relevant are the contents of economics teachers' education to teaching senior school economics?

Literature Review: Concept of Economics

Economics is a social science that studies how individuals, governments, firms and nations make choices on allocating scarce resources to satisfy their unlimited wants. Economics can generally be broken down into macroeconomics, which concentrates on the behaviour of the aggregate economy; and microeconomics, which focuses on individual consumers (Brinia & Vikas, 2014). When teaching Economics in Senior High School, teachers are facing various problems in trying to make their students understand basic economic terms and their application in everyday life. As a result, to overcome such problems, teachers need to discover and apply new teaching methods that are compatible with the needs and abilities of their students. One teaching method that seems to appeal to students' interests is teaching through art.

Economics is one of the subjects taught at the higher secondary school level. As it can be understood in its most basic description by Robbins, it is significant to both students and civilization since it cuts across all axes of human endeavor. It can be understood in its simplest definition by Robbins, "...thus economics as

a science which studies human behaviour as a relationship between ends and scarce means which have alternative uses....” By this definition, Robbins (1935) emphasized economics as a science and that economic investigation would be based on positive and logical methods rather than normative with vague judgments. The important ideas of teaching and learning economics in the classroom are to help the basic stage student master the principles vital for understanding financial problems and precise economic issues. The policy alternatives help the students understand and then apply the economic perspective and also reason accurately and empirically about economic matters. This promotes lasting student interest in economics and the economy (McConnell, Brue, & Flynn, 2010).

According to the National Council of Educational Research and Training, India (NCERT, 2005) “the answer to the question; why economics is taught in schools is not only essential in answering students but also for the teachers when they teach economics in schools. Teachers are likely to understand why economics is taught so that they can plan the classroom activities effectively”. The details of opinions would also help in understanding the content topics and subtopics and why they are included in the curricular content. The aims of teaching economics at the higher secondary stage are: making students understand some basic economic concepts and developing economic reasoning so that learners can apply it to their daily lives as citizens, workers and consumers; enable learners to realize their role in the country building and sensitize them to the economic issues that the nation is facing today, to equip learners with the basic tools of economics and statistics to analyze economic issues. This is pertinent to even those who may not pursue this course of the higher secondary stage; and to develop an understanding among students that there can be more than one view on any economic issue and to develop the skills to argue logically with reasoning (NCERT, 2005).

Concept of Economics Teacher Education

Economists believe that the decisive input in the economic development matrix of any nation is human

capital development through the education of the citizenry. Education is activities that deal with teaching and learning practice in schools or colleges to inculcate knowledge and develop skills (Hornby, 2006). Education is deemed to have been a crucial factor in the growth and development index of advanced economies of the world. Teacher education is an investment in human capital and should be thorough and qualitative. According to Akindutire and Ekundayo (2012), every nation labours for the provision of quality education for its citizens, and education is needed to engineer and consolidate any nation’s development process. One of the goals of teacher education in Nigeria is to update teachers especially Economics teachers with the intellectual and professional background adequate for their duty and make them versatile to changing situations (the Federal Republic of Nigeria, (FRN), 2004). As if in a refrain, Utulu, (2010) noted that it is not enough to produce teachers who collect facts but teachers who find meaning in facts and help students to do so. As per the teaching practices programme which is a core part of teacher preparation, Mahamud (2017) investigated the dependability of pre-service teachers' scores in teaching practices courses in a Nigerian University. The study submitted that the quality of pre-service teachers' scores in teaching practice scores I and II was not relevant to the reality of the teaching profession, thereby recommending an increase in the number of occasions and raters for better teaching practice programmes.

Colander (2001) posited that Economics deals with how human beings coordinate their wants and employ the decision-making mechanisms, customs and socio-political actualities of the society, stressing that economic reasoning once learned is infectious and offers one the possibility of making rational decisions even in things that do not concern the scope of Economics. Economics noted by Hall (2013) is the study of how individual firms and whole societies identify their most important needs and allocate and manage scarce resources to satisfy as many needs as possible. This means that a well-trained Economics teacher should not merely furnish students with the knowledge of Economics education; the teacher should be able to help the student make an appropriate transfer of learning from theoretical

abstraction to real-life situations. When this becomes possible, Economics will make the desired impact on the Nigerian economy. Presently, its impact is significantly negligible relative to the myriad of economic challenges facing Nigeria in this millennium of the global quest for increased growth and development.

Economics is also plagued by other factors responsible for the state of falling standards witnessed in almost all subjects taught at the post-basic schools level in Nigeria. According to the WAEC Chief Examiner's Report (2015), the result of Nigerian students in post-basic schools during the May/June 2014 West African Secondary School Certificate Examination (WASSCE) showed that out of the 1,705,976 candidates that sat for the exam, 1,176,551 had their results below the minimum requirements for admissions into the University (Dike, 2014). Economics teacher trainees require intensive and extensive training to enable them to improvise the needed instructional materials. In the same vein, Economics teacher trainees require adequate knowledge and applicability of Information and Communication Technologies (ICTs) in Economics instructional delivery in recent times. Financial difficulties also face not only Economics teacher trainees but the Nigerian Education industries and the entire country. Nigeria is suffering from perennial poverty, which underscores the character of contemporary global development (Umezurike, 2013).

Besides, the globalization and technological competitiveness of this present millennium presuppose that Economics teacher trainees encounter challenges due to innovation and technology. According to Akindutire and Ekundayo (2012), globalization is a big challenge to teachers in this present age and for teachers to operate effectively, teachers need to update themselves on new technologies and methodologies of the advanced countries of the world.

Theoretical Framework

The study is based on Weiner's (1992) attribution theory. The concept of attribution describes the

cognitive process by which a person perceives the cause of what has happened to him/ her either as caused by himself/herself or by others (Kahn 2001). According to the attribution theory, we tend to explain the causes of success or failure to either internal or external factors. That is, we succeed or fail because of factors that we believe have their origin with us or because of factors that originate in our surroundings. An important assumption of the attribution theory is that we will interpret our environment in such a way as to maintain a positive self-image. That is, we will attribute our successes or failures to factors that will enable us to feel as good as possible about ourselves. For example, when learners succeed in an academic task, they are likely to attribute the success to their efforts or abilities and when they fail, they will attribute failure to factors over which they have no control, such as lack of resources.

Weiner's attribution theory applies to this study in that senior school economics students are most likely to attribute their high failure in Economics to external factors like, their economics teachers are incompetent and not serious when teaching and to internal factors like not working hard or having a negative attitude towards Economics.

2. METHODOLOGY

The study adopted a descriptive form of survey to investigate the relevancies of the curriculum contents of economics teachers' programmes to the effective teaching of senior school economics contents. The population for the study were Economic teachers, teaching economics in senior schools. They were sampled from both private and public senior schools in Kwara state. There is a total of 302 economics teachers in Kwara State out of which 217 were purposively sampled. A marching items questionnaire was designed by the researcher, which was used to elicit the needed data from the sampled respondents. It was validated for contents validity and a split-half reliability approach was employed and a reliability index of 0.69 was obtained. The data collected was analysed using a percentage mean.

3. RESULTS

The acceptance relevancy level of the economics education curriculum contents in this study is 70%. Therefore, economic education curriculum content that is less than 70% was regarded as irrelevant while that which is above 70% was regarded as relevant. This is in line with Mahamu's (2017) submission on the benchmark for acceptable generality level for the generalizability coefficient and dependability coefficient.

Table 3: Percentage response of Relevant Economics Education curriculum to the teaching of senior school economics

Contents	Relevant (%)	Not Relevant (%)	Remark
ECN 101: Principles of Economics I	92.3	7.7	Relevance
ECN 102: Principles of Economics II	80.8	19.2	Relevance
ECN 103: Introduction to Statistics I	75.0	25.0	Relevance
ECN 104: Introduction to Statistics II	82.7	17.3	Relevance
ECN 105: Introductory Mathematics for Economics I	86.5	13.5	Relevance
ECN 106: Introductory Mathematics for Economics II	86.5	13.5	Relevance
ECN 201: Microeconomics I	92.3	7.7	Relevance
ECN 202: Microeconomics II	86.5	13.5	Relevance
ECN 203: Macroeconomics I	92.1	7.9	Relevance
ECN 204: Macroeconomics II	78.1	21.9	Relevance
ECN 205: History and Structure of the Nigerian Economy I	84.6	15.4	Relevance

ECN 206: History and Structure of the Nigerian Economy II	73.1	26.9	Relevance
ECN 301: Microeconomics III	81.2	18.8	Relevance
ECN 302: Microeconomics IV	89.9	13.1	Relevance
ECN 303: Macroeconomics III	73.1	26.9	Relevance
ECN 304: Macroeconomics IV	86.9	13.1	Relevance
ECN 305: Econometrics and Research Methods	82.7	17.3	Relevance
ECN 312: Public Policy 1	90.4	9.6	Relevance
ECN 314: Financial Institutions	88.5	11.5	Relevance
ECN 401: Microeconomics V	84.6	15.4	Relevance
ECN 402: Microeconomics VI	82.7	17.3	Relevance
ECN 403: Macroeconomics V	86.8	13.2	Relevance
ECN 404: Macroeconomics VI	75.0	25.0	Relevance
ECN 410: Public Finance II	75.0	25.0	Relevance
ECN 413 Issues in Development	67.3	32.7	Irrelevance
ECN 414: Econometrics	81.1	18.9	Relevance
ECN 416: Petroleum Economics	74.2	25.8	Relevance
ECN 417: International Finance	82.0	18.0	Relevance
ECN 418: International Economic Relations	90.3	9.7	Relevance
ECN 419: Demography	74.1	25.9	Relevance
ECN 420: Public Policy II	83.1	16.9	Relevance
ECN 421	80.0	20.0	Relevance

Nigerian Public Finance			
ECN 423: Economic Planning	88.6	11.4	Relevance
ECN 424: Economic Planning II	91.0	9.0	Relevance
Grand Mean			80.53

Table 3 shows respondents' responses on the relevance of the economics education curriculum to the teaching of senior secondary economics curriculum in Nigeria. It is clear from the data that only ECN 413: Issue in Development, which was regarded irrelevant in this study, had 67.3 percent of respondents agree among the 34 economics courses that economics education trainees are exposed to at the university. While all other courses (33 of them) are thought to have a relevant level of greater than 70. It is also noted that the grand mean for the relevancy of the economics education curriculum to senior school economic curriculum is 80.53%. Therefore, it could be said that the economic education curriculum is relevant to teaching senior school economics in Nigeria.

4. DISCUSSION

Findings from the study indicated that teacher education contents were very relevant for the effective teaching of senior school economics. It means that the curriculum contents of the University Commission prepared in the preparation of economics teachers is close to being perfect in the production of qualified and well-trained teachers to handle effective teaching of economics content at senior school in Nigeria. This is because to teach senior school economics contents the teacher is required to have the knowledge of the disciplines in terms of their subject areas, which will consist of an understanding of key facts, concepts, principles, and the frameworks of a discipline, as well as the rules of evidence and proof that are part of that discipline. All of these are embedded in the teacher education programme as revealed by the study. This finding contradicts Mahamud's (2017) submission that the quality of pre-service teachers' scores in teaching practices courses I and II is not relevant to the reality of the teaching profession. And also the findings of

Omosewo (1991) revealed there is a lack of relevance between the curriculum contents of the Physics teacher education programme and that of the senior school contents, which means that the content of Physics education that is being run in teacher education programmes cannot help in the production of physics teachers required to teach Physics effectively in Nigerian senior schools, which means that the poor performance of senior school students in Economics has nothing to do with the preparation of economics teachers. Teachers' quality through their training and the courses they are exposed to is very relevant and highly related to helping them in the effective teaching of a senior school student. So other factors or a combination of factors may be responsible for the poor performance.

5. CONCLUSION

A good teacher education content would lead to the production of good and competent teachers as was evident in the present study. It was based on this that the study recommends:

- Economics teacher education content as it is at the moment can cater to effective teaching of senior school's economics content. Therefore, the content of economics education should remain as it is since it catered well to the needs of senior schools' economics content.
- The modifications that could be done to the teacher education contents should be to include recent happenings in the world's economics in relevant courses to make the teaching and learning of economics relevant and timely to students and teachers.

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