

CURRICULUM DELIVERY STRATEGIES AND STUDENTS' ACADEMIC PERFORMANCE IN ECONOMICS IN SELECTED PUBLIC SECONDARY SCHOOLS IN CALABAR EDUCATION ZONE, COSS RIVER STATE, NIGERIA.

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ABSTRACT

The curriculum is a guiding strength behind any educational system, and its successful implementation defines the actualization of every country's education goals. School management team success depends on their readiness to be dynamic in changing times and performing their duties as curriculum leaders. This study quantitatively examined curriculum delivery strategies and students' academic performance in Economics in selected public secondary schools in Calabar Education Zone, Cross River State, Nigeria. Participants were purposefully selected from 10 secondary schools. The instruments used for collecting data were validated questionnaire tagged "Curriculum Delivery Strategies Questionnaire (CDSQ)" and Economics Performance Tests (EPT) administered to 380 students randomly selected schools in the study area. Data from instruments were analyzed using Pearson Product Moment Correlation Analysis to test research hypotheses formulated. The results of the study revealed that principal's supervisory role and teachers' teaching methods had positive correlation with students' academic performance in Economics in the study area. The study recommended among others that principals should improve their supervision and monitoring of teachers by having accountability meetings with the teachers and the principal and also keep attendance register in class to monitor and encourage lesson attendance if they were to improve the academic performance of learners. And, teachers should apply different strategies to arouse interest and enhance students' academic performance in Economics.

Keywords: Curriculum, Curriculum Delivery Strategies, Principal's Supervisory Role, Teachers' Teaching Methods, Calabar Education Zone.

INTRODUCTION

Curriculum refers to what a learner is required to encounter, study, practice and master. It entails taking decisions about what should be taught, how it should be taught and when it should be taught. The four (4) core elements of the curriculum are teaching; learning, assessment and resources used for teaching and learning. Curriculum is the formal mechanism through which intended educational means are achieved. Among the key players identified are: teachers, students, principal, etc. Curriculum is content, but when contextualized, it comes alive for students. The role of teachers in the curriculum process is to help students develop an engaged relationship with the content. Active learning will increase the focus and retention of the curriculum, resulting in an exciting learning environment. Teachers build lessons that include simulations, experiments, case studies and activities to deliver curriculum.

Different strategies are used by different teachers depending on his skills and abilities. Instructional delivery has been seen as the process showing every activity the teacher and the learner does in a classroom setting. So every effort that the teacher makes in order to have a fruitful time with the students by exposing the contents, employing methods, strategies, the pupils interaction with the environment, resources available and even the evaluation process sums up to mean instructional delivery. When a teacher consciously utilizes his training, knowledge, skills and value and relays it in order to change the behavioral position of the learner, he is carrying out instructional delivery. The essence of the use of different instructional delivery models is to enable the instructor (teacher) surmount the challenges on the organization and passage of the instruction to students who are assumed to have come from different backgrounds, therefore, possess different learning styles, pace and understanding the lessons based on their previous knowledge (Akinsolu, 2010).

From the foregoing, it is clear to us that one model of instruction will not be able to bring about an effective instructional delivery that can produce the kind of result desired from the learners. The nature of the subject will demand for the teacher to employ numerous models, methods, strategies, approaches or techniques to ensure that the learners learn indeed after every instruction. So because it has been established that instructional delivery is a deliberate interface between the learner and the learning activities, therefore, it is from this interaction process that learning actually takes place. This interface is the implementation stage of the curriculum. Here, the teacher, the learner and the learning activities are on stage. The teacher who is the leader on this stage is free at this point to modify the plan of action based on the reaction of the learners to the learning activities in order to promote learning and improve academic performance.

Teaching method refers to the structuring of educational materials to achieve an effective teaching-learning process. There is no one best teaching method for instruction in technical and vocational education programs. One method may be more desirable to use in a lecture or tutorial class while another is more appropriate in team teaching. This implies that teaching has ever been struggling through a transitional period so replete with cross-currents and uncertainties of which instructional techniques and methods must be adopted to yield better results among students during conventional class and practical class instruction. Teaching method according to Idika and Onuoha (2018) refers to the overall plan for the orderly presentation of content of learning materials. Usually a method is driven by a philosophy or an assumption about how students learn in school. Teaching method is therefore, a general process the teacher adopts in presenting his

lesson to the students, such that students learn such as assigning roles to individual students in the classroom.

Instructional supervision is an important aspect of educational management as it can enhance the quality of educational organizations (Opoh, 2015). The achievement of effective curriculum management, support and implementation requires optimum school functionality and stable schools (Dhuey, 2011). In the school setting, the principal play the role of managing both material and human resources to achieve set goals. His supervisory role is critical in the attainment of instructional objectives. Although the principal may not be directly involved in instructional delivery, he supervises teachers' lesson plan, classroom instruction, and monitors teachers' activities in class.

Supervisory duties such as setting goals for performance and providing constructive feedback result in job satisfaction and overall school improvement. Moreover, school heads' supervision is a contributory factor to teachers work performance (Ogunola & Akporaro, 2015). According to Etim (2011), school principals and head teachers should be blamed for poor standard and service delivery in their respective schools. They are collectively involved in the day to day activities taking place in schools. This study therefore examines the relationship between principal supervisory functions, teachers' instructional strategies and students' academic performance.

Statement of the problem

The role of the teacher has remained pivotal in the development of every human society. This means that the extent to which the society and/or the school perform and achieve her set objectives is the function of teachers' productivity. In order to maintain this standard, teachers need to be committed, dedicated and productive. However, the extent to which the Nigerian teacher has lived up to these expectations is presently questionable by unimpressive performance of students which is the measure of the teacher job performance. This has raised a lot of concerns among stakeholders in the education sub-sector. Many have gone as far as questioning teachers' capacity in instructional delivery and the training institutions.

Efforts have been made in the directions of teachers' retraining, changes in educational policies and programmes, provision of educational facilities among others. Yet no satisfactory results have obtained in term of students' performance. Could this be traceable to non-application of proper teaching methods by teachers as well as principal's instructional supervision? Teacher's characteristics such as experience and teaching methods as well as principal's instructional supervision have not been given adequate attention as factors that could likely influence students' academic performance. In view of this, this present study seeks to examine curriculum delivery strategies and students' academic performance in Economics in selected public secondary schools in Calabar Education Zone, Cross River State, Nigeria.

Purpose of the study

The main purpose of the study is to examine curriculum delivery strategies and students' academic performance in Economics in selected public secondary schools in Calabar Education Zone, Cross River State, Nigeria. Specifically, the study sought to:

- I. investigate principals' supervisory role and students' academic performance in Economics
- II. examine teachers' teaching method and students' academic performance in Economics

Research question

The following research questions were raised to guide the study:

- I. What is the relationship between principal's supervisory role and students' academic performance in Economics?
- II. What is the relationship between teachers' teaching methods and students' academic performance in Economics?

Research hypothesis

The following research hypotheses were formulated to guide the study:

- I. There is no significant relationship between principal's supervisory role and students' academic performance in Economics in Calabar Education Zone
- II. There is no significant relationship between teachers' teaching method and students' academic performance in Economics in Calabar Education Zone

Literature review

Principal's Supervisory Role and Students' Academic Performance in Economics

Supervision in schools is very important and as a result only those teachers, who are trained, qualified, experienced and of high professional integrity are promoted as principals. The instructional supervisory activities of the principal enable every child to reach their individual academic success. The purpose of instructional supervision is to improve the quality of teaching through improved skills of teachers which in turn improves students' academic performance. As the agents of the Quality Assurance Standards Officers (QASO) principals have been assigned instructional supervisory activities. The activities involve improving teaching and learning; developing supervisory strategies; executing strategies for improvement; maintaining the school system; improving curriculum and library materials; evaluating students' progress and timetabling (Ağaoğlu & Ceylan, 2010).

Teachers occupy a unique position in any educational system today; the level of productivity of students today is drastically dependent on the efforts of teachers. So, school managers must find a way to supervise the teachers in order to give in their best in classroom instruction. To support this, Mudzanani and Makgato (2021) conducted a study to examine school managers' curriculum delivery roles that have direct impact on the academic performance of learners in Vhembe District of Limpopo Province. Participants were purposefully selected from 10 secondary schools which were information rich to the purpose of the study. Questionnaires were administered to 300 learners from the five poorly- performing schools and also from the five well – performing schools in Vhembe District of Limpopo Province. Data from questionnaires were analyzed using computer program SPSS (Statistical Package for Social Sciences) and were reported in graphs, mean (M) and standard deviation (SD) tables. The overall results of the study indicated that school managers from well- performing schools had strong monitoring system to effect frequent testing of learners, content coverage and high lesson attendance by educators whereas poorly-performing schools had weak monitoring system only specializing on monitoring written work, non – completion of content coverage and very low rate of lesson attendance by educators.

Employing descriptive correlational design, Umaru (2019) carried out a study on principals' instructional supervision and teachers' performance in Danko Wasagu Local Government Area of Kebbi State, Nigeria. A thirty-item questionnaire was design based on 4-Point Likert Scale which

was distributed to principals and teachers to obtain the primary data. Frequencies and percentages were calculated for descriptive statistics while Pearson's Coefficient Correlation was used to measure the relationship between variables, using (SPSS version 16.0). The findings of the study indicated principals' instructional supervision with an overall mean of (2.78) which indicated that principals of the secondary schools performed their instructional supervision and the findings of the study on teachers' performance indicated an overall mean of (2.57) which implies that teachers performed their school responsibilities. The finding revealed a significant relationship between principals' instructional supervision and teachers' performance. The null hypothesis was therefore rejected and this implies that principals' instructional supervision through monitoring of teachers' attendance on daily basis, ensuring the professional development of teachers and assisting teachers when they have problems in their lessons relates positively with teachers' performance.

Using a mixed method of cross sectional survey and naturalistic phenomenology designs, Yeovil (2017) carried out a study to examine the influence of instructional supervisory roles of the principals on students' academic achievement in Nandi North District, Nandi County, Kenya. A total of 117 participants were selected through probability and non-probability sampling procedures. Questionnaires, interview guides and document analysis guide were used to collect data. Descriptive statistics such as frequencies were used to summarize information obtained from the field. It was presented in distribution tables of frequency, percentages and pie charts. The findings established that principals' orient new teaching staff supervise curriculum timetabling and monitor students' academic progress. They were rated very highly as roles frequently performed. Principals were found to refrain from visiting classrooms for lesson observation and rarely provided in-service training for teachers. The finding also revealed that principals' supervisory role influence students' academic achievement in the study area.

Similarly, Usman (2015) examined the impact of instructional supervision on academic performance of secondary school students in Nasarawa State, with reference to Senior Secondary Certificate Examination (SSCE). Five research questions were used to guide the study to a rational conclusion. Descriptive Survey method was adopted in which Instructional Supervision and Students' Academic Performance Questionnaire (ISSAPQ) were used to obtain relevant data from 92 teachers in 37 selected Senior Secondary schools using the simple random sampling technique. Pearson Product Moment Correlational Statistics (Pearson r) and t-test at 0.05 level of significance were used to analyse the data generated for answering the research questions. The study shows that regular instructional supervision, using robust supervision strategies, like checking of students' notebooks, classroom visitation/inspection by the school administrators, checking of teachers' lesson plan/notes and inspection of teachers' record-keeping, have a significant correlation with teachers' performance and academic achievement of students in secondary schools. Adopting an ex - post facto research design with a technique to a total of 819 school principals,

Abanyam (2021) conducted a study aimed at examining the influence of improvement strategies, principals' administrative roles on teachers' teaching effectiveness in Cross River State. A questionnaire titled, 'Improvement Strategies and Principals' Role Scale (ISPRS) and Teachers' Teaching Effectiveness Questionnaire (TTEQ), designed by the researcher with the help of her supervisors, were used for the study. The instrument was validated by Measurement and Evaluation experts and the reliability of the instruments established using Cronbach Alpha. The coefficient of the sub-scales was adjudged to be high for use. The data collected were analyzed,

using One-Way Analysis of Variance (ANOVA) and the findings revealed among others that instructional supervision of teachers does not significantly influence their teaching effectiveness in public secondary schools in the study area.

Teachers' Teaching Method and Students' Academic Performance in Economics

The quality of education depends on the skills that teachers possess since they have a great influence on students' academic achievement as they are responsible for translating the policy into action and principle based on practice during interaction with the students. Teaching method as noted by Wachiaji (2019) refers to the overall plan for the orderly presentation of content of learning materials. Usually a method is driven by a philosophy or an assumption about how students learn in school. Teaching method is therefore, a general process the teacher adopts in presenting his lesson to the students, such that students learn such as assigning roles to individual students in the classroom. The important index in the teaching and learning process is that the students learn at the end of teaching (Idika & Onuoha, 2018). Hence, the use of good teaching method in teaching of Biology plays an important role in harmonizing classroom instruction. Nevertheless, it has been noted with dismay that even a subject as important as Biology is taught using the traditional lecture method (talk and chalk) (Wachiaji, 2019). This old method, conventional as it is, appears to have reduced students' interest and enrollment in the subject each year for both internal and external examinations. For instance, Mensah and Akorful (2018) found that lecture method used by teachers have made many student lost their interest in classroom of learning and consequently may reduce students enrollment in some subject areas. He added that the use of lecture method set the teacher as the only active participant in the class while the students are complete observers or admirers through the lesson.

Several researches have been conducted on the effect of teaching method on performance of students. Wachiaji (2019) carried out a study to evaluate the effectiveness of methods of teaching Christian Religion Education in instilling the virtue of respect in public secondary school students in Rachuonyo North Sub-County, Kenya. A descriptive survey design was adopted. The study population comprised 50 CRE teachers and 1,615 Form Four students taking CRE in 49 public secondary schools in Simple random sampling technique was used to select 15 teachers, and 485 Form Four students from the accessible population. Interviews were used to collect data from teachers while questionnaires were used to collect data from students. Piloting of the instruments was done to ensure their usefulness in collecting data and reliability coefficient of 0.74 was recorded. Quantitative data from questionnaire were analyzed with the aid of Statistical Package for Social Sciences (SPSS) Version 20.0 using descriptive statistics as well as inferential statistics and presented in tabular form. Data from interviews was analyzed qualitatively and presentation was done in narrative form. The study found that teacher-centered method, learner-centered method, and eclectic method of teaching Christian Religion Education were all very effective in instilling the virtue of respect among students in public secondary school.

Using descriptive cross-sectional research design, Mensah and Akorful (2018) conducted a study which focused on students' preferences for teaching methods in Christian Religious Studies (CRS) in the Mfantseman Municipality of the Central region of Ghana. The population of the study was 2152, comprising 6 CRS teachers and 2146 CRS students from five schools. All the 6 CRS teachers were included in the study. Out of 2146 CRS students, 327 were selected using the proportionate sampling technique. The sample size for the study was therefore 333. Questionnaires, made up of both open-ended and close-ended questions were used to collect data

from students and teachers. Data collected was analyzed using SPSS version 22.0 for windows. Descriptive statistics: frequency counts and percentages were used for data analysis. The results revealed that, CRS teachers used the discussion method mostly when teaching because, among many reasons, it allows students to participate in the lesson. This review is relevant to the present study since the variable used are similar.

In the same vein, Victor, Ejiofor, Orji and Okenyi (2019) carried out a study to determine teachers' pedagogical skills as predictors of pupils' academic achievement in Christian Religious Studies in South East, Nigeria. The study adopted a correlation research design. Two questions were posed and two hypotheses were formulated and tested for the study. The population of the study included all the 42,796 primary school teachers in South-East, Nigeria. A sample of 855 public primary school teachers was drawn for the study using a multi-stage random sampling procedure. Two instruments were used for data collection, they are: Teachers' Pedagogical Skills Questionnaire (TPSQ) and Pupils' Academic Achievement Proforma (PAAP). The instruments were validated by three experts. The reliability of the instrument was established by trial-testing on 20 primary school teachers that were randomly drawn from Ezinihite-Mbaise Local Government Area of Imo State which is a part of the study area but not a sampled area. Cronbach's Alpha Reliability Coefficient was used to determine the internal consistency reliability index 0.89 for TPSQ. Data collected were analyzed using Correlation Coefficient and Regression Analysis of Variance was used to test the hypotheses at 0.05 level of significance. The findings revealed that teachers' teaching methods significantly predicted students' academic achievement in Christian Religious Studies in South-East. This review is relevant to the present study since they both used correlational research design as well as similar instrument.

In Matungulu sub-county using descriptive survey research design, John (2017) carried out a study to investigate factors which influence students' academic performance in public secondary schools. The study targeted all the 2,300 form three students, all the 385 teachers and all the 32 principals in public secondary school in Matungulu sub-county. However, the sample size included 230 students, 40 teachers and all principals (10) of the participating schools. Stratified random sampling technique was used to allocate and sample the actual schools in various school categories. Simple random sampling technique was also used to select the 230 participating students and four teachers in each of the 10 public secondary schools in Matungulu sub-county participating in this study. Three sets of instruments were used to collect data. These included the students' questionnaire (SQ); the teachers' questionnaire (TQ) and the principals' questionnaire (PQ). Statistical package for social sciences (SPSS) version 20, ANOVA and regression were used in data analysis. Tables and figures were used to present the analyzed data. The findings of the study revealed that teacher related factors such as teaching methods and socio economic background of the learners had a statistically significant influence on academic performance ($P \leq 0.5$).

Methods

The research design adopted for this study was the correlational design. This design was considered appropriate because this research was designed to explore the nature of the statistical relationship between curriculum delivery strategies and students' academic performance in Economics in selected public secondary schools in Calabar Education Zone, Cross River State, Nigeria.

The population of this study comprised all public secondary schools in Calabar Education Zone. The researcher adopted purposive and stratified random sampling techniques for this study; to get the required number of schools to be sampled from each public secondary school, the researcher applied simple random sampling technique where ten percent (10%) of the total number of schools in each zone were selected. The researcher purposively used senior secondary school one (SS 1) students as the sample for this study. The reasons for using SS 1 students is because of the large population of public secondary schools involved in this study, it was necessary to reduce the sample by focusing on a particular class which was assumed to have the characteristics of all the students offering Economics.

The sample of the study comprised one hundred and twenty (120) students selected from public secondary schools in Calabar Education Zone. The instruments used for collecting data were a questionnaire tagged "Curriculum Delivery Strategies Questionnaire (CDSQ)" and Economics Performance Tests (EPT).

To determine the face and content validity of the instrument, copies of the 'CDSQ' and 'EPT', it were given to two experts from Measurement and Evaluation unit of Department of Educational Foundations, who read the instrument to confirm that they measured what it is intended to measure. The reliability of the instruments was established with co-efficient of 0.76 and 0.81 respectively.

Data gathered were analyzed using Pearson Product Moment Correlation Analysis.

Results

Hypothesis one

There is no significant relationship between principal's supervisory role and students' academic performance in Economics in Calabar Education Zone. Pearson Product Moment Correlation Analysis was employed to analysed data. The hypothesis was tested at 0.05 level of significant. The summary of result is as presented in table 1.

Table 1

Pearson product moment correlation coefficient analysis of the relationship between principal's supervisory role and students' academic performance in Economics (N = 120)

Variable	$\sum X$	$\sum x^2$		
	$\sum Y$	$\sum Y^2$	$\sum xy$	r-cal.
Principal's supervisory role	1640	5864		
			7648	0.72
Students' academic performance	1546	4206		

X = 0.05, critical r = 0.195, df = 118.

The summary of results presented in Table 1 shows that the calculated r-value of 0.72 is greater than the tabulated r-value of 0.195 and 0.05 level of significance with 118 degrees of freedom. On this note, the null hypothesis was rejected while the alternate hypothesis was accepted. This implies that, there was significant relationship between principal's supervisory role and students' academic performance in Economics in the study area.

Hypothesis two

There is no significant relationship between teachers' teaching method and students' academic performance in Economics in Calabar Education Zone. Pearson Product Moment Correlation Analysis was employed to data. The hypothesis was tested at 0.05 level of significant. The summary of result is as presented in table 2.

Table 2

Pearson product moment correlation coefficient analysis of the relationship between teachers' teaching method and students' academic performance in Economics (N = 120)

Variable	$\sum X$	$\sum x^2$	$\sum xy$	r-cal.
	$\sum Y$	$\sum Y^2$		
Teachers' teaching method	1431	5928	7024	0.74
Students' academic performance	1363	4226		

X = 0.05, critical r = 0.195, df = 118

The summary of results presented in Table 2 shows that the calculated r-value of 0.74 is greater than the tabulated r-value of 0.195 and 0.05 level of significance with 118 degrees of freedom. On this note, the null hypothesis was rejected while the alternate hypothesis was upheld. This implies that, there was a significant relationship between teachers' teaching method and students' academic performance in Economics in the study area.

Discussion of Findings

Principal's Supervisory Role and Students' Academic Performance in Economics:

The finding from this research hypothesis revealed that there was a significant relationship between principal's supervisory role and students' academic performance in Economics in Calabar Education Zone. The finding of this study is in consonant with Umaru (2019) who carried out a study on principals' instructional supervision and teachers' performance. This was presented as a result of a study conducted in secondary schools in Danko Wasagu Local Government Area of Kebbi State, Nigeria. The findings of the study indicated that there was significant relationship between principals' instructional supervision and teachers' performance in the study area.

Teachers' Teaching Method and Students' Academic Performance in Economics

The finding from this research hypothesis revealed that there was significant relationship between teachers' teaching method and students' academic performance in Economics in Calabar Education Zone. This finding is not in consonant with the finding of Wachiaji (2019) who carried out a study to evaluate the effectiveness of methods of teaching CRE in instilling the virtue of respect in public secondary school students in Rachuonyo North Sub-County, Kenya. The study found that teacher-centered method, learner-centered method, and eclectic method of teaching CRE were all very effective in instilling the virtue of respect in public secondary school students.

Also, the result is not in line with Mensah and Akorful (2018) who carried out a study which focused on students' preferences for teaching methods in Christian Religious Studies in the Mfantseman Municipality of the Central region of Ghana. The results revealed that, CRS teachers used the discussion method mostly when teaching because, among many reasons, it allows students to participate in the lesson.

Conclusion/ Recommendations

Based on the findings obtained from the study, it was concluded that principal's supervisory role, and teachers' teaching method are likely to improve students' academic performance in Economics in Calabar Education Zone. Based on the conclusions, it was recommended that the principals should improve their supervision and monitoring of teachers by having accountability meetings with the teachers and also keep attendance register in class to monitor and encourage lesson attendance if they are to improve the academic performance of students. And, teachers should apply different strategies to arouse interest and enhance students' academic performance in Economics.

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