

ASSESSMENT OF THE SENIOR HIGH SCHOOL ECONOMICS TEACHING SYLLABUS: A STUDY OF SOME SELECTED SENIOR HIGH SCHOOLS IN THE CAPE COAST METROPOLITAN ASSEMBLY (GHANA)

¹ Biney, Peter Agyeman., ²Tetteh, Thomas Laryea., ³Ansah, Genevieve., ⁴Ansah, Matilda.

¹Graduate Researcher, Teacher Education College, Huzhou Normal University, Zhejiang Province, China.

²Economics Teacher, Social Sciences Dept., Presbyterian Senior High School, Teshie, Greater Accra Region, Ghana.

³Ag. Municipal Director, National Youth Authority, (EKMA), Takoradi, Western Region, Ghana.

⁴Municipal Information Officer, Information Services Department (Bogoso), Western Region, Ghana.

Email - ¹kwabenabiney3g@gmail.com, ²ttlaryea89@gmail.com, ³gen.ansah@gmail.com,

⁴maametilly@gmail.com

Abstract: *The main purpose of this study was to assess the effectiveness of the Senior High School (S.H.S) Economics teaching syllabus. The study focused on the content suitability, suitability of the specific objectives, availability of teaching-learning resources, appropriateness of methods of teaching as well as evaluation methods. The sample comprised of forty (40) S.H.S. Economics teachers from thirteen (13) Senior High Schools in the Cape Coast Metropolitan Assembly of the Central Region of Ghana, using the stratified sampling technique. The study answered four research questions, using a questionnaire of thirty-three (33) questions. The study adopted the descriptive survey design, using open-ended and closed-ended questions factored into questionnaires which were personally administered. The data for the closed-ended part was analyzed using the SPSS software, with keen interest on descriptive and inferential statistics while the open-ended questions provided some relevant suggestions in themes. The result of the study indicated that the time allocated for teaching the content of the syllabus was not suitable. Also, it was revealed that the objectives of the syllabus were achievable. In addition, the study came out with the findings that the syllabus does not contain different varieties of teaching methods prescribed for teaching each topic. The teaching learning resources were also not adequate, however there were variety of evaluation methods.*

Based on the findings, it was recommended that curriculum planners should design the syllabus such that it can be imparted to students within the time allocated for teaching. The objectives must also be revised periodically to meet the changing trends in the world. Again, the methods of teaching should include educational technology such as the use of information communication technology and audio-visual aids. Furthermore, there can also be periodic visits to centres of commerce and economic activities for students to have a practical feel of Economics at work.

Key Words: *Assessment, Senior High School, Economics Teaching Syllabus, Cape Coast Metropolitan Assembly, Ghana.*

1. INTRODUCTION:

The concept of education according to Farrant (1980), in his book, 'Principles and Practice of Education', is described as a total process of human learning by which knowledge is imparted, faculties trained and skills developed. Under formal education in Ghana, Economics is one of the various subjects being taught. According to Professor Lionel Robbins (1935), in his book 'Nature and Significance of Economic Science', Economics is defined as "a social science which studies human behaviour as a relationship between ends and scarce means which have alternative uses". Economics is therefore a social science which helps individuals to effectively manage their scarce resources to satisfy their wants.

Economics as a school subject, gained that recognition in Ghana around 1966(Dare 1995). At the Senior High School level, Economics is offered as an elective subject by students reading Business, Arts (Visual and General), Agriculture and Home Economics. Under the old educational system when the duration for S.H.S education was three (3) years, Economics was studied by students in S.H.S one (1), two (2) and three (3). In 2007, the duration for S.H.S education was increased to four (4) years and Economics was studied by students in form two (2), three (3) and four (4) only. Later in 2009, the duration for S.H.S education was reduced back to three (3) years. Currently, students study Economics in form one (1), two (2) and three (3).

The word ‘syllabus’ was etymologically derived from the Greek word ‘sittuba’, meaning label or table of contents. Later it was re-Latinized as ‘syllabus’. The Economics syllabus for S.H.S. prepared by the Curriculum Research and Development Division (CRDD) of the Ministry of Education (MOE) in September 2008 was structured in five columns. These are Units; Specific Objectives; Content; Teaching and Learning Activities; and Evaluation. The syllabus and all other teaching and learning materials and activities come under the umbrella of the term curriculum. According to Caswell and Campbell (1935), “curriculum is all the experiences children have under the guidance of teachers”.

1.1 Research Questions

- a) To what extent is the content of the Economics syllabus suitable to the level of the students?
- b) To what extent are the objectives stated in the Economics syllabus achievable?
- c) What is the level of suitability of the teaching and learning activities outlined in the syllabus?
- d) How appropriate are the evaluation methods outlined in the syllabus?

1.2 Significance of the study

This study carried out will provide useful information for policy makers such as the Curriculum Research and Development Division (CRDD) of Ghana Education Service (GES) and other major stakeholders of education, who are concerned with educational policies, to come out with feasible policies that will improve or adjust the existing Economics syllabus. Among these stakeholders include teachers, students, parents, researchers, and many others. This study would enlighten teachers on the best teaching methods to apply; the appropriate teaching-learning resource to use; and the appropriate evaluation methods to employ.

On the part of students, this study would help rekindle and improve their interest in the study of Economics since the teachers would upgrade their delivery process. This study might also be used as a reference material for further research relating to the assessment of the Senior High School Economics syllabus.

2. METHODOLOGY:

This study employed the simple descriptive survey method. By implication, descriptive research is mainly concerned with finding out “what is”. It was used because, it helps to determine the relationships that exist among the variables of interest. For instance, according to Best and Khan (1998), descriptive research is concerned with the conditions or relationships that exist, such as determining the nature of prevailing conditions, practices and attitudes, opinions that are held, processes that are going on or trends that are developed.

2.1 Population

Participants for the study were Economics teachers from some selected senior high schools within the Cape Coast Metropolitan Assembly of the Central Region of Ghana. These schools were; Mfantshipim School, St. Augustine’s College, Adisadel College, Wesley Girls’ High School, Holy Child Senior High School, Ghana National College, University Practice Senior High School, Academy of Christ the King, Sammo Senior High School, Harris International School, Cape Coast Workers College, Cape Coast International School and Wilbert Senior High School.

2.2 Sample and Sampling Procedure

The sample size for the study was forty (40) teachers who responded to the questionnaires administered. The study used stratified sampling to group the schools under public schools and private schools. In all, seven (7) public schools (28 teachers-70%) and six (6) private schools (12 teachers-30%) were selected to get a total of thirteen (13) schools.

2.3 Research Instruments

The study used questionnaire for the collection of data, this was due to the need to have the information from the right source. The questionnaire survey is known to be a time-saving method, provides some level of convenience and guarantees the confidentiality of respondents. Additionally, it may usually not contain traits of the biases inherent in other tools like interview survey. The study combined close and open-ended questions. The questionnaire contained Thirty-three (33) items in all, mainly targeting only teachers and had three sections. Section ‘A’ was about the background information of the teacher. Section ‘B’ had to do with the teacher’s assessment of the Economics teaching syllabus whereas section ‘C’ was also about the suggestions of teachers towards the preparation of the syllabus.

2.4 Validity and Reliability of the Instrument

Experts in the field of education and research have gone through the instrument thoroughly to ensure its validity. A pilot test was made in the university of Cape Coast in order to ensure its validity. Thirty (30) final year education

students reading Economics education were used for the pilot test. This was because, these student-teachers had access to the Economics syllabus which they used for teaching, during their on-campus and off-campus teaching practice and of course were incubating Economics teachers. The Cronbach Alpha Coefficient Model (SPSS) was used to compute the internal consistency coefficient of each item and a reliability coefficient of 0.75 was determined.

2.5 Data Collection

The questionnaires were administered personally in order to ensure that respondents are clarified on some terms used in the questionnaire. The targeted schools were visited after seeking permission from the heads to deliver the questionnaires to teachers. Some teachers who couldn't complete the questionnaires were given a couple of days to do so. In all, forty (40) questionnaires were administered.

2.6 Data Analysis

Respondents' data gathered were edited, coded, and analyzed statistically using the Statistical Package for Social Sciences (SPSS) software. Since the study used descriptive survey, both descriptive and inferential statistics were of keen interest. The research questions were analyzed using means (including mean of means) and standard deviations (including mean of standard deviation). Indeed, the computation of these numerical values provided the direction of the response to each research question. The responses for the items were measured on a five-point Likert scale. The values assigned to the responses ranged from 0.00 (Strongly Disagree) to 5.00 (Strongly Agree). Also, the possible suggestions from the open-ended question, were put in themes. These indeed contributed to offer helpful recommendations for the study.

2.7 Ethical Consideration

The respondents' permission was sought and their confidentiality assured. Additionally, the rationale for the study was explained to each respondent that participated and so they partook in the study voluntarily. These were all done to ensure that the ethical standards of research have been met.

3. ANALYSIS, DISCUSSION AND FINDINGS:

The data was analyzed by the use of SPSS software. Presentation and analysis were done in consonance with the sub- themes found on the questionnaire. The study begins with analysis of background information of the respondents. The analysis of the main data then follows, which include: aspects of content, specific objectives, methods of teaching, teaching and learning resources and methods of evaluation. Furthermore, section 'C' revealed thematic responses (suggestions) from respondents.

3.1 Background Data of Respondents

Items 1, 2,3 4 and 5 of section A, found on the respondents' questionnaire, were used to collect relevant information on the background details of the 40 respondents

Table 1: Background Data of Respondents

Gender	Male	67.5%
	Female	32.5%
Age	<25yrs	20.0%
	25-35yrs	57.5%
	36&>yrs	22.5%
Academic Qualification	B.A/BSc	5.0%
	Msc/MA/	5.0%
	M.phil	
Professional Qualification	PGDE	5.0%
	B.Ed	65.0%
	M.Ed	20.0%
Teaching Experience	<1yr	20.0%
	1-3yrs	40.0%
	4-6yrs	22.5%
	7-10yrs	10.0%
	>10yrs	7.5%

3.2 Content Suitability and the Level of Students

This aspect of the questionnaire sought to find out the extent to which the content of the syllabus is suitable to the level of students. In this context interested variables include: whether it can be applied to economic issues; based in the everyday life of the student; motivates students to learn more; adjusted to the growth and maturity of the students; has enough time allocation or whether it has a relationship with the aims of education. This covers items: 6,7,8,9 ,10 & 11.

Table 2: Content Suitability

Statement	SA N (%)	A N (%)	D N (%)	Mean	St.D
Application to Economic issues	8 (20.0)	26 (65.0)	6 (15.0)	3.98	0.77
Based on Everyday Life of the Student	9 (22.5)	22 (55.0)	9 (22.5)	3.80	1.02
Motivation of students	6 (15.0)	25 (62.5)	9 (22.5)	3.73	0.96
Adjustment to Maturity	8 (20.0)	25 (62.5)	7 (17.5)	3.93	0.83
Time allocation	-	10 (25.0)	30 (75.0)	2.38	1.08
Relationship with Aims of Education	10 (25.0)	28 (70.0)	2 (5.0)	4.18	0.59

Mean of means = 3.67 Mean of Standard Deviation = 0.82

Mean ranges for tables 2, 3, 4,5 and 6:

Strongly Disagree (SD) - (0.0 – 1.0); Disagree (D) – (1.1 - 2.0);

Uncertain (U) – (2.1 - 3.0); Agree (A) – (3.1 – 4.0); Strongly Agree (SA) – (4.1 – 5.0).

The responses from table 2 indicates that Economics teachers agree to it that the content of the Economics syllabus is suitable to the level of students. The mean of means (3.67) and standard deviation (0.82) indicate an agreement that the content of the syllabus is suitable to the levels of students. It can also be observed that, out of the six items provided for the teachers to indicate their level of agreement, five of the items recorded a higher level of agreement (both agree and strongly agree) than disagreement (both disagree and strongly disagree). However, the statement concerned with the content of the syllabus and time allocation for teaching recorded a higher level of disagreement than agreement. 75% of the respondents disagreed while 25% agreed. The mean value for this statement was 2.38, implying that Economics teachers are uncertain about whether the content of the syllabus can be imparted within the time allocated. This means that the feasibility criteria by Wheeler (1983) was not satisfied, as most teachers disagreed that the content of the syllabus can be imparted to students within the time allocated for teaching.

It was observed that 77.5% of the respondents expressed a high level of agreement (both agree and strongly agree) to the statement that the content of the syllabus is based on the everyday life experience of the student. The remaining percent do not agree. This finding satisfies the criteria for selecting content as indicated by Wheeler (1983) that the content of the syllabus should be based on the everyday life experience of the learner.

The finding also satisfies the learnability criteria by Wheeler (1983) that the content of the syllabus should be adjusted to the growth, maturity level and intellectual development of learners. It is observed that 82.5% of the respondents agreed (both agree and strongly agree) to this statement and only 17.5% disagreed. The statement that the content of the syllabus has a close relationship with the aims of Economics education recorded a mean value of 4.18. This means that Economics teachers strongly agree and thus the validity criterion for content selection is satisfied.

3.3 Achievability of Specific Objectives

The main interest of this aspect was to find out the extent to which the specific objectives in the syllabus are achievable. The analyzed statements include; simple and clear; specific; measurable; functional, satisfy learning domains, as well as beneficiary to the students. This covers items 12,13,14,15,16 and 17. This has been analysed in Table 3.

Table 3: Specific objectives

Statement	SA N (%)	A N (%)	U N (%)	D N (%)	Mean	St. D
Simple & clear	14 (35.0)	23 (57.5)	1 (2.5)	2 (5.0)	4.2	0.82
Specific	8 (20.0)	27 (67.5)	4 (10.0)	1 (2.5)	4.1	0.64
Measurable	13 (32.5)	25 (62.5)	1 (2.5)	1 (2.5)	4.3	0.63
Functional	2 (5.0)	21 (52.5)	2 (5.0)	15 (37.5)	3.2	1.07
Satisfy Domains	10 (25.0)	21 (52.5)	1 (2.5)	8 (20.0)	3.8	1.14
Beneficiary	4 (10.0)	32 (80.0)	3 (7.5)	1 (2.5)	4.0	0.53

Mean of means = 3.93 Mean of Standard Deviation = 0.81

From table 3, it is observed that out of the six (6) statements, three (3) of the statements have mean values within the strongly agree range, and the other three (3) also recorded mean values within the agree range. However, the mean of means (3.93) indicates that Economics teachers agree to it that the objectives of the syllabus are achievable. Statements concerning whether the objectives are simple and clear, specific, and measurable recorded mean values of 4.2, 4.1 and 4.3 respectively. Also, statements concerning the issues of whether the objectives can be achieved in terms of functionality; whether they satisfy the domains of learning; and whether their attainment is of benefit to the students, recorded mean values of 3.2, 3.8 and 4.0 respectively.

The earlier criteria for selecting an appropriate objective outlined by Tamakloe (1992), Tyler (1949) and Pratt (1980) have been satisfied. Tamakloe (1992) for instance mentioned that an appropriate objective must be stated in a simple and clear language for easy understanding. Also, Tyler (1949) and other proponents of the behavioural approach argued that for objectives to be achieved, they must be specific and measurable. The mean values from the Table indicate that Economics teachers strongly agree to the statements.

Additionally, teachers agree that the objectives satisfy the cognitive, affective and psychomotor domains of learning as indicated by Bloom et al (1956). They also agree that the objectives are functional or beneficiary to the students. This confirms the criteria by Pratt (1980).

3.4 Suitability of Teaching and Learning Activities

This aspect of the questionnaire is about the suitability of teaching and learning activities in terms of the methods of teaching and the teaching-learning resources. The analysis of the suitability of teaching methods has been summarised in Table 4 below. From the Table 4, the mean of means is 3.4 indicating that teachers agree that the methods of teaching are suitable

Table 4: Methods of Teaching

Statement	SA N (%)	A N (%)	U N (%)	D N (%)	Mean	St. D
Appropriateness	3 (7.5)	21 (52.5)	4 (10.0)	12 (30.0)	3.4	1.05
Adequacy	1 (2.5)	22 (55.0)	2 (5.0)	15 (37.5)	3.2	1.04
Maturity Level	3 (7.5)	31 (77.5)	-	6 (15.0)	3.8	0.80
Attainment of Objectives	3 (7.5)	31 (77.5)	4 (10.0)	2 (5.0)	3.9	0.61
Variety	1 (2.5)	5(12.5)	5(12.5)	29 (72.5)	2.5	1.21

Mean of means = 3.4 Mean of Standard Deviation = 0.94

Question 18 of the questionnaire sought to find out whether the methods prescribed for teaching each topic in the syllabus are appropriate. A mean value of 3.4 was obtained which means that teachers agree to the statement. Question 19 was to find out whether the methods prescribed for teaching each topic in the syllabus are adequate. Again, teachers agree to the statement, as a mean value of 3.2 was recorded. Questions 20 and 21 were concerned with finding out whether the methods of teaching are adjusted to the maturity level of students and also whether the methods of teaching help in attaining the specific objectives. Mean values of 3.8 and 3.9 respectively were recorded. This shows that teachers agree to the statements.

However, question 22 which sought to find out whether different varieties of teaching methods are prescribed for teaching each topic in the syllabus recorded a mean value of 2.5. This indicates that Economics teachers were uncertain about the statement. The data show that 1 (2.5%) of teachers strongly agree, 5 (12.5%) agree, 5 (12.5%) were uncertain, and 29 (72.5%) disagree. In the words of Tamakloe (2005), teachers must use a variety of teaching methods to ensure effective teaching. However, these varieties are not prescribed in the syllabus to ensure effective teaching as most teachers disagree that different varieties of teaching methods are prescribed in the syllabus.

The analysis of the suitability of teaching-learning resources has also been summarised in Table 5 below. From the Table, the mean of means is 3.03 indicating that teachers were uncertain that the teaching-learning resources are suitable

Table 5: Teaching-Learning Resources

Statement	SA N (%)	A N (%)	U N (%)	D N (%)	Mean	St.D
Adequacy	2 (5.0)	16 (40.0)	1 (2.5)	21 (52.5)	3.0	1.11
Relevance	1 (2.5)	29 (72.5)	1 (2.5)	9 (22.5)	3.5	1.04
Stimulate Learning	3 (7.5)	26 (65.0)	3 (7.5)	8 (20.0)	3.6	0.90
Variety	-	-	1 (2.5)	39 (97.5)	2.0	1.48

Mean of means = 3.03 Mean of Standard Deviation = 1.13

The statement concerning the adequacy of the resources recorded mean value of 3.0, indicating that teachers are uncertain. This is due to the fact that 21 (52.5%) of teachers disagree, 18 (45%) agree, and 1 (2.5%) are uncertain. This does not satisfy the suggestion of Akanbi and Imogie (1988) that teachers must teach with adequate learning aids, so that their students get more stimulated. Again, teachers agree to the statements concerning the relevance of the resources as well as whether the resources stimulate students to learn more. Their mean values are 3.5 and 3.6 respectively. This confirms the findings of Adeyanju (1997) from his research on “Teachers Perception of the effects and use of learning aids in teaching: a case study of Winneba basic and secondary schools” that teachers used relevant and quality instructional materials to teach their lessons.

Agun (1986) suggested the need to use a wide variety of instructional materials sufficiently well for better understanding by students. On the contrary, teachers disagree to the statement that different varieties of resources are prescribed in the syllabus. The mean value recorded is 2.0. From the Table, 39 (97.5%) of the teachers disagree and only 1 (2.5%) is uncertain.

3.5 Appropriateness of Evaluation Methods

The findings on the appropriateness of the evaluation methods prescribed in the Economics teaching syllabus has been summarised in Table 6 below. From the Table, the mean of means for the six (6) statements is 3.78. The mean of standard deviation is 0.83. Five out of the six statements recorded mean values within the agree range. The other statement recorded a mean value within the strongly agree range

Table 6: Evaluation Methods

Statement	SA N (%)	A N (%)	U N (%)	D N (%)	Mean	StD
Validity	7 (17.5)	31 (77.5)	1 (2.5)	1 (2.5)	4.1	0.55
Reliability	3 (7.5)	31 (77.5)	2 (5.0)	4 (10.0)	3.8	0.71
Comprehensive Attainment of Objectives	6 (15.0)	22 (55.0)	1 (2.5)	11 (27.5)	3.6	1.06
Varieties Provides Feedback	5 (12.5)	31 (77.5)	3 (7.5)	1 (2.5)	4.0	0.55
	7 (27.5)	21 (52.5)	1 (2.5)	11 (27.5)	3.6	1.08
	9 (22.5)	20 (50.0)	-	11 (27.5)	3.6	1.07

Mean of means = 3.78 Mean of Standard Deviation = 0.83

Table 6 indicates that teachers strongly agree to it that the evaluation methods are valid such that they are able to measure what they are intended to measure. In terms of validity, a mean value of 4.1 was obtained. Teachers also agree that the evaluation methods are reliable, such that they ensure consistency of results. The mean value recorded is 3.8. The criteria for selecting appropriate evaluation methods as outlined in a report by the Canadian Education Service are satisfied in the syllabus. Research by Brookhart (1997) on “offering continuous assessment and providing corrective feedback” suggested that the feedback should provide students with adequate information about their performances and should guide students about what to do next to improve. Teachers were asked whether the evaluation methods in the syllabus are able to provide the necessary feedback for decision making. From the Table, 6 (22.5%) strongly agree, 20 (50%) agree and 11 (27.5%) disagree. The mean value for the statement is 3.6 implying that teachers agree to the statement.

Clements and Ellerton (1995) suggested that teachers use different varieties of assessment methods in assessing students so that both lower levels and higher levels of objectives are achieved. It is confirmed from the data that 7 (27.5%) teachers strongly agree, 21 (52.5%) agree, and 11 (27.5%) disagree. A mean value of 3.6 indicates that teachers agree.

3.6 Thematic Suggestions From Respondents

This part under section ‘C’, consist of the open-ended question (item 33).

The responses do indicate in themes, the suggestions of teachers on how to address their concerns on the Economics teaching syllabus in the future. These thematic responses include:

- There’s the need for research into the relationship between content of the Economics syllabus and the time allocated for teaching.
- The objectives stated in the syllabus must cover the various domains of learning and be more practical.
- Variety of appropriate teaching methods are needed in teaching Economics.
- Relevant resources needed for making the teaching and learning of Economics possible should be provided.

4 SUMMARY, RECOMMENDATIONS AND CONCLUSION

Summary of Findings

- It was observed that 33 (82.5%) of the respondents agreed that the content of the syllabus is adjusted to the maturity level of students and only 7 (17.5%) disagreed. In all a mean of means value of 3.67 indicated that Economics teachers agree that the content of the syllabus is suitable to the level of students. Teachers however, disagreed that the time allocated for teaching the content of the syllabus is suitable.
- From the mean of means (3.93), there is a clear indication that Economics teachers agree to it that the objectives of the syllabus are achievable. Majority of teachers agree than disagree.
- Economics teachers were uncertain about the suitability of the teaching-learning resources. However, 29 (72.5%) disagree, 5 (12.5%) agree, 5 (12.5%) were uncertain and 1 (2.5%) of teachers strongly agree. Majority of the teachers disagree and only few agree.
- Most of the teachers agree that the methods of teaching prescribed for teaching each topic are appropriate. However, teachers disagreed that there are different varieties of teaching methods prescribed for teaching each topic in the syllabus.
- From the study, it can be concluded that teachers agreed that the evaluation methods prescribed in the syllabus are appropriate. A mean value of 3.78 was obtained. Majority of teachers agreed to the statements than disagreed.
- The thematic valuable suggestions from Economics teachers did indicate there was the need for research into the relationship between content of the Economics syllabus and the time allocated for teaching, the need for objectives stated in the syllabus to cover the various domains of learning and be more practical. Also, there was the need for variety of appropriate teaching methods in teaching Economics and relevant resources needed for making the teaching and learning of Economics possible should be provided.

5 RECOMMENDATIONS

Based on the findings of this study, the following recommendations were drawn:

- The content of the syllabus should be such that it can be imparted to students within the time allocated for teaching. It must also be designed in such a way that it will be more practical than theoretical. Also, the content of the syllabus should address more issues pertaining to the Ghanaian economy rather than the economies of other countries, for easy understanding.
- The specific objectives should be comprehensive in a way that they will cover the cognitive, affective and psychomotor domains of learning. This can be done by involving students in group discussions and also active involvement of students in the teaching-learning activities. The objectives must also be revised periodically to meet the changes in the world.
- The methods of teaching should include educational technology such as the use of information communication technology and audio-visual aids. To ensure this, teachers must be trained on the use of these methods. Also, there should be a provision of different varieties of teaching methods to take care of students' individual differences. There can also be periodic visits to centres of commerce and economic activities for students to have a practical feel of Economics at work.
- The appropriate teaching-learning resources should be prescribed in the syllabus for teaching and different varieties of resources should be included in the syllabus.
- The evaluation methods should be such that they will measure more of higher levels of objectives such as application, analysis and evaluation than lower levels in the form of knowledge and comprehension. This will ensure that students learn to understand rather than rote learning

6 CONCLUSION:

Based on the findings and recommendations, it was concluded that Economics teaching syllabus is very important in imparting the content of Economics to students. Nonetheless, the study revealed that the time allocated for teaching the content of the syllabus is not appropriate. As a result, most teachers were not able to complete the syllabus before examinations. Some teachers who wish to complete had no choice but to rush students through. The end result is that students find it difficult to understand the content and even apply it in their everyday life. In addition, the study revealed that some teachers disagreed to it that the specific objectives are functional in a way that they are of benefit to the students and other people, now or in the future.

The study further revealed the inadequate or lack of the teaching methods and the teaching-learning resources for Economics. Indeed, such varieties are not prescribed in the syllabus.

Finally, the study revealed that there are different varieties of evaluation methods prescribed in the syllabus. Teachers can therefore try using any of such evaluation methods such as formative or even summative evaluations.

Acknowledgement

- Dr. Bernard Y.S. Acquah (Head of Department, Department of Business and Social Sciences Education, University of Cape Coast, Ghana)
- Mr. Peter Parthey Anti (Senior Researcher, University of Cape Coast; Executive Director, Institute for Education Studies, Ghana)

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