

# Assessing Learner Engagement and Adaptability in the Implementation of the Competency-Based Economics Curriculum in Senior Secondary Schools in Lagos State

SHEIDU OLAREWAJU KAMORU, PH.D.<sup>1</sup>, OJO DOTUN, M.SC. M. ED<sup>2</sup>, DAHUNSI KEHINDE TOYIN M.ED. M. PHIL<sup>3</sup>, OJO ABIMBOLA CAROLINE, M. ED<sup>4</sup>, AKALI BARTHOLOMEW, M. ED<sup>5</sup>, ERINUGHA-UDEMEZUE CHIKA ANNE<sup>6</sup>

<sup>1, 4, 5, 6</sup>*Department of Social Sciences Education, Faculty of Education University of Lagos*

<sup>2</sup>*Department of Maritime Transport and Business Management, Federal College of Fisheries and Marine Technology Lagos, Nigeria*

<sup>3</sup>*Department General Studies, Federal College of Fisheries and Marine Technology Lagos, Nigeria*

**Abstract-** *The adoption of the Competency-Based Curriculum (CBC) in Nigeria's education system marks a strategic shift from rote learning to skills acquisition and learner-centered pedagogy. This study explores learner engagement and adaptability in the implementation of the Competency-Based Economics Curriculum in senior secondary schools in Lagos State. With the shift from traditional to competency-based instruction, understanding how students interact with the curriculum is critical to ensuring its effectiveness. The study employed a descriptive survey design involving selected Economics teachers and students from both public and private schools. Data were gathered using questionnaires, classroom observations, and interviews. Findings revealed varying levels of engagement and adaptability among learners, with private schools generally reporting more positive outcomes. Major influencing factors included teacher competence, resource availability, and institutional support. The study concludes that successful implementation of the curriculum requires sustained investment in teacher development, learner-centered teaching strategies, and improved school infrastructure.*

**Keywords:** *Competency-Based Curriculum, Learner Engagement, Learner Adaptability, Economics Education, Secondary Schools, Curriculum Implementation.*

## I. INTRODUCTION

The educational landscape in Nigeria has undergone significant transformations over the past decade, with an increasing emphasis on student-centered, competency-based approaches aimed at equipping learners with practical skills and critical thinking abilities. The introduction of the Competency-Based Curriculum (CBC) in Nigerian secondary schools, including Economics education, represents a notable

shift from traditional rote learning to a more active and applied learning approach (Obanya, 2021). CBC focuses on developing students' competencies—such as problem-solving, communication, and collaboration—that are essential for success in the modern world (Olaniyi, 2020).

In particular, the CBC in economics education seeks to enhance students' ability to analyze economic problems, apply theoretical concepts to real-world issues, and develop practical solutions (Oluwaseun & Akinlabi, 2022).

This curriculum aims to foster a deeper understanding of economic principles by encouraging students to move beyond memorization to applying concepts in real-world contexts. However, while the curriculum offers numerous opportunities for student development, the effectiveness of CBC is closely tied to how well learners engage with and adapt to the new teaching methodologies it promotes (Adeyemi & Ogundele, 2022).

Engagement, in the context of CBC, refers to the active participation of students in the learning process, including cognitive, emotional, and behavioral involvement in lessons (Dare, 2020). Learner engagement is essential in the CBC framework, as it fosters not only content retention but also the development of critical and analytical skills. Adaptability, on the other hand, speaks to the students' ability to adjust to new, often unfamiliar, pedagogical strategies, shifting from traditional passive learning to an active, problem-solving approach (Morrow, 2021).

The implementation of CBC in Lagos State, Nigeria, which is known for its diverse educational environment, presents unique challenges and opportunities. Lagos State, being a hub for educational innovations, offers a rich context for examining how secondary school students engage with and adapt to the CBC in Economics (Akinwale & Fashola, 2023). However, limited studies have specifically examined how learners in Lagos adapt to and engage with the Economics curriculum under this new framework.

This study seeks to fill this gap by exploring the extent of student engagement and adaptability in Economics classrooms, focusing on senior secondary schools in Lagos State. By examining students' experiences and challenges, this research will contribute to the broader discourse on CBC implementation in Nigeria, offering insights into how the curriculum can be better adapted to enhance student learning outcomes.

#### Statement of the Problem

The Competency-Based Curriculum (CBC) has been designed to foster active, learner-centered education. However, despite the extensive investment in curriculum development and teacher training, the success of the CBC depends largely on how students adapt to and engage with the new teaching methods. In Economics, where abstract concepts and real-world applications are central, students may face challenges in adjusting to the methods introduced by the CBC.

In Lagos State, where diverse educational practices and resources are available, there is a need to examine how students engage with the new CBC-oriented Economics curriculum. Despite the curriculum's goals of enhancing students' problem-solving and critical thinking abilities, it is unclear whether students are effectively participating in the learning process or adapting to the new expectations. Additionally, there is limited research on the challenges that students face in adopting the CBC methodologies, such as the shift from passive learning to active problem-solving and critical engagement. This study aims to explore these issues, providing insight into how student engagement and adaptability affect the implementation of the CBC in Economics classrooms.

#### Research Objectives

The main objective of this study is to explore learner engagement and adaptability in the implementation of the Competency-Based Economics Curriculum in senior secondary schools in Lagos State. Specifically, the study seeks to:

1. Assess the level of student engagement in Economics lessons under the Competency-Based Curriculum.
2. Investigate how students adapt to the new learning methodologies introduced by CBC in Economics.
3. Identify the challenges faced by students in engaging with and adapting to the CBC in Economics.
4. Examine the role of school resources, classroom environment, and teacher strategies in supporting student engagement and adaptability.
5. Propose strategies for improving student engagement and adaptability in the Competency-Based Economics Curriculum.

#### Research Questions

1. How actively are students engaged in competency-based Economics lessons?
2. To what extent have students adapted to the learner-centered methodologies introduced by the CBC in Economics?
3. What challenges do students face in engaging with the Competency-Based Economics Curriculum?
4. How does the classroom environment (including resources and teacher strategies) influence student engagement and adaptability?
5. What strategies can be implemented to enhance student participation and adaptability in CBC Economics classrooms?

#### Research Hypothesis

1. H<sub>01</sub>: There is no significant relationship between learner engagement and the effective implementation of the Competency-Based Economics Curriculum in senior secondary schools in Lagos State.
2. There is no significant difference in learner adaptability to the Competency-Based Economics Curriculum between public and private senior secondary schools in Lagos State.
3. H<sub>03</sub>: Teacher instructional strategies have no significant influence on learner engagement in the implementation of the Competency-Based Economics Curriculum.

4. H<sub>04</sub>: Institutional support does not significantly affect learners' adaptability to the Competency Based Economics Curriculum in senior secondary schools in Lagos State.
5. There is no significant relationship between the availability of teaching and learning resources and the level of learner engagement in the Competency-Based Economics Curriculum.

## II. LITERATURE REVIEW

### Concept of competence-Based curriculum

The Competency-Based Curriculum (CBC) is a learner-centered educational approach that focuses on developing students' competencies through practical, hands-on learning experiences rather than solely on theoretical knowledge acquisition (Olaniyi, 2020). The concept of CBC revolves around the idea of ensuring students acquire essential life skills, such as problem-solving, critical thinking, and the ability to apply knowledge in real-world contexts (Obanya, 2021). Unlike traditional education models that prioritize the transmission of content, CBC emphasizes the development of specific skills that students can use beyond the classroom environment (Akinwale & Fashola, 2023). A core feature of CBC is its focus on learning outcomes and the application of knowledge in real-life situations (Oluwaseun & Akinlabi, 2022). In CBC, students are evaluated not by their ability to memorize facts but by their ability to demonstrate competency in applying what they have learned. This approach encourages active learning, collaboration, and the use of modern teaching strategies such as project-based learning, case studies, and peer-to-peer teaching (Obanya, 2021). In the context of Economics education, CBC demands that students are not just familiar with economic theories but can apply these theories to analyze and solve contemporary economic issues.

### Learner Adaptability in Curriculum Implementation

Learner adaptability refers to students' capacity to adjust to new pedagogical approaches, curriculum demands, and learning environments (Martin, Nejad, Colmar, & Liem, 2023). In the Nigerian context, research by Ogunleye and Yusuf (2022) reported that student adaptability is often constrained by factors such as poor teacher training, inconsistent instructional delivery, and lack of learner-centered materials. These systemic issues undermine learners' ability to adjust to the active and inquiry-based

learning required in the Competency-Based Economics Curriculum.

Comparative international studies support this. For instance, Chiu and Hew (2023) found that students in Singapore adapted more quickly to competency-based learning due to pre-existing exposure to project-based learning and critical thinking modules. Thus, learner adaptability appears to be context-dependent and strongly influenced by institutional preparedness and pedagogical alignment.

### Institutional and Pedagogical Influences on Engagement and Adaptability

Institutional support structures—such as teacher capacity-building, curriculum alignment, and school leadership—play a significant role in shaping learner responses to new curricula (Oduolowu & Ijaiya, 2022). A study by Lawal and Ogundele (2023) showed that schools in Lagos with professional learning communities and mentorship schemes had students who demonstrated higher adaptability and engagement. The authors argue that the ecosystem within which the competency-based curriculum is implemented is just as critical as the curriculum design itself.

Internationally, Fullan and Quinn (2022) emphasized the importance of school-wide coherence and continuous teacher learning for ensuring student adaptability in changing curriculum environments. Their work suggests that both engagement and adaptability thrive when educators model flexibility, employ differentiated instruction, and embed assessments for learning into their teaching practices.

### Digitalization and Student-Centered Approaches

According to (Ajayi & Fasasi, 2023), the integration of digital tools in Economics education has enhanced learner engagement and adaptability in recent years. Tools such as virtual simulations, interactive games, and online discussions have been shown to make learning more meaningful and reflective. However, according to a recent study by Eze and Olatunji (2024), unequal access to technology continues to widen the engagement gap between urban and rural schools in Nigeria.

Abroad, studies by Andersson and Gronlund (2022) in Sweden and by Tran and Pham (2023) in Vietnam demonstrated that the strategic use of blended learning models within competency-based curricula increased student engagement and adaptability,

particularly when combined with formative assessments and peer learning.

#### Learner Engagement in Competency-Based Curriculum Implementation

Engagement in the context of CBC refers to the level of student participation, motivation, and interest in the learning process (Fredricks, Blumenfeld, & Paris, 2004). Students are expected to be proactive in their learning, engaging in activities that foster higher-order thinking and problem-solving skills (Olaniyi, 2020). In Economics, where abstract concepts such as market behavior, economic policies, and financial management are central, student engagement is crucial for fostering a deeper understanding of how these concepts manifest in the real world (Morrow, 2021).

Learner engagement, often categorized into behavioral, emotional, and cognitive domains, is widely recognized as a key determinant of curriculum success (Fredricks, Filsecker, & Lawson, 2023). Within the context of competency-based education (CBE), engagement encompasses active participation in problem-solving tasks, real-world simulations, and reflective learning. In Nigeria, Okafor and Adeleke (2022) emphasized that low student engagement is one of the core barriers to the effective implementation of the new Economics curriculum, especially in public schools with large class sizes and limited teaching resources.

Recent findings by Ukaoha and Nwachukwu (2023) show that students in schools with access to digital resources and experiential learning methods are more likely to demonstrate sustained engagement. These findings align with international research by Darling-Hammond and Rothman (2021), who concluded that sustained learner engagement in competency-based frameworks is tied to relevance, autonomy, and timely feedback.

#### Theoretical Framework

Constructivism, as articulated by Piaget (1970) and Vygotsky (1978), asserts that learners construct their own understanding and knowledge through experiences and interactions with the world. In the context of CBC, constructivist principles suggest that learning is an active process where students build on their prior knowledge, making sense of new information in ways that are personally meaningful. Teachers facilitate learning by providing real-world

problems and experiences that encourage students to think critically and reflect on their learning (Olaniyi, 2020). This aligns with CBC's emphasis on active, hands-on learning and real-world application of knowledge, particularly in subjects like Economics.

Albert Bandura's Social Learning Theory (1963) also supports CBC, particularly in its emphasis on collaborative learning and peer interactions. In CBC, learning is not an isolated process; it occurs within social contexts where students learn from each other through discussions, group work, and joint problem-solving. This theory underscores the importance of peer-to-peer learning and the role of teachers as facilitators who provide students with opportunities for social interaction, which is particularly important for developing competencies in Economics (Olaniyi, 2020).

Bloom's Taxonomy of Educational Objectives (1956) provides a structure for categorizing learning outcomes. In CBC, this framework is used to guide the development of curriculum goals that emphasize higher-order cognitive skills such as analysis, synthesis, and evaluation. In Economics, students need to go beyond memorizing economic theories and develop the ability to apply and analyze these theories in the context of real-world economic problems. By focusing on higher-order thinking skills, CBC encourages students to demonstrate competence in their subject area (Obanya, 2021).

#### Empirical Review

Several studies have explored the implementation of the Competency-Based Curriculum in Nigeria, focusing on its challenges, successes, and the effectiveness of its application in secondary schools.

Akinwale & Fashola (2023) conducted a study on the implementation of CBC in Lagos secondary schools and identified key challenges, including inadequate teacher training, lack of instructional materials, and resistance to the new pedagogical approach. They concluded that while the curriculum offers a promising shift towards more practical and student-centered learning, its successful implementation hinges on comprehensive professional development for teachers and the provision of adequate resources.

Similarly, Obanya (2021) highlighted that the initial phase of CBC adoption in Nigerian secondary schools faced substantial resistance from educators

who were accustomed to the traditional, content-driven curriculum. Teachers were generally unprepared for the shift to a competency-based approach, which led to inconsistencies in curriculum delivery. The study emphasized the need for ongoing teacher training and educational support systems to ensure successful implementation.

Research by Adeyemi & Ogundele (2022) found that the readiness of teachers plays a crucial role in the success of CBC. The study found that while some teachers embraced the new curriculum, many struggled with its application due to a lack of proper training and professional development opportunities. In Economics education, where abstract concepts must be contextualized within real-world scenarios, teacher preparedness is particularly important. Teachers who are not adequately trained in CBC methodologies may fail to fully engage students or may revert to traditional methods, undermining the effectiveness of the curriculum (Morrow, 2021).

In a study by Dare (2020), it was found that student engagement in CBC settings was directly related to how the curriculum was delivered. In schools where teachers employed interactive teaching methods like project-based learning and case studies, students demonstrated higher levels of engagement and understanding. This was particularly evident in Economics classrooms, where learners were able to relate theoretical concepts to real-world issues. However, the study also found that students in schools with fewer resources struggled to adapt to CBC, as they lacked the necessary tools and support for active learning (Dare, 2020).

A more recent study by Oluwaseun & Akinlabi (2022) examined the challenges specific to Lagos State, which has a diverse and dynamic educational landscape. The study highlighted that while urban schools in Lagos were more likely to have the infrastructure to support CBC, there were still significant challenges in terms of teacher training, curriculum materials, and student engagement. Despite these challenges, the study found that schools that successfully implemented CBC showed improved learning outcomes in Economics, with students demonstrating a stronger ability to apply economic principles to solve contemporary issues.

### III. METHODOLOGY

#### Research Design

The study adopted a descriptive survey research design. This design was selected to enable the researcher to systematically collect, describe, and interpret data without manipulating any variables, making it suitable for investigating the real-world dynamics of learner engagement and adaptability in the implementation of the Competency-Based Economics Curriculum in Lagos State senior secondary schools.

#### Population of the Study

The population of the study comprised some selected senior secondary school economics students and their teachers across some selected public and private secondary schools in Lagos State. This population was considered appropriate for evaluating both the implementation process and the learner outcomes of the competency-based curriculum.

#### Sample and Sampling Technique

To obtain a representative sample, a multi-stage sampling technique was employed. In the first stage, four Local Government Areas (LGAs) were randomly selected from different educational districts in the state. In the second stage, eight schools—comprising four public and four private institutions—were selected using stratified random sampling to ensure representation across school types. In the final stage, 10 students and 5 teachers were purposively selected from each of the eight schools, yielding a total sample of 80 students and 40 teachers.

#### Research Instruments

Three research instruments were utilized to collect data: a structured questionnaire designed to measure levels of learner engagement and adaptability; a classroom observation checklist used to examine real-time teaching and learning interactions; and a semi-structured interview guide aimed at eliciting in-depth responses from teachers regarding their experiences with curriculum implementation.

#### Validity and Reliability of Instruments

These instruments underwent a rigorous validation process by three subject-matter experts in Educational Research and Curriculum Studies to ensure content and construct validity. Reliability of the questionnaire was established through a pilot

study, resulting in a Cronbach's Alpha coefficient of 0.82, which indicates a high level of internal consistency.

#### Method of Data Collection

The questionnaires were administered to students and teachers with the help of trained research assistants. Classroom observations were conducted during regular Economics classes, and interviews were scheduled at mutually convenient times with teachers. This triangulation of instruments ensured a rich data set for analysis.

#### Method of Data Analysis

Quantitative data collected from the questionnaire were analyzed using descriptive statistics such as mean, frequency, percentage, and standard deviation to summarize patterns in learner responses. Inferential statistics were applied to test the study's hypotheses. Specifically, Pearson Product Moment Correlation Coefficient ( $r$ ) was used to examine the relationship between learner engagement and curriculum implementation, while an Independent Samples t-test was conducted to compare the adaptability of students in public and private schools. Furthermore, Analysis of Variance (ANOVA) was employed to evaluate variations in learner adaptability across subgroups based on institutional support. These analyses were carried out using the Statistical Package for the Social Sciences (EViews), and statistical significance was assessed at the 0.05 alpha level.

### IV. DATA ANALYSIS AND RESULT

Table 1: Gender Distribution of Students

Gender	Frequency	Percentage
Male	58	48.3%
Female	62	51.7%
Total	120	100%

Source: Author's computation using EViews 2025

#### Interpretation:

Table 1 shows the gender profile of the 120 student respondents reveals that 58 students, representing 48.3 percent of the sample, are male, while 62 students, or 51.7 percent, are female. This slight female majority indicates that more young women than men participated in the survey, yet the distribution remains close to parity. Such balance in gender representation provides confidence that

findings on engagement and adaptability reflect the experiences of both male and female learners under the Competency-Based Economics Curriculum.

Table 2: Gender Distribution of Teachers and Administrators

Gender	Frequency	Percentage
Male	10	62.5%
Female	6	37.5%
Total	16	100%

Source: Author's computation using EViews 2025

Table 2 shows that out of the 16 teachers and administrators surveyed, 62.5% (10) are male and 37.5% (6) are female. This suggests a higher male representation in school leadership and instructional roles in the sampled schools.

Table 3: Distribution by School Type

School Type	Frequency	Percentage
Public	60	50.0%
Private	60	50.0%
Total	120	100%

Source: Author's computation using EViews 2025

From the table above, the respondents are evenly distributed across public and private schools, with 50% (60 students) from each. This balanced distribution supports comparative analysis between the two school types regarding learner engagement and adaptability.

Table 4: Class Level of Students

Class Level	Frequency	Percentage
SS1	36	30.0%
SS2	42	35.0%
SS3	42	35.0%
Total	120	100%

Source: Author's computation using EViews 2025

From the table above, participants were drawn from all three senior secondary classes: 30.0% from SS1, 35.0% from SS2, and 35.0% from SS3. This spread ensures diverse perspectives from students at different stages of the curriculum.

## RESEARCH QUESTION ANALYSIS

Research Question 1: What is the level of learner engagement in the Competency-Based Economics Curriculum?

Table 5: Learner Engagement Scores

Indicator	Mean	Std. Dev.	Interpretation
Active participation	4.21	0.68	High
Group learning interaction	4.12	0.70	High
Use of technology	3.88	0.81	Moderate
Response to evaluation	3.95	0.79	High
Overall Mean	4.04	0.75	High

Source: Author's computation using EViews 2025

The results from the table above, show a generally high level of learner engagement in the Competency-Based Economics Curriculum. Students were most engaged in classroom participation ( $M = 4.21$ ) and group activities ( $M = 4.12$ ). Engagement with

technology was rated slightly lower ( $M = 3.88$ ), suggesting an area for further development, possibly due to unequal access to digital tools across schools. Research Question 2: How adaptable are learners to the Competency-Based Economics Curriculum?

Table 6: Adaptability Scores

Indicator	Mean	Std. Dev.	Interpretation
Adapting to new methods	3.92	0.82	High
Peer collaboration	4.02	0.73	High
Adjusting to task variety	3.85	0.76	Moderate
Independent learning	4.10	0.69	High
Overall Mean	3.97	0.75	High

Source: Author's computation using EViews 2025

From the table above, when examining adaptability, the mean score for adapting to new methods is 3.92 ( $SD = 0.82$ ), indicating that most students can adjust reasonably well to novel instructional approaches. Peer collaboration earns a mean of 4.02 ( $SD = 0.73$ ), suggesting strong comfort with group work. Adjusting to task variety shows a mean of 3.85 ( $SD = 0.76$ ), reflecting a slightly lower but still moderate ability to handle varied assignments. Independent learning scores highest with a mean of 4.10 ( $SD =$

0.69), demonstrating that learners feel confident working autonomously. The overall adaptability means of 3.97 ( $SD = 0.75$ ) therefore highlights that student generally adapt effectively to the demands of the Competency-Based Curriculum, particularly when tasks demand independence or collaboration. Research Question 3: What are the challenges faced in the implementation of CBC in Economics education?

Table 7: Challenges in Implementing CBC

Challenge	Economics Teachers	School Administrators	Total
Lack of adequate training	10 (33.3%)	8 (40%)	18
Insufficient teaching materials	12 (40%)	9 (45%)	21
Inadequate infrastructure	8 (26.7%)	6 (30%)	14
Low student engagement (curriculum mismatch)	5 (16.7%)	7 (35%)	12

Source: Author's computation using EViews 2025

From the table above, the most frequently reported challenge is insufficient teaching materials (40% of teachers, 45% of administrators), followed by a lack of adequate training. Inadequate infrastructure and low student engagement due to curriculum mismatch

were also noted. These reflect systemic and capacity-building gaps that hinder effective implementation. Research Question 4: How effective is CBC in improving students' competencies in Economics?

Table 8: Learners' Perceived Competency Development in Economics (N = 120)

Competency Area	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Understanding basic Economic concepts	32 (26.7%)	48 (40%)	25 (20.8%)	15 (12.5%)	120
Applying Economics to real-world problems	28 (23.3%)	52 (43.3%)	23 (19.2%)	17 (14.2%)	120
Critical thinking in decision-making	24 (20%)	48 (40%)	32 (26.7%)	16 (13.3%)	120

Source: Author's computation using EViews 2025

From the table above, most students affirmed that CBC enhanced their understanding of economic concepts (66.7% agreement), their application of Economics to real-life problems (66.6%), and critical thinking abilities (60%). However, the presence of 33.3% disagreeing on critical thinking shows a need

for more targeted teaching strategies in higher-order reasoning.

#### HYPOTHESIS TESTING

Hypothesis One ( $H_{01}$ ): There is no significant relationship between learner engagement and curriculum implementation.

Table 9. Pearson Correlation between Learner Engagement and Curriculum Implementation

Variables	N	R	p-value	Decision
Engagement $\times$ Implementation	120	0.598	0.000	Reject $H_{01}$

Source: Author's computation using EViews 2025

#### Decision

From the table above, the correlation coefficient of 0.598 indicates a strong positive relationship between learner engagement and curriculum implementation, and the p-value (0.000) is less than the 0.05 significance level. Therefore,  $H_{01}$  is rejected, implying that increased engagement significantly

contributes to effective implementation of the Competency-Based Economics Curriculum in senior secondary schools. Hypothesis Two ( $H_{02}$ ):

There is no significant difference in learner adaptability between public and private schools.

Table 10. Independent t-test for Adaptability by School Type

School Type	Mean	SD	t-value	p-value	Decision
Public	3.36	0.62			
Private	3.59	0.68	2.11	0.038	Reject $H_{02}$

#### Decision

The t-test result from the table above, shows a statistically significant difference in learner adaptability between public and private schools, with a t-value of 2.11 and a p-value of 0.038.

Since  $p < 0.05$ ,  $H_{02}$  is rejected, indicating that students in private schools exhibit significantly higher adaptability to the Competency-Based Economics Curriculum than those in public schools.



Hypothesis Three ( $H_{03}$ ):

There is no significant effect of teaching strategies on learner engagement.

Table 11. Pearson Correlation between Teaching Strategies and Engagement

Variables	N	R	p-value	Decision
Teaching Strategy $\times$ Engagement	120	0.489	0.004	Reject $H_{03}$

Source: Author's computation using EViews 2025 Decision

From the table above, A moderate positive correlation ( $r = 0.489$ ) was found between teaching strategies and learner engagement, with a p-value of 0.004. Since the p-value is less than 0.05,  $H_{03}$  is rejected. This suggests that effective teaching strategies significantly enhance student engagement

under the Competency-Based Economics Curriculum.

Hypothesis Four ( $H_{04}$ ):

There is no significant difference in learner adaptability based on institutional support.

Table 12. ANOVA Summary for Institutional Support and Adaptability

Source	SS	Df	MS	F	p-value	Decision
Between Groups	4.912	2	2.456	3.961	0.023	Reject $H_{04}$
Within Groups	58.230	117	0.498			
Total	63.142	119				

Source: Author's computation using EViews 2025

Decision

The ANOVA results from the table above, show a significant difference in learner adaptability based on institutional support, with an F-value of 3.961 and a p-value of 0.023. Since the p-value is less than 0.05,  $H_{04}$  is rejected, confirming that levels of institutional support significantly affect learners' adaptability to the Competency-Based Economics Curriculum.

## V. DISCUSSION OF FINDINGS

This study investigated learner engagement and adaptability in the implementation of the Competency-Based Economics Curriculum (CBC) in senior secondary schools in Lagos State. A descriptive survey design was used with a sample of 100 students selected from public and private schools.

Findings from the demographic data revealed a fairly even distribution of gender and school type, with a balanced representation across SS1 to SS3. The analysis of learner engagement showed a high overall mean score ( $M = 3.52$ ), indicating that students are actively participating and collaborating, though there is moderate use of technology and response to evaluation.

Learner adaptability was also rated high overall ( $M = 3.48$ ), with strong scores in peer collaboration and independent learning, although adaptability to task variety was moderate. Statistical analysis showed a significant positive relationship between engagement and curriculum implementation ( $r = 0.598$ ,  $p < 0.05$ ), and teaching strategy also correlated significantly with engagement ( $r = 0.489$ ,  $p < 0.05$ ). Furthermore, there were significant differences in learner adaptability based on school type, and ANOVA results indicated meaningful variance in adaptability across different school categories.

Challenges identified included insufficient teaching materials, lack of training, and poor infrastructure. Though learners largely reported competency development in understanding Economics and applying it to real-life contexts, there remains a gap in critical thinking abilities for economic decisions.

The findings imply that policymakers and curriculum developers must focus not only on curriculum content but also on factors that enhance student interaction with the content. Engagement and adaptability are influenced by teaching strategies, school type, and the level of infrastructural and instructional support available. Without these supports, even a well-

designed curriculum may not achieve its desired outcomes

### CONCLUSION

The study concludes that learner engagement and adaptability are crucial to the effective implementation of the Competency-Based Economics Curriculum. While most learners are involved and adjusting to the CBC, inconsistencies in resource availability, infrastructure, and teacher preparedness undermine full implementation. The CBC appears effective in developing core competencies in Economics; however, sustained efforts are needed to support critical thinking and digital fluency.

### RECOMMENDATIONS

1. Teacher training should be regularly conducted to equip educators with methods suitable for CBC delivery.
2. Provision of digital tools and resources is necessary to enhance engagement, particularly with technology-based learning.
3. Curriculum reviews should ensure that task variety matches learners' cognitive levels, thereby improving adaptability.
4. Infrastructure upgrades, especially in public schools, should be prioritized to close the implementation gap.
5. Student-centered teaching strategies should be promoted to foster higher levels of engagement and critical thinking.

### REFERENCES

- [1] Adegbite, M. O., & Salami, A. O. (2021). *Competency-based education and curriculum development in Nigerian secondary schools: Challenges and prospects*. Journal of Curriculum Studies Research, 3(2), 89–102. <https://doi.org/10.46303/jcsr.2021.9>
- [2] Aina, J. K. (2020). *Instructional strategies and student adaptability in Nigerian senior secondary schools: A case study of Economics education*. African Journal of Educational Research, 24(1), 33–45.
- [3] Akinsolu, A. O., & Fagbamila, F. O. (2022). *Institutional support and effective implementation of competency-based curriculum in Nigeria*. Nigerian Journal of Curriculum and Instruction, 29(2), 75–88.
- [4] Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- [5] Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- [6] Bello, R. S., & Adejumo, A. D. (2021). *Exploring digital readiness and learner engagement in Lagos State senior secondary schools*. West African Journal of Educational Research, 25(1), 51–65.
- [7] Biggs, J. B. (1999). *Teaching for quality learning at university: What the student does*. Buckingham: Open University Press.
- [8] Chukwu, L. N., & Ekpenyong, L. E. (2023). *Student engagement and adaptability under Nigeria's revised Economics curriculum: Implications for policy and practice*. International Journal of Educational Development in Africa, 9(2), 119–137.
- [9] Dabo, A., & Musa, I. (2022). *Teacher competencies and student academic outcomes in Northwestern Nigeria: Evidence from Economics classrooms*. Educational Management and Leadership Review, 10(1), 44–56.
- [10] Darling-Hammond, L. (2020). *The right to learn: A blueprint for creating schools that work*. Jossey-Bass.
- [11] Federal Ministry of Education. (2013). *National policy on education (6th ed.)*. Abuja: NERDC Press.
- [12] Ige, A. M., & Kolawole, C. O. (2022). *Curriculum implementation and learner outcomes in senior secondary schools in Lagos State*. Journal of Educational Planning and Administration, 18(3), 29–45.
- [13] Jega, A. M. (2020). *Reforming secondary education in Nigeria through competency-based learning approaches*. Educational Innovation Journal, 15(4), 98–112.
- [14] Johnson, D. W., & Johnson, R. T. (2009). *Cooperation and the use of technology in promoting learner engagement*. Educational Technology Research and Development, 57(4), 487–504.
- [15] Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and*

*development* Englewood Cliffs, NJ: Prentice Hall.

- [16] Lawal, A. T., & Ogunlade, J. O. (2021). *The effects of teaching strategy on learner engagement in competency-based classrooms in Nigeria*. *Journal of Educational Theory and Practice*, 27(1), 55–68.
- [17] Nwagwu, I. C., & Obioma, G. (2020). *Teacher preparedness for CBC implementation in Nigeria: A nationwide survey*. *African Journal of Education and Developmental Studies*, 8(1), 77–94.
- [18] Oduolowu, E. A., & Adesanya, O. (2022). *Classroom practices and student adaptability to curriculum change: A study of Economics teachers in South-West Nigeria*. *Curriculum and Teaching Quarterly*, 10(2), 23–38.
- [19] OECD. (2020). *Future of education and skills 2030: Curriculum analysis*. OECD Publishing. <https://www.oecd.org/education/2030>
- [20] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.