

**ASSESSMENT OF CURRICULUM IMPLEMENTATION IN PRIVATE
SECONDARY SCHOOLS IN IBADAN NORTH LOCAL GOVERNMENT AREA
OF OYO STATE: IMPLICATIONS AND LIMITATIONS**

O. I. Awolola

*Department of Curriculum and Instruction
Emmanuel Alayande College of Education, Oyo.
awololatoyin2011@yahoo.com*

D. L. Ogunmola

*Department of Curriculum and Instruction
Emmanuel Alayande College of Education, Oyo.*

Abstract

The study investigated curriculum implementation in private secondary schools in Ibadan north local government area of Oyo state: implications and limitations. Descriptive design was adopted for this study. The population of study includes all teachers in all the private secondary schools in Ibadan North Local Government Area of Oyo State. A total of one hundred and fifty (150) teachers were purposely selected for the study. A personal design questionnaire tagged "Curriculum Implementation on Teachers' Productivity Questionnaire" (CITPQ) was developed to elicit data needed for the study. The reliability of this research instrument was determined through test-retest method; this yielded the value of 0.67. Simple percentage was used to analyze the personal data and Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the two hypotheses at 0.05 level of significance. The findings revealed that there was correlation between the implementation of school curriculum and teachers' productivity. Also, there was no relationship between the implementation of school curriculum and students' productivity in private secondary schools in Oyo. It was recommended that regular seminars, conference and workshop should be organized for the teachers in both private schools to update their knowledge about curriculum implementation, Ministry of education should carry out regular and standard monitoring in private schools in order to attain educational objectives and that

principal in private schools should be ready to work with their staff to understand the contents of the curriculum to improve better performance of their students.

Keywords: Impacts, curriculum implementation, teachers' productivity, students' Academic performance, private secondary schools

Introduction

The role of education as an instrument for the survival of the individual and society, the fostering of national unity and the individual, social transformation of the social economic features of the society is widely recognized (Fafunwa, 2004). Curriculum is a logical and intended packaging of competencies (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through prepared learning experiences both in formal and non-formal settings). However, it should not be left in the hands of the school alone, thus it is the responsibility of all stakeholders in education. UNESCO (2010) affirmed that good curriculum plays an important role in forging life-long learning competencies, as well as social attitudes and skills, such as tolerance and respect, constructive management of diversity, peaceful conflict management, promotion and respect of human rights, gender equality, and justice. In another way, UNESCO (2012) opined that curriculum contributes to the development of thinking skills and the acquisition of relevant knowledge that learners need to apply in the context of their studies, daily life and careers. Curriculum is purposely to support the learner's personal development by contributing to enhancing their self-respect and confidence, motivation and aspirations.

Therefore, curriculum is the continuous process of adjusting every aspect of the school activities to meet the demands of changing times. This has to do with the planning of all the learning opportunities intended to bring about certain changes in learners as well as the assessment of the extent to which the changes have taken place. In the words of Emeruwa (1981) general purpose of curriculum planning is to design a programme of education for a society which can foster its ideals, values and lead to the maximum attainment of its social, economic, and other needs and goals.

Curriculum implementation in secondary schools system is a single large problem that characterized by a high degree of difference among the stakeholders. It is a multifaceted subject when it comes to implementing curriculum in education. Uneven contributions of various stakeholders especially classroom teachers in achieving the educational objectives in the school system is a matter of concern. Teachers, the major implementers of the curriculum are left out in planning of the curriculum and this is affecting the school system negatively. Ogbonnaya (2014) referred to curriculum implementation as the process of carrying out educational objectives or plans of action. It is the stage where the policies formulated are tested to see how real they are. In Nigeria, policy generation and implementation involve major interest groups and stakeholders in education. These include the Federal and state ministries of education, the national union congress, the National Board for Technical Education, the post primary school management board, the state Universal Education Boards, Local Government Education Authorities among others.

At secondary school level, policy implementation constitutes the responsibilities of the post primary school management board or teaching service commission, the universal basic education boards, secondary school principal and teachers. These agencies implement policies initiated by the government. FGN (2004:1) states that a nation's policy on education is government's way of realizing that part of the national goals which can be achieved using education as a tool. However, before policies are implemented in secondary schools the post primary schools management board convenes a meeting of all stakeholders and principals during which details of how the policy will be implemented are discussed. It is after this that circulars are issued to schools, and teachers are informed of the policy and they implement it in the classrooms. Before this proposal, the nation's educational system had gone through many modifications. In the late 70s and 80s, it was the 6-5-4 system that was in place. This system represented six years in the primary school, five years in the secondary school and four years in the tertiary institution. Again, a shift in policy later came up, and it gave birth to Higher School Certificate, popularly known as HSC, which gave another two-years stop gap of learning to pupils after secondary school, before they proceeded to the university.

Later, several shifts in policy thrusts on education had emerged. Nigeria had 6-3-3-4, and 9-3-4 systems of education. The 6-3-3-4 indicated six years in the primary school, three years each in junior and senior secondary schools respectively; and four years in the higher institution. The 6-3-3-4 was modified in 2009, which led to the present 9-3-4 system of education. This was done with the view to including the components of basic, technical and vocational inputs into the curriculum, as pupils were expected to complete the first nine years before proceeding on a career path in the next three years of secondary education. Despite the efficacy of curriculum, there are still many challenges that are facing the implementation of curriculum. This is in line with the view of Akpanobong (2012) when he commented that the effects of the policies somersault cannot be over-emphasized. Specifically, materials that would have aided the implementation of the curriculum are not supplied in the right quantity and quality in private secondary schools. Inadequacies of instructional supervision, lack of infrastructural facilities, and lack of qualified teachers have been identified as some of the problems.

Etim and Akpanobong(2012) agreed that non-availability of educational facilities such as lecture theaters, classrooms, libraries, resources centre, office accommodation and furniture are very necessary in the implementation of school curriculum. It is also believed that the level of training received by the teachers is a prerequisite to the good academic performance of students. In fact, teacher is acknowledged as the most significant agent in the implementation of curriculum. Etim and Akpanobong(2012) put it that teachers are the most important human resource in the curriculum implementation since they are ones who adopt and implement the idea and aspirations of the designers hence they need to be trained regularly. Over years, the policies of education system that include secondary education are not stable, we had experienced 7-5-4, 6-5-4, 6-3-3-4, which was introduced and currently 9-3-4 system. These changing of educational policies will definitely affect the curriculum contents and context and this always influence teacher ability in proper the secondary schools. The minimal standard for qualified teachers in private secondary school is not stable. For instance, majority of the teachers of Mathematics have no both academic and professional qualifications. This is in line with Adeyemo (2001) who discovered that

there are dominance of unqualified teachers or poorly educated and ill-motivated teachers characterized entire Nigerian educational system.

According to Adeniji, Awolola, Oyeniran, and Awolola (2006), curriculum implementation is a process that entails decision making based on many factors, such factors include the following: the society, the intended learners, the educational aims and goals and the available set or forms of knowledge. *Curriculum must be planned and developed to meet the educational demands and needs of a given society as expressed by the aspirations, expectations and philosophy of school. Society is as an agency of education that helps to foster the proper implementation. Curriculum planners need to take cognizance of the learners for whom the curriculum is planned. This makes it imperative for curriculum planners to pay adequate attention to the category of learners, who will be at the receiving end of the curriculum.*

It is against this background that this study is interested in examining the curriculum implementation in private secondary schools in Ibadan North Local Government Area of Oyo State: implication and limitation.

Statement of the Problem

In recent years, private secondary school is facing poor implementation of curriculum and this has brought various challenges to the system. It seems that most of the teachers do not have adequate knowledge and direction on how to properly implement the curriculum. Consequently, the students are not well taught and equipped as it is expected. As a result, this has led to various poor students' performance in their academic performance in the general examination. *Teachers, major implementers of the curriculum are left out in planning of the curriculum, the consequence is what being experience in recent time in the school system.* Therefore, this study ascertains the *curriculum implementation in private secondary schools in Ibadan North Local Government Area of Oyo State: implication and limitation.*

Objectives of the Study

The study set out to achieve these specific objectives:

- i. to determine the relationship between the implementation of school curriculum and teachers' productivity *in private secondary schools in Ibadan north local government area of Oyo state.*
- ii. to examine the extent to which implementation of school curriculum affect teachers' productivity *in private secondary schools in Ibadan north local government area of Oyo state.*
- iii. to offer suggestions to the improvement in the implementation of school curriculum *in private secondary schools in Ibadan north local government area of Oyo State.*

Hypotheses

The following hypotheses are formulated for the study:

- Ho₁:** There is no significant relationship between curriculum implementation and teachers' productivity in private secondary schools in Ibadan North Local Government Area of Oyo State.
- Ho₂:** There is no significant relationship between curriculum implementation and students' Academic performance in private secondary schools in Ibadan North Local Government Area of Oyo State.

Significance of the Study

The following are the significance of the study

- a) The findings would provide the school administrators the better solution to various schools' challenges in the private secondary schools, hence enhancing improved performance of students.
- b) More so, it would assist teachers to take a dynamic part in making decisions on issues that concern classroom management that would promote effective teaching and learning in school development.
- c) It would definitely guide school administrators in providing information on the implementation of curriculum (academic and extra-curricular).
- d) In addition, this would assist to develop better strategies that would facilitate better learning among students.

- e) It would help the state Ministry of Education, in proper monitoring that would facilitate accomplishment of educational objectives.

Methodology

The design used in this study was a descriptive design. The target population of the study consists of all the teachers in registered private secondary schools in Ibadan North Local Government Area of Oyo State. This study adopts simple random sampling procedure to select fifteen (15) private secondary schools. In each school, ten (10) teachers were purposely selected. This is deliberately done because teachers are the major implementers of curriculum in the school system. A total of one hundred and fifty (150) teachers were finally selected for the study. Questionnaire was the main research instrument. The instrument was professionally scrutinized with face validation by experts in the field of educational management. Necessary modifications were thereafter proffered before the instrument was administered. A reliability co-efficient of above 0.76 was obtained using the test re-test method. The researcher was assisted by two research assistants in the distribution and collection of the questionnaire from the respondents. Percentages were used for the respondents' background analysis. Also, Pearson Product Moment Correlation Coefficient (PPMCC) was adopted to test the formulated hypotheses at 0.05 level of significance.

Analysis of Data

Table 1: Distribution of Respondents by Sex

Sex	Frequency	%
Female	100	66.7
Male	50	33.3
Total	150	100

Table 1 above shows the distribution of respondents' sex. The female selected were 100 (66.7%) while the male are 50(33.3%). This means that the female are more than their male counterparts.

Table 2: Distribution of Respondents by Age

Age	Frequency	%
20-30	125	83.3
31-40	17	11.3
Above 40	08	5.3
Total	150	100

The table 2 shows age of the respondents. Between age 20-30 were 125(83.3%) respondents. Those between 31-40 were 17 respondents representing 11.3%. While 8(5.3%), were above 40 years. The largest age group was between 20 and 30 years.

Table 3: Educational Background of the Respondents

Educational Attainment	No of respondents	%
Diploma/OND/NCE	110	73
BA/BSC/B. Ed	35	23.4
MA/M sc/M. Ed	05	3.3
Total	150	100

From table 3 above, the highest respondents; i.e. 110(73 %) were those with NCE/ OND certificates. Those that have obtained Masters Certificates were just 5(3.3 %) respondents and those with first degree were 35(23.4 %) out of the total respondents.

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between curriculum implementation and teachers' productivity in private secondary schools in Ibadan North Local Government Area of Oyo State.

Table 1: Pearson Correlation of Relationship between Curriculum Implementation and Teachers' Productivity in Private secondary schools

VARIABLES	M	SD	N	r	Df	Remarks
Implementation of School Curriculum	6.03	2.42	150	0.63	148	Sig
Teachers' Productivity	8.5	5.71				

$p > 0.05$

Table 1 shows a correlation between the implementation of school curriculum and *teachers' productivity* in private secondary schools in Oyo state. The correlation co-efficient of 0.63 indicates that there was affirmative relationship between the implementation of school curriculum and teachers' productivity in private secondary schools in Oyo state.

Hypothesis 2: There is no significant relationship between Curriculum Implementation and students' *academic performance* in private secondary schools in Ibadan North Local Government Area of Oyo State.

Table 2: Pearson Correlation of Relationship between Curriculum Implementation and Students' Academic Performance *in Private Secondary Schools.*

VARIBLES	M	SD	N	R	Df	Remarks
Curriculum Implementation	3.52	1.47	150	0.59	148	Sig
Students' Academic Performance	6.87	3.49				

$p > 0.05$

From table 2 the outcome shows correlation co-efficient as 0.59; since the outcome of the co-efficient is positive, it implies that there was close relationship between the implementation of school curriculum and *students' academic performance in public* secondary schools in Oyo state. Hence, the null hypothesis that says that *there is no significant relationship between Curriculum Implementation and students' academic performance* in public secondary schools in Ibadan North Local Government Area of Oyo State is reject

Discussion of Findings

The correlation co-efficient of 0.63 in table 1 shows that there was a significant relationship between the implementation of school curriculum and teachers' productivity in private secondary schools in Oyo State. This study correlates with the view of Kanno (2004) who recognized the fact that the success of a curriculum implementation significantly depends on the extent to which the classrooms teachers is

able not only to interpret the curriculum but to implement it. Also, Ereh (2005) concluded that teachers' characteristics can make or mar curriculum implementation since the responsibility of interpretation and putting the curriculum into use rests with the teachers. Also, the findings of Mascranahas and Justa (1989) agreed that teacher's roles are that of an advisor, a facilitator, a friend and a fellow. They laid emphasis on the fact that it is necessary to make teachers understand the main features of the new curricular with a view of improving teachers' competence, better teaching skills and more awareness of the teaching-learning process.

Similarly, the results on table 2 indicate the outcome correlation co-efficient of 0.59. Since the outcome of the co-efficient is positive, it implies that there is relationship between the implementation of school curriculum and students' academic performance in private secondary schools in Oyo state. This is in line with views of Mascranahas and Justa (1989) that *curriculum implementation* is a major factor in determining the actual outcome of the learning process in the school system. They argued that curriculum should be related to the quality of the teachers, the schools' facilities and the needs of the students.

Conclusion

Poor curriculum implementation among teachers in private secondary schools is the main limitation to good academic performance of students. It is therefore very necessary to make teachers understand the main features of the new curricular with a view to improving improved teachers' competence, better teaching skills and a more sensitive awareness of the teaching-learning process in the changing situation. This would definitely promote effective learning and teaching hence enhances attainment of educational objectives.

Recommendations

The following recommendations are given based on the findings of the study:

- 1) Every school principal in private schools should be ready to guide his/her staff to comprehend the contents of the curriculum; this will widen performance among their students.

- 2) There is need to revamp the school curriculum .This definitely improve teachers' productivity in private secondary schools in Oyo state.
- 3) Private school owners should always motivate their workers; this will promote better teachers' performance in the schools' system.
- 4) There is need for regular and adequate funding by the government to the agencies of curriculum development.
- 5) There is need for teachers' involvement in the formulation of school curriculum, by this curriculum development would be meaningful.
- 6) State Ministry of Education should organize regular seminars, conference and workshop for teachers in private secondary schools to update their knowledge about curriculum implementation. Hence, improve their performances in the classroom.
- 7) Ministry of education should carry out regular and standard monitoring in private schools in order to attain educational objectives.
- 8) There is need for the teachers to improve their teaching skills by attending conferences, seminars, and workshops. This will enhance the expansion of their skills hence improve quality of education in public secondary schools.
- 9) Regular promotion of teachers and principals should be embraced by the ministry of education; this will definitely motivate the teachers to do more in attaining quality education.
- 10) An improved condition of service such as car loan, housing loan and leave allowances Xmas bonus etc. should extended to the teachers to promote their productivity.

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