

## **TEACHER'S PERCEIVED PROBLEMS OF NEW CURRICULUM IMPLEMENTATION IN SECONDARY SCHOOLS IN FAGGE LOCAL GOVERNMENT AREAS, KANO STATE, NIGERIA**

**Aibangbe, Mary Oyere<sup>1</sup> and Ahmodu, Jacob Shaibu<sup>2</sup>**

<sup>1</sup>Federal College of Education Kano, Kano State

<sup>2</sup>Department of Education, Faculty of Education, Bayero University Kano, Kano State

### **Abstract**

The study investigated teachers' perceived problems of new curriculum implementation in secondary schools in Fagge Local Government Area of Kano State Nigeria. To achieve the objectives of the study, three research questions guided the researchers. Descriptive survey research design was adopted for the study. The population of the study consist 116 secondary schools in the study area and 3,452 teachers in the study area. Purposeful random sampling techniques were used to sample the schools and the teachers for the study. Ten (10) secondary school and one hundred and forty (140) teachers were selected for the study. The instrument for data collection was constructed questionnaire. The instrument was validated by experts in curriculum studies, the instrument yielded reliability coefficient of 0.80 using Cronbach Alpha coefficient. The data collected were collated and analyzed according to how they related to the research questions. Research questions were answered using mean score and standard deviation. The findings revealed the problems, causes and possible solutions of the new curriculum implementation in secondary schools which include; inadequate funding of the educational system, poor learning conditions, and lack of adequate time to cover the curriculum. The causes of the problems of new curriculum implementation also are poor remuneration of teachers, insufficient motivation for teachers and inadequate monitoring strategy. The possible solutions to the problems are proper monitoring of curriculum implementation, enhanced teachers' remuneration, and teachers' promotion should be based on students rating, regular retraining programmes for practicing teachers. Based on the results obtained from the study, it was

recommended that, the importance of teacher involvement in decision-making and curriculum planning cannot be over emphasized. Therefore, government should involve teachers in curriculum planning and development to give them sense of recognition.

**Keywords:** *Curriculum, teachers, implementation, remuneration, problems.*

### **Introduction**

Education is the instrument for social transformation of a people. It is the vehicle for transferring values, knowledge and experience that make for proper molding and adjustment of an individual to his dynamic environment. Education achieves such laudable objectives through the use of the instrumentality of the curriculum. The curriculum of an educational system contains the aspirations projections and dream of the inhabitants of the system. The curriculum is at the heart of the education process: it sets out what is to be learned, and how and when it is to be taught. It underpins all other parts of the system, it guides the day-to-day experiences of the classroom, it forms the basis for teacher training programmes, the content of textbooks and other materials. It determines how learning is assessed through the examinations systems, how standards are developed and how performance is monitored through school inspection and supervision systems. According to Okobiah, (2010) opined that there is a common understanding that curriculum is a set of planned and organized materials designed for intended learning outcome, considered as adequate for any functional expectations of a people in time and place. Ofojebe (2011) explained that the curriculum is derived from the Latin word ‘currus’ which means a race track or a running course. In relation to education, curriculum refers to a track for learning. As a race track with starting and ending points, curriculum becomes the course students cover to acquire knowledge. This entails the entire students’ activities; from the day they entered school to the day they leave school. The idea of a race track connotes a target or a goal to be achieved. Ude, (2013) noted that a curriculum in broad terms includes four basic components namely: goals, methods, materials and assessment. Goals refer to the expectation/benchmark for teaching and learning which are made explicit in form of a scope and sequence of skills to be addressed in teaching and learning process. Methods are specific to teacher as every individual teacher has a

way of imparting knowledge to students. Materials refer to the media and tools used for teaching and learning and assessment refers to the reasons for and methods of measuring students' progress in the instruction delivered. Curriculum therefore refers to the totality of students' experiences that occur in the educational process. "Curriculum" means the planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational objectives.

Oladosu (2014) and Ajidagba (2014) stated that the term curriculum was derived from the Latin verb 'curere' which means 'to run'. This has an extension to a noun form which means 'a course to be run', 'a running course' or an educational course to be covered. It is the totality of the learning experiences and opportunities, planned for the learner under the guidance of the school. Curriculum is the system of the body of materials and an organized plan put together to modify the behavior of a person in his/her environment. According to Ahmadi and Lukman (2015), curriculum is said to be a specification about the practice of teaching which involves pragmatic efficacy of the learners' experiences.

Garba (2004) described curriculum implementation as putting the curriculum into work for the achievement of the goals for which the curriculum is designed. In his conception of curriculum implementation, Okebukola (2004) defined it as the transition of the objectives of the curriculum from paper to practice. That is, only effective curriculum implementation ensures achievement of the objectives for which the curriculum was designed to attain. Ivowi (2004) supported the assertion by defining curriculum implementation as the translation of theory into practice, or proposal into action.

Mkpa (2005) opined that curriculum implementation has a task of translating the curriculum documents into the working curriculum by the collective efforts of the students, teachers, and other stakeholders (like librarians, laboratory attendants, etc.). Mkpa (2007) on the other hand posited that curriculum implementation is thus, largely the classroom efforts of the teacher and students of a school in putting into operation the curriculum document. According to Onyeachu (2008), "Curriculum implementation is the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined efforts of teachers,

learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environments”.

Ogar and Awhen (2015) maintained that curriculum implementation is the process of putting the curriculum into work for the achievement of the goals for which the curriculum is designed. At this juncture, it could be said that putting the curriculum into operation requires an implementation agent. The teacher is identified as the agent in the curriculum implementation process. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabus, scheme of work and lessons to be delivered to students. The above definitions show that effective curriculum implementation involves interaction within the teachers, learners and other stakeholders in education geared towards achieving the objectives of education.

The teacher and learners are involved in negotiation aimed at promoting learning. This is the interactive stage of the curriculum process which takes place in the classroom through the combined effort of the teachers, learner, school administrators and parents. It also integrates the application of physical facilities and the adoption of appropriate pedagogical strategies and methods. The quality of curriculum implementation of any society is the bedrock of its political, economic, scientific and technological wellbeing of that society. Little wonder, it is always said that no society can rise above the standard of its education system.

However, a major problem of the Nigerian education industry is how to operationalize the well-intended and articulated curriculum via feasibility and full-scale implementation commitment. In line with this, Mezieobi (1993) opined that in Nigeria, a number of curriculum proposals or conceived curriculums have remained virtually inert in the sense that they were not made functional. Of course, a curriculum may be beautifully planned but will be of no relevance if it is not implemented. Here in Nigeria, there are beautifully planned and worthwhile curricula which have been crumbled and failed to produce the intended output due to improper implementation. According to Asebiomo (2009), “no matter how well formulated a curriculum may be, its effective implementation is a sine qua non toward achieving the desired goals of education”. This is because the problem of most programmes arises at the implementation level. Acknowledging this, Mkpa (2005) remarked that in Nigeria, it is at the implementation state that

many excellent curriculum plans and other educational policies are marred. Even in some cases where attempts at ensuring actual operation, curricula have not yielded satisfying and recommendable dividends, hence the dissatisfaction of parents and significant others with poor performance in the educational system which is characterized by crises and with curricula, marked by abysmal failure. Writing on the failure of curriculum in Nigeria, Mezieobi (1993) maintains that curriculum with all its well-conceived goals is failing, largely as a result of implementation dormancy or fault.

Many researches have been conducted pointed at teachers' non-involvement in decision making and curriculum planning, teachers' non-involvement and participation in curriculum development, inadequate instructional materials, inadequate fund and paucity of qualified subject teachers as well as poor application among other courses. These researches fail to yield the desire result in curriculum implementation. Based on this background, the study examines teachers' perceived problems of new curriculum implementation in secondary schools in Fagge Local Government Area of Kano State Nigeria.

### **Statement of the problem**

Curriculum implementation entails putting into practice the officially prescribed courses of study. The putting of the curriculum into practice requires an implementation agent. The teacher is identified as agent in the curriculum implementation process. Implementation take place as the learner acquires the planned or intended experiences, skills, knowledge, ideas and attitude that are aimed at enabling the same learner to function effectively in the society but in Nigeria, the persistent gap in curriculum planning, development and outcomes (implementation) is quite alarming due poor implementation of curriculum; this has led to poor achievement of educational objectives or goals and it has also lead to production of half-baked students which are problem to the society and nation at large. This problem and other related problems should be a cause for concern to all patriotic and serious-minded stake holder of the educational sub-sector. Based on this background the researchers examine teachers' perceived problems of new curriculum implementation in secondary schools in Fagge Local Government Area of Kano State Nigeria.

### **Purpose of the Study**

The study examines teachers' perceived problems of new curriculum implementation in secondary schools in Fagge Local Government Area of Kano State Nigeria. Specifically, the objectives of the study are as follows:

1. To find out teachers' perceived problems of new curriculum implementation in secondary schools in Fagge Local Government Area of Kano State.
2. To find out perceived causes of the problems of curriculum implementation in secondary schools in Fagge Local Government Area of Kano State.
3. To find out ways forward for these perceived problems of curriculum implementation in secondary schools in Fagge Local Government Area of Kano State.

### **Research Questions**

The following research questions guild the researchers.

1. What are teachers' perceived problems of new curriculum implementation in secondary schools in Fagge Local Government Area of Kano State?
2. What are perceived causes of the problems of curriculum implementation in secondary schools in Fagge Local Government Area of Kano State?
3. What are the ways forward for these perceived problems of curriculum implementation in secondary schools in Fagge Local Government Area of Kano State?

### **Method**

Descriptive survey research design was adopted for the study, this enables the researcher to make use of a sample out of a large population in the study area. Ali and Eyo (2000), explained survey research design as one which study large or small population by selecting and analyzing data collected from the group through the use of questionnaire.

The population of the study consist 116 secondary schools in the study area and 3,452 teachers in the study area. A purposeful random sampling technique was used to sample the schools and the teachers for the study. Ten (10) secondary school and one hundred and forty (140) teachers were selected for the study. The instrument for data collection was constructed questionnaire, that is, structured questionnaire which the respondents is to select option that best suit his/her opinion, the options are strongly agree, agree, undecided, disagree and strongly disagree. The instrument is titled "Perceived Problems of Curriculum Implementation" (PPCI). Three experts from

Department of Education, Faculty of Education, Bayero University Kano validated the instrument and the instrument yielded reliability coefficient of 0.80 using Cronbach Alpha coefficient. The instrument was administered to the subjects and retrieved with the help of well-briefed third parties. This lasted for a period of two weeks. The data collected were collated and analyzed according to how they relate to the research questions. Research questions were answered using mean score and standard deviation. Any response score with a mean from 3.00 and above are considered accepted and any response score with mean below 3.00 are considered rejected.

**Results**

The results of the study were analyzed based on the research questions

**Research Question 1:** What are teachers’ perceived problems of new curriculum implementation in secondary schools in Fagge Local Government Area of Kano State?

**Table 1: Mean and standard deviation of perceived problems of curriculum implementation.**

SN	Perceived problems	N	SUM	MEAN	SD	DECISSION
1	Inadequate funding of the educational system	140	608	4.34	.533	Accepted
2	Poor learning conditions.	140	601	4.29	.581	Accepted
3	Inadequate instructional materials	140	598	4.27	.621	Accepted
4	Lack of adequate time to cover the curriculum.	140	595	4.25	.680	Accepted
5	It is the problem of content delivery and wrong use of methods.	140	610	4.36	.679	Accepted
6	Increased workload due to classroom over population	140	601	4.29	.684	Accepted
7	Teachers’ poor knowledge of interpretation of the curriculum	140	611	4.36	.626	Accepted
8	Non-involvement and participation of teachers in curriculum	140	603	4.31	.634	Accepted

development						
9	Teachers’ poor understanding of the curriculum content.	140	603	4.31	.610	Accepted
10	Poor preparation of scheme of work and lecture note from the curriculum.	140	589	4.21	.725	Accepted
11	Teachers lack of interest on implementation process	140	616	4.40	.547	Accepted

Table 1 above shows the perceived problems of curriculum implementation, from the analyses all the items are accepted to be the problems of new curriculum implementation in the study because the means scores of the items are above 3.00. it means that inadequate funding of the educational system, poor learning conditions, inadequate instructional materials and many others as in the table 1 above are problems of new curriculum implementation in Nigeria.

**Research Question 2:** What are perceived causes of the problems of curriculum implementation in secondary schools in Fagge Local Government Area of Kano State?

**Table 2: Mean and Standard deviation of perceived causes of the problems of curriculum implementation**

SN	Perceived causes	N	SUM	MEAN	SD	DECISSION
1	Poor remuneration of teachers.	140	615	4.39	.546	Accepted
2	Students work load/continuous introduction of new subject.	140	614	4.39	.607	Accepted
3	Insufficient motivation for teachers.	140	599	4.28	.669	Accepted
4	Inadequate of monitory strategy.	140	602	4.30	.717	Accepted
5	Students crave for success at all cost without working hard for it.	140	597	4.26	.706	Accepted
6	Alternative ways of earning grade	140	604	4.31	.679	Accepted
7	Failure of government to train teachers in curriculum implementation techniques	140	590	4.21	.794	Accepted



8	Teachers' lack of relevant competencies necessary for curriculum implementation.	140	578	4.13	.847	Accepted
9	Unprecedented increase in school enrollment and teachers' work load.	140	571	4.08	.759	Accepted
10	Lawlessness and indiscipline in the educational sectors (schools).	140	273	1.09	.230	Rejected

Table 2 above shows the mean and standard deviation of perceived causes of problems of new curriculum implementation, all the items are accepted expect item 10 with mean of 1.09 and standard deviation of 0.230 are the causes of curriculum implementation.

**Research Question 3:** What are the ways forward for these perceived problems of curriculum implementation in secondary schools in Fagge Local Government Area of Kano State?

**Table 3: mean and standard deviation of the ways forward in curriculum implementation**

SN	Ways forward	N	SUM	MEAN	SD	DECISSION
1	Proper monitoring of curriculum implementation	140	585	4.18	.638	Accepted
2	Enhanced teachers' remuneration.	140	592	4.23	.650	Accepted
3	Teachers' promotion should be based on students rating.	140	592	4.23	.627	Accepted
4	Provision of more qualified teachers.	140	588	4.20	.681	Accepted
5	Regular retraining programmes for practicing teachers	140	590	4.21	.766	Accepted
6	Examination should be de-emphasized while competency should be tested by employer of labor	140	581	4.15	.795	Accepted
7	Reduction in the enrolment impacting of schools.	140	602	4.30	.756	Accepted

8	School administrators and teachers should be involved in curriculum planning and new policies and programmes related to educational issues.	140	590	4.21	.766	Accepted
9	Adequate supply of basic needs for curriculum implementation	140	599	4.28	.679	Accepted
10	Curriculum to be reviewed immediately to meet the taste of times.	140	577	4.12	.800	Accepted

Table 3 above shows the possible or ways forward for these perceived problems of curriculum implementation in secondary schools, all the items are accepted as a way forward for the perceived problems of new curriculum implementation in secondary schools in Nigeria.

### Discussion of the Finding

The study examined teachers' perceived problems of new curriculum implementation in secondary schools in Fagge Local Government Area of Kano State Nigeria. It was discovered that problems of curriculum implementation emanate from inadequate funding of the educational system, poor learning conditions, lack of adequate time to cover the curriculum and Increased workload due to classroom over population. This is in agreement with Lawani (2017) who noted that inadequate funding curriculum implementation programme and overcrowded classes constitute a challenge to the implementation of teacher education curriculum in Nigeria. There is paucity of funds for the training and re-training of teachers. Lack of funds has led to inadequate infrastructural facilities in most secondary schools in Nigeria. It also discover that teachers' poor understanding of the curriculum content and teachers' poor knowledge of interpretation of the curriculum and others as shown in table 1 above are problems of curriculum implementation, this also in line with Amuzo (2007) in his study on the relationship between availability of experts teachers and implementation of secondary school curriculum in Nigeria found that quality and

quantity of teachers in Nigerian Schools significantly affect the implementation of curriculum in Nigeria schools, especially, at the secondary school level. Nwiyi and Uriah (2007) in their study also discovered that teachers in secondary schools are inadequate and unqualified in most cases and as such, implementation of the curriculum becomes difficult as some did not go through teachers training institutions. They observed that most teachers came into the teaching profession as the last resort due to lack of job, and cannot render or offer quality services; hence implementation of the curriculum is hampered.

It was also discovered that, poor remuneration of teachers, insufficient motivation for teachers, inadequate of monitory strategy, and failure of government to train teachers in curriculum implementation techniques causes problems to curriculum implementation in Nigeria secondary schools. This agrees with Ntukidem and Etudor (2003) listed causes affecting curriculum development and implementation in Nigeria to include; failure of government to train teachers in curriculum, insufficient motivation for teachers and unprecedented increase in school enrollment and teachers' work load. They further, listed certain administrative constraints affecting curriculum development in Nigeria to include Planner-Executor constraint, manpower constraint, planning process constraint, teacher demand\supply to schools' constraint, as well as constraints of acceptance, manual method of operation, and sociological constraints.

The study examines possible ways of preventing problems of curriculum implementation in secondary schools in Nigeria. The study discovered that proper monitoring of curriculum implementation, enhanced teachers' remuneration, teachers' promotion should be based on students rating, regular retraining programmes for practicing teachers, adequate supply of basic needs for curriculum implementation, and also school administrators and teachers should be involved in curriculum planning and new policies and programmes related to educational issues, Curriculum to be reviewed immediately to meet the taste of times and examination should be de-emphasized while competency should be tested by employer of labor. The findings are agreement with Lawani (2017) who stated teachers' motivation, teachers' remuneration, and teachers' promotion are an important element in the successful implementation of the curriculum. Okebukola (2004) agreed that curriculum to be reviewed immediately to meet the taste of times and teachers should be involved in curriculum planning and development.

## Conclusion

Curriculum implementation is a very important aspect of the curriculum process. Hence, it is the bedrock of any school success or failure. The importance of curriculum development and improvement in Nigeria educational system will aid the achievement of all educational goals and objectives, aid national building and revitalization and improve the standard and quality of instructions in schools. Inclusion, for the curriculum to be implemented to achieve the goals in secondary schools' education, it is important that adequate and qualified teachers be recruited and posted to the secondary schools.

## Recommendations

Based on the findings, the following recommendations are made:

1. Teachers' salaries allowances, entitlements and other remunerations should be given to them on time by government and private sector. Government should also listen to the teachers' cry concerning Teachers Salary Structure (TSS). This will definitely motivate teachers to do their best in implementing new curriculum effectively.
2. Government should encourage teachers in areas like staff development, incentive packages, training and retraining of curriculum implementers.
3. The importance of teacher involvement in decision-making and curriculum planning cannot be over emphasized. Therefore, government should involve teachers in curriculum planning and development to give them sense of recognition.
4. There is need for concerted efforts by stakeholders in education to providing instructional facilities. It is evident that government alone cannot saddle responsibilities of education.

## Reference

- Ahmadi, A. A. & Lukman, A. A. (2015). Issues and prospects of effective implementation of new secondary school curriculum in Nigeria. *Journal of Education and Practice*. 6(34). 29 – 39. Retrieved from [www.iiste.org](http://www.iiste.org)
- Ajidagba, U.A. (2014). Basic curriculum concepts. In R.A. LAWAL, A.G. A. S. Oladosu, A.A. Jekayinfa, S.B. Olajide (Eds.) *Fundamental of curriculum development*. 36-49. ISSN 2222- 288X (Online). 6 (34).

- Ali, M. Y. & Eyo, N. (2000). *Research methods*. Ibadan: Oniboje Press.
- Amugo, M.B. (1997). *Designing and delivering curriculum in Nigeria*, Ibadan University Press.
- Asebiomo, A. M. (2009). Teacher assessment of integrated Science Curriculum in Federal Capital Territory Abuja for effective implementation. *Journal of Curriculum Studies* 16(2), 123-181.
- Garba, M. (2004). The critical role of educational resources on curriculum implementation in Noah, A.O.K., Shonibare, D.O., Ojo, A.A. and Olujuwon, T. (Eds) *curriculum implementation and professionalizing teaching in Nigeria*. Lagos: Central Educational Series.
- Iwowi, U. M. O. (2004). Curriculum implementation: Implication for school administration in Noah, A.O.K., Shonibare, D. O., Ojo, A.A. and Olujuwon, T. (Eds) *curriculum implementation and professional teaching in Nigeria*. Lagos: Central Educational Services.
- Lawani, M. T (2017): Contemporary issues in teacher preparation for language teaching in Nigerian Secondary Schools in *Nigerian Journal of Curriculum Studies*. 14(1) 56 – 78
- Mezieobi, K. A. (1993). *Social Studies Curriculum*. Owerri Whyte and Whyte.
- Mkp, M. A. (2005). Challenges of implementing the school curriculum in Nigeria. *Journal of Curriculum Studies* 12(2), 65-17.
- Mkpa, M.A. (2007). *Curriculum development*. Owerri: Totan publishers Ltd.
- Nwiyi, G.U. & Uriah O.A. (2007) Teacher empowerment and commitment to duty in Rivers State. *Journal of Pedagogy and Educational development, Rivers State College of Education*, 12, (1) 84-89.
- Ofojebe, O. (2011). Educational leadership capacities and conditions for actualizing vision 20-2020: Views of principals. *Journal of the Nigerian Academy of Education* 7(2).
- Ogar, O.E & Awhen, O.F. (2015).. Teachers perceived problems of curriculum implementation in tertiary institutions in Cross River State of Nigeria: *Journal of Education and practice*, 6(19). ISSN 2222-1735. Retrieved from: [www.iisite.org](http://www.iisite.org).

- Okebukola, C. (2004). Quality assurance in teacher selection among private secondary schools in Owerri municipal, Imo State for effective implementation of the UBE. *Journal of Curriculum Organization of Nigeria*. 37-44
- Okobiah, O.S. (2010). Curriculum and global challenges. *Journal of Curriculum Studies* 17(1) 1-7.
- Oladosu, A. G. S. (2014). *The concept of curriculum in historical perspective in fundamental of curriculum development*. Bamitex Printing & Pub.Ent.
- Onyeachu, E. (2008). Teachers Characteristics and School Curriculum Implementation in Nigeria Secondary Schools. *Journal of the Nigerian Academy of Education*. (1),118-120.
- Ude, V.C. (2013). *Staff motivation and development: A way of achieving optimum performance in the new secondary school curriculum*. ANCOPSS 2013 MCPT FOR South-East Principal

Received on May 25, 2023

Accepted on Aug 24, 2023

Published on Oct 01, 2023