

**GOVERNMENT'S PREPAREDNESS IN THE PROVISION OF RESOURCES FOR
THE IMPLEMENTATION OF THE NEW SENIOR SECONDARY SCHOOL
CURRICULUM IN LAGOS STATE, NIGERIA.**

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Abstract

The study examined the level of preparedness of Lagos State Government in terms of provision of resources for the implementation of the senior secondary schools curriculum. One research question and two null hypotheses guided the study using a descriptive survey research design. Teachers, Vice Principals and Principals in all public senior secondary schools in Lagos State constituted the population. A total of 1080 participants made up of 900 teachers, 120 vice principals and 60 principals selected from 60 public secondary schools in Lagos State using multi-stage sampling technique. A researchers' constructed, validated and reliable ($r = 0.89$) instrument tagged "Resources provision for the implementation of SS Curriculum Questionnaire" (RPF/SSCQ) was used to collect data for the study. Data analysis was done using descriptive statistics to answer the research question while one way analysis of variance (ANOVA) was used to test the two hypotheses at 0.05 level of significance. The result of the analysed showed that there was inadequate provision of teachers for the new subjects (weighted mean = 1.69), there was no significant effect of provision of instructional resources on the implementation of the SS curriculum ($F = 3.64$, $df = 22/1077$), there was no significant effect of curriculum implementers involvement in curriculum planning and the implementation of the SS curriculum ($F=2.96$; $df = 2/1077$). It was recommended among others that as a matter of policy, provision should be made for the training of teachers in the new subjects as well as the provision of functional facilities to aid effective teaching and learning of the trade subjects so as to promote entrepreneurship education.

Keywords: Government's preparedness, resource provision, curriculum implementation, senior secondary schools, Lagos State

Introduction

Education plays a pivotal role in human capital development and it is instrumental to the wellbeing of an individual. This is why many countries in the world including Nigeria have regarded education as being very important in achieving all round transformation of the society, most especially in this era of globalised and technological revolution, hence, the Federal Republic of Nigeria (FRN) (2004) in the National Policy on Education has regarded education as an instrument par excellence for effecting national development.

The senior secondary school is the second half of the secondary education in Nigeria which provides a three year post-basic education. Generally, secondary education in Nigeria as provided for in the National Policy on Education is to prepare the individual to be useful member of the society and for

higher education; therefore, the curriculum is to be comprehensive. It needs to be stressed that the introduction of Western education in Nigeria brought about the erosion of some of the cherished traditional system of education which among others emphasized vocational skills serving as agents for promoting functionalism, and empowering the individual for world of self-created work or for gainful employment.

However, since after the political independence in 1960, a lot of efforts have been made by the Nigerian government to put in place educational system that takes care of the peculiarities of the Nigerians so as to adapt the school curriculum to the societal dictates. For instance, the 1969 national curriculum conference which was convened to review the utilitarian system of education left behind by the British and to identify new national educational objectives in response to social and economic well-being of the individual and the society at large. This conference and subsequent seminar led to the first edition of the National Policy on Education in 1977 and the introduction of a new system of education known as the 6-3-3-4 system of education with the numerical formula emphasizing the number of years a child spends at a particular level of education (6 years of primary education, 3 years of junior secondary education, 3 years of senior secondary education and 4 years on the average for higher education. The system is also science and technological oriented (Adekunle, 2012).

As observed by the Nigerian Educational Research and Development Council (NERDC) (2011), the 6-3-3-4 system of education like the earlier programmes in education has been criticized as being unable to meet the aspirations of Nigerians. Consequently, the council developed a new curriculum for the senior secondary school which was approved by the National Council on Education in 2009 and proposed to be implemented effective from September, 2011.

According to the FRN (2013), the rationale for the new senior secondary curriculum in Nigeria was among others, to produce students who are well grounded for institutions of higher learning through the acquisition of functional trade and entrepreneurship skills that are needed for the eradication of poverty, creation of jobs and wealth creation as well as in filling the gaps in various subject matter and the processes of putting them across to the learners; connect logically to the learning experiences in tertiary education and have the first examination based on the new senior secondary certificate in 2014. The curriculum is therefore, diversified, combining academic with technical and vocational subjects with a view to empowering the individual for self employment.

The NERDC (2011) further argued that the curriculum among other things aims at providing students of the senior secondary schools with the professional training to develop their entrepreneurial and Information Communication Technology (ICT) skills which prepare them towards facing the challenges of the labour market. The curriculum provides for four distinct fields of study in the senior secondary schools as follows: Science and Mathematics, Technology, Humanities and Business, with English Language, General mathematics, one Trade/ entrepreneurship subject (out of 34 subjects) and civic education serving as compulsory cross-cutting core subjects for all fields of study (FRN, 2013).

In order to show the commitment of the Lagos State Government towards effective implementation of the curriculum, the government approved the use in all public senior secondary schools in 2013, but was made optional for the senior secondary school 3 students in the 2013/2014 session. The then Lagos State Commissioner for Education disclosed that teachers in the related subject areas would be encouraged to teach civic education, and seminars, workshops and other capacity building programmes would be organized in all the six education districts in the state to educate teachers on the new senior secondary school curriculum. Obioma (2010) noted that with the new curriculum, senior secondary school students in Nigeria would be better prepared for higher education and also acquire relevant trade/ entrepreneurship skills.

There is no gain saying the fact that the achievement of goals of education at any level depends to a large extent on effective implementation of its planned programme, and the role of government in the implementation of the curriculum cannot be under-estimated. However, Babalola (2004) and Mkpa (2007) observed that many educational policies and plans in Nigeria are usually confronted with the problem of implementation, no matter how well they are conceived. Therefore, for the Senior Secondary school curriculum to be successfully implemented, certain level of preparation has to be attained in terms of availability of qualified teachers, instructional resources adequacy and awareness of the implementers of the curriculum.

The role of teachers in planning, development and implementation of curriculum at all levels of education is critical and cannot be under-scored. Akande (2007) submitted that the teacher is like a factory operator in the curriculum implementation process. As found by Ofoha, Uchegbu, Anyikwa and Nkedirim (2009), teachers in many cases were not involved during policy formulation, though, they are expected to implement this curriculum, and that another major setback in effective curriculum implementation is the problem of unqualified teachers, especially specialist teachers in areas like vocational and technical subjects.

In a study carried out by Ajibola (2008), it was found that most of the teachers sampled were not qualified to teach the subjects introduced in the curriculum and that a significant relationship existed between the availability of subject teachers and implementation of the skilled-based secondary school curriculum in Nigeria. Therefore, the quality and quantity of teachers in Nigerian secondary schools significantly affected the implementation of curriculum.

Instructional resources are another important factor in the curriculum implementation process. Ajayi (2004) lamented that the quality of graduates of our educational institutions was depreciating daily due to obsolete, inadequate or even non-availability of materials and equipment. In the same vein, Adekunle and Sotande (2009) found that adequate and relevant facilities helped to reduce the chances of failure, frustration and drop out, and that most of the relevant facilities were not available in the sampled schools.

Another aspect of instructional resources in curriculum implementation has to do with the application of technology in the teaching/learning process otherwise referred to as Information and Communication Technology (ICT) which seems not to have been effectively applied in Nigerian schools. Ijioma (2004) argued that the unfavourable economic situations in Nigeria has resulted to poor funding of education, and this could have accounted for the reason why government and institutions to show little concern for the application of ICT in education. Most of the institutions, especially publicly owned schools cannot afford to acquire or have access to computers and even where they are available; the wherewithal in terms of human and material resources to make them functional are inadequate.

Availability and adequacy of relevant infrastructure, facilities and equipment are also required for the successful implementation of any curriculum. For instance, the curricular developed for science, vocational and technical subjects can only be effectively implemented with the provision of relevant laboratory facilities and equipment, otherwise, it can lead to non-achievement of the intended curriculum goals and objectives (Odubunmi & Salawu, 2003).

Relating to the above is the level of awareness of the curriculum implementers in the planning of the curriculum. It is incontrovertible that the major actors in the implementation process (school administrators and teachers) should be involved right from the planning stage. Alao (2011) conducted a study on the effective implementation of curriculum in Nigerian secondary schools and found that curriculum implementers were not involved in the curriculum planning and this had negative influence on the curriculum implementation. Mkpa (2007) also submitted that the teacher as an important stakeholder

in the curriculum implementation process must be involved in all stages of the curriculum process. Non-involvement of teachers poses a serious obstacle to the success of the curriculum.

The study is anchored on the resource-based theory. The main proponents of this theory are Bain (1968) and Porter (1979) who argued that organizations possess resources, tangible and intangible which when well utilized lead to the creation of competitive advantage. Resource-based view focuses on internal resources of the organization and aims at explaining why organizations differ in performance (Kraaijenbrink, 2009). The theory is applicable to the study because senior secondary schools are organizations which use various factors at its disposal to instill knowledge, skills, abilities and values that will enable the students to proceed to higher educational institutions and or be self reliant who are useful and contribute to national development. Therefore, for the schools to achieve the stated goals, the curriculum must be fully implemented using the tangible resources (instructional resources) and intangible resources (teachers).

It is against this background that the study examined government's level of preparation in terms of resource provision towards the implementation of the new senior secondary school curriculum in Lagos State, Nigeria.

Statement of the Problem

The achievement of any curriculum objectives is to a large extent dependent on how effectively the curriculum is translated at the classroom level. However, experience has shown that in Nigeria, at the planning and development stage of curriculum of secondary education, the implementers of the curriculum and the instructional resources required for implementation seem not to be put into consideration. This has been assumed to be responsible for the haphazard nature of curriculum implementation at this level. Odubunmi and Salawu (2003), recalled the experience of 1982 when the Federal Government of Nigeria announced that all states should implement the curriculum of the 6-3-3-4 system at the secondary school level without necessary provision in terms of men, material and money showing a way of implementing the curriculum out of ignorance.

It is as a result of these that the study investigated the level of government's level of preparation towards the implementation of the new senior secondary school curriculum in Lagos State public senior secondary schools.

Objectives of the Study

The study examined:

- i. the preparedness of Lagos State government in the provision of teachers for the new subjects towards the implementation of the new SS curriculum.
- ii. the provision of instructional resources towards the implementation of the new SS curriculum.
- iii. the level of involvement of implementers of the curriculum in the planning process in relation to the implementation of the curriculum.

Research Question

The study provided answer to the question:

- i. What is the level of preparation of Lagos State government in the provision of teachers towards the implementation of the new SS curriculum?

Research Hypotheses

The following hypotheses were formulated and tested in the study:

- H₀₁:** Provision of instructional resources does not have significant effect on the implementation of the new SS curriculum in Lagos state.

Ho₂: There is no significant effect of the curriculum implementers' involvement in planning and implementation of the SS curriculum in Lagos state.

Methodology

A descriptive survey research design was adopted for the study. All teachers, vice principals and principals in all public senior secondary schools in Lagos state, Nigeria constituted the population for the study. One thousand and eighty participants were sampled, which comprised 900 teachers, 120 vice principals and 60 principals selected from 60 public senior secondary schools in the state using multi-stage sampling technique. A researchers' constructed validated and reliable instrument entitled "Government Preparedness for the implementation of Senior Secondary School Curriculum Questionnaire" (GPSSSCQ) was used for data collection. The instrument had three sections: Sections A, B and C. Section A measured the provision of qualified teachers for the new subjects, section B measured the effect of provision of instructional resources on the implementation of the SS Curriculum while section C elicited information on the level of involvement of implementers in the curriculum planning process. The instrument was subjected to reliability test by conducting a pilot study using Crombach Alpha method, and a co-efficient of 0.89 was obtained. Data collected were analysed using descriptive statistics to answer the research question, while One way Analysis of Variance (ANOVA) statistical tool was used to test hypotheses 2 and 3 at 0.05 level of significance.

Results and Analysis

Research Question: What is the level of preparation of Lagos State government in the provision of teachers towards the implementation of the new SS curriculum?

Table 1: Mean Rating of the Provision of Teachers for the Implementation of SSS Curriculum.

S/N	Items	Agreed		Disagreed		X	SD
		N	(%)	N	(%)		
1.	The Lagos State government organized seminars and workshops for teachers of Civic Education and Trade Subjects as new subjects.	836	(77.41)	244	(22.59)	1.28	0.61
2.	The Lagos State public schools have enough qualified teachers to implement the new senior secondary school curriculum.	95	(8.80)	985	(91.20)	1.67	0.02
3.	Teachers of civic education in senior secondary schools are professionally qualified to teach the subject.	268	(24.81)	812	(75.19)	1.07	0.13
4.	Teachers of the trade/ entrepreneurship subjects are not professionally qualified to teach the subjects.	784	(72.59)	296	(27.41)	1.81	0.22
5.	Making use of unqualified teachers is counter-productive to effective implementation of the curriculum	89	(82.5)	189	(17.50)	2.61	1.02
	Weighted Mean.					1.69	

Table 1 shows the mean rating of the provision of qualified teachers for the implementation of the new SSS curriculum ranging from 1.07 to 2.61 and the weighted mean of 1.69. Since all the mean values and weighted mean were low, it then means that the provision of qualified teachers for the implementation of the SSS curriculum was inadequate.

Test of Hypotheses

Ho₁: Provision of instructional resources does not have significant effect on the implementation of the new SSS curriculum.

The hypothesis was tested using one way analysis of variance. The result is presented in table 2.

Table 2: Effect of Provision of Instructional Resources Towards the Implementation of the SS Curriculum

<i>Provision of Instructional Resources</i>	<i>N</i>	<i>\bar{x}</i>	<i>SD</i>
High	262	36.12	5.01
Moderate	312	31.29	6.37
Low	506	50.78	3.05

<i>Source of Variation</i>	<i>Sum of Square</i>	<i>Degree of freedom</i>	<i>MS</i>	<i>F-ratio</i>
Between group	57.69	2	28.85	3.64
Within group	8520	1077	791	
Total	8577.69	1079		

* Not significant at 0.05; df =2 and 1077; F=4.82

From Table 2, it is evident that the F. Calculated value of 3.64 resulted as the effect of provision of instructional resources towards the implementation of the new SS curriculum in Lagos state. This calculated value is not significant, since it is less than the F critical value of 4.82 given at 2 and 1077 degrees of freedom and 0.05 level of significance. Therefore, the null hypothesis which states that there is no significant effect of provision of instructional resources on the implementation of the SS curriculum is hereby retained and accepted. This indicates that instructional resources had no significant effects on the implementation of the SS curriculum in Lagos state.

H₀₂: There is no significant effect of the curriculum implementers' involvement in curriculum planning on the implementation of the new SS curriculum.

The hypothesis was tested using one-way analysis of variance statistics. The result of the analysis is presented in table 3.

Table 3: Curriculum Implementers' Involvement in Curriculum Planning and Implementation of the New SS Curriculum.

<i>Implementers involvement in Curriculum planning</i>	<i>N</i>	<i>\bar{x}</i>	<i>SD</i>
Often	272	43.64	4.82
Sometimes	385	31.23	5.36
Rarely	423	36.07	7.81

<i>Source of Variation</i>	<i>Sum of Square</i>	<i>Degree of freedom</i>	<i>MS</i>	<i>F-ratio</i>
Between group	47.39	2	23.70	2.96
Within group	8593.52	1077	7.98	
Total	8640.91	1079		

* Not significant at 0.05, df = 2and 1077; F-critical = 4.82

Table 3 revealed that the calculated F-value of 2.96 resulted as the effect of the involvement of curriculum implementers in curriculum planning on the implementation of the SS curriculum. The calculated f-value is not significant since it is less than the critical f-value of 4.82 given at 2 and 1077 degrees of freedom and 0.05 level of significance. Consequently, the null hypothesis is retained and accepted. It then means that non-involvement of curriculum implementers in curriculum planning had no significant effects on the implementation of the SS curriculum in Lagos state.

Discussion of Findings

The first finding indicated that there was low level of provision of teachers towards the implementation of the SS curriculum. This implies that government was inadequately prepared in the provision of teacher most especially for the new subjects such as civic education and the trade subjects. This is evident in lack of provision for the training of teachers in these areas. Most of the teachers who teach these subjects are either non-professionals or non-experts in the areas. Similarly, the fact that the teacher education institutions do not offer courses in these areas, for instance, civic education, GSM repairs and maintenance, tourism, printing craft practice, garment making e.t.c. is a pointer to non-preparedness towards the implementation of the SS curriculum. This is therefore, an aberration to the provisions of the NPE that the Nigeria Certificate in Education will continue to be the minimum teaching qualification and that all teachers at every level of the educational system will be professionally qualified. This finding is not surprising as it confirms Lassa's diary (as cited in Jekayinfa, 2006) that the differentials in the availability of qualified teachers in all the states of the federation was a disturbing and could affect the implementation of the universal Basic Education programme in the country. It however, negates the findings of Ofoha et al (2009) that there was a significant relationship between the availability of subject teachers and implementation of skilled-based curriculum. Akpan and Ita (2015) also corroborates this by stating that the quality of teachers determines the quality of teaching and knowledge imparted to the students and the quality of learning outcomes.

The second result showed that there was no significant effect of the provision of instructional resources on the implementation of the SS curriculum. This implies that the level of provision of instructional materials, equipment and facilities was low. Data obtained showed that in most of the schools sampled, there was inadequacy of functional trade workshops and other facilities for effective teaching and learning of the trade subjects coupled with these, is the inadequacy of relevant textbooks in the trade / entrepreneurship subjects for use of teachers and students and the few ones available were written by non-professionals and experts. This findings corroborates Folajin's (2007) that the learning environment in most of the Nation's schools were inclement, as most of the schools' buildings were dilapidated, classroom more over-crowded, and this had negative effects on the sustenance of studying interests in learners. In the same vein, Alabi (2004) found that most secondary schools in Ondo state had no functional trade workshops; hence, students were not exposed to regular workshop practice which was attributable to ineffective curriculum implementation.

The last result indicated that there was no significant effect of the curriculum implementers' involvement in curriculum planning and implementation of the SS curriculum. This means that the government rarely involved teachers and school administrators who are the implementers of the curriculum in the planning process of the SS curriculum and this had implications on the implementation. From the data collected, it was found that the government had rarely involved the curriculum implementers in the planning and that has implications on the implementation. The non-involvement of teachers and school administrators in the curriculum planning had been found to bring about confused situation in implementation. This finding supports Alao (2011) revealed that the curriculum implementers were not involved in curriculum planning and this had negative influence on the curriculum implementation.

Conclusion

The study has been able to show that the provision was not adequately made for qualified teachers for the new subjects in the curriculum, thus, promoting quackery in the teaching profession since it has been found that some of the teachers teaching these subjects are either non-professionals or non-experts. Similarly, adequate provision had not been made for the provision of instructional facilities and equipment as this is evident in the absence of laboratories, workshops for the trade subjects which are no

doubt practical-based and without which, the achievement of goals of the new curriculum will be a mirage. The non-involvement of the curriculum implementers in its planning has also been found to be responsible for the low level of awareness on the content of the curriculum, thus, resulting in its haphazard implementation, such that teachers and even school administrators appeared to be insufficiently familiar with the provisions of the curriculum.

Recommendations

In view of the findings of this study and the conclusion drawn from it as well as for effective implementation of the new SS curriculum in Lagos state, Nigeria, it is therefore, expedient that as a matter of urgency, necessary machinery should be put in place by government at producing teachers for the new subjects. By so doing, these should be included in the programmes of Teacher Education institutions.

Provision should be made for functional laboratories and workshops for the teaching and learning of the trade subjects. In addition, there is the need to encourage the production of relevant textbooks for the use of teachers and students.

Government should ensure that teachers and school administrators are continuously involved in the planning of curriculum. In addition to this, necessary publicity should be given to the new curriculum in order to provide adequate information.

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