



A Critical Appraisal of the Mode of Implementation of Nigeria Secondary School Curriculum: A Case Study of Bauchi State

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ABSTRACT

This study assesses the critical appraisal of the mode of implementation of Nigeria's secondary school curriculum. The study employed a descriptive survey design. The instrument titled (CAMINC) was adopted with 23 items. A five points Likert scale of Very large extent (VLE), large extent (LE), moderate extent (ME), small extent (SE) and Very small extent (VSE) was used. The instrument was subjected to face validation by experts from Adamu Tafawa Balewa college of education kangere. Bauchi. A pilot study was conducted using the test re-test method and the reliability coefficient was within the acceptable range. The total population of the study is 190 while the sample stood at 105 principals in the study. Frequency and simple percentages were used for demographic variables. five objectives were formulated, four research questions were used and answered using mean and standard deviation and four null hypotheses were formulated and the testing was done using Pearson product-moment correlation. The results showed Nigerian secondary school curriculum was considered appropriate in terms of goals and content in meeting the philosophy of the Nigerian secondary educational system but was found weak in its method of implementation. The teaching method used in the implementation of Nigerian secondary school curriculum was mainly theoretical, with exception of a few sample schools where teaching had a blend of theoretical and practical demonstration. The practical test conducted showed teachers and students from FGS and HCPS in Bauchi Local Government Area, demonstrated a high degree of practical skill as opposed to SGS and LCPS. The same pattern was found in Katagum Local Government Area, In Misau Local Government Area, teachers displayed high practical skills but their students did not. Home Economics, Agricultural Science, Introductory Technology, Music, Fine Art, Food and Nutrition, Technical Drawing, Computer Science, and Typing/Shorthand were the core vocational and technical subjects that were mostly taught in Nigerian secondary schools. On the contrary, Arts & Craft, Clothing & Textiles, Metal Work, Building, Woodwork, Applied Electricity, Electronics, and Auto Mechanic did not receive much attention.

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INTRODUCTION

The universal declaration of Human Rights adopted by the United Nations General Assembly guaranteed for the individual a whole range of basic freedom with education serving as a basic right necessary for the achievement of all

other freedoms. The achievement of the right to education requires that young people be given the opportunity necessary for the acquisition of the knowledge, skills, attitudes and values which will enable them lead happy and productive lives as individuals and discharge their social duties



for the betterment of life in the society. Adeleke (2016) opined that the role of education in the society cannot be over emphasized. The United Nations Educational, Scientific and Cultural Organization (UNESCO), described education as a key instrument for bringing about changes in values and attitudes, skills, behaviours and lifestyles consistent with sustainable development within and among countries. It involves the acquisition of knowledge that is relevant and functional, not only to the beneficiary but also to the wider society (Uzodinma, 2004). Education for sustainable development is geared to the needs of the people and the country. The new Senior Secondary School curriculum structure developed by Nigeria Education Research and Development Council (NERDC, 2008) and approved by the National Council on Education (NCE), in which interrelated subjects are organized into four clear groups of Science and Mathematics, Business Studies, Humanities and Technology is a major reform in the right direction towards achieving the National Education goals (Adekoya, 2014).

Curriculum is a vehicle through which education is attained (Igwe, 2017). The secondary school curriculum as presently implemented is far from achieving the goals of secondary educational system (Obanya 2004). Several authors have noted that the National Policy on Education was well structured and the contents were adequately defined but the implementation calls for question (Babafemi 2007; Dike 2009). Investigation gathered shows that students' potentials are not properly channeled as schools lack basic infrastructural facilities necessary for effective curriculum implementation, there are inadequate specialist teachers, and where available, focus more on theoretical aspect leaving out the practical component.

This situation calls for a critical appraisal of the mode of implementation of Nigerian secondary school curriculum in order to identify the root cause of the problem as well as gaps needed for reformation. This study is timely and useful in providing the much needed empirical data that will assist the Federal Government of Nigeria through its curriculum

development agency, Nigerian Educational Research and Development Council (NERDC), to gauge the level of success of current implementation and be better able to plan towards an implementation.

Statement of Problem

A good number of students who have completed their secondary education but do not wish to continue with higher education are in dilemma. This is because they are not well equipped with necessary skills to empower themselves. The training acquired at the end of secondary education seems inadequate to make the school leavers competent and self-reliant, hence cannot contribute to nation building (Babafemi, 2017). If the Nigerian society is not to be plagued by a breed of unemployable youth who cannot raise the economic productivity of the country, it is desirable that a lasting solution be provided. Thus, this study was designed to fill this gap.

Purpose of Study

The overall aim of the investigation was to assess how the curriculum was implemented in Nigerian secondary schools with a view to identifying the root cause of the problem as well as the underlying factors that might account for disparity, if any, on curriculum implementation. Specifically, the objectives were to:

1. Determine the appropriateness of the Nigeria secondary education curriculum in terms of the goals, content, method, in meeting the philosophy of Nigeria secondary educational system.
2. Find out type of teaching method used in implementing the curriculum in Nigerian secondary schools.
3. Determine number of skill-based subjects taught in Nigerian secondary schools.

Research Questions

1. How appropriate is the present Nigeria secondary education curriculum in terms of the goals, content, method, in meeting the philosophy of Nigerian secondary education system?



2. What type of teaching method is used in implementing the curriculum in Nigerian secondary schools?
3. How many skill-based subjects are taught in Nigerian secondary schools?

METHODOLOGY

The descriptive survey and interview research design was adopted for the study. The target population for this study included all students and teachers from public and private secondary schools in Bauchi state. The study adopted multi-stage random sampling procedure. Out of the twenty Local Government Area in Bauchi State of Nigeria, one Local Area were selected based on the senatorial District in the State, namely; Bauchi LGA from southern Senatorial District, Katagum LGA from the North Senatorial District and Misau LGA from the central Senatorial District respectively. Their selection was purposeful in order to have a data that is widely representative in the State. Using the ballot technique, Bauchi state was selected in the North East zone of Nigeria, namely; four school categories were used: federal government-owned school (FGS), state government-owned school (SGS), high class

Research Question One: How appropriate is the present Nigeria secondary education curriculum in terms of the goals, content, method, in meeting the philosophy of Nigerian secondary education system.

Theme One: Qualitative data obtained via focus group discussion (FGD) and observation revealed that the Nigerian secondary school

private school (HCPS), low class private school (LCPS). The criteria used in the selection of HCPS and LCPS include: school environment (school climate /facilities), quality of teachers, school plant /building, school fees, school location. This study utilized both quantitative and qualitative techniques for purpose of enriching the findings. The following three instruments were used in data collection: Teacher Assessment Questionnaire (TAQ), Student Assessment Questionnaire (SAQ), and Focus Group Discussion (FGD). Three research assistants were recruited and trained to assist in the administration of the questionnaires as well as serve as note takers during the focus group sessions. Data for the study were collected during regular school hours in the second term of 2018/2019 academic session. Data collected were subjected to appropriate quantitative and qualitative analyses using basic descriptive statistics including frequency counts and percentages for easy interpretation.

RESULT AND DISCUSSION

The results of the study are presented below;

curriculum was appropriate in terms of goals and content. However, it was found weak in its method of implementation. See Appendix 7a, b, c for details.

Research Question Two: What type of teaching method is used in implementing the curriculum in Nigerian secondary schools?

Table 1: Percentage of teaching method is used in implementing the curriculum in Nigerian secondary schools

S/No.	Method	Frequency	Percentage (%)
1.	Practical	122	32.1
2.	Theory	258	67.9
	Total	380	100

Source: Field Data ([2019])

Tables 1 show that majority of the respondents (67.9%) reported that the teachings in the schools were more theory based than practical. Also (32.1%) of the respondents reported that no real practical works were done.

Ironically, in the same *focus group discussion*, 70% to 100% of the respondents reported that teachings in their schools were more theoretical than practical.



Research Question Three: How many skill-based subjects are taught in Nigerian secondary schools?

Table 2: Skill-based subjects (vocational/Technical) offered in Nigeria schools

S/No.	Subject	Frequency of selection	Percentage (%)
1.	Home Economics	287	75.5
2.	Agriculture Science	286	75.3
3.	Introductory Technology	284	74.7
4.	Music	268	70.5
5.	Fine Art	236	62.1
6.	Food & Nutrition	224	58.9
7.	Technical Drawing	215	56.6
8.	Computer Science	207	54.5
9.	Typing and Shorthand	163	42.9
10.	Arts & Craft	140	36.8
11.	Clothing & Textile	101	26.6
12.	Metal work	74	19.5
13.	Building	69	18.2
14.	Woodwork	62	16.3
15.	Applied Electricity	37	9.7
16.	Electronics	36	9.5
17.	Auto-Mechanic	11	2.9

Source: Field Data (2019)

Using 40% as the cut off mark, it is apparent from Table 4.3 that Home Economics, Agricultural Science, Introductory Technology, Music, Fine Art, Food and Nutrition, Technical Drawing, Computer Science and Typing/Shorthand were the core skill-based vocational and technical subjects that received priority attention in Nigerian secondary schools to date. On the contrary, Art & Craft, Clothing & Textiles, Metal Work, Building, Woodwork, Applied Electricity, Electronics and Auto Mechanic appeared to be poorly handled in Nigerian secondary schools.

CONCLUSION

Nigerian secondary school curriculum was considered appropriate in terms of goals and content in meeting the philosophy of Nigerian secondary educational system but found weak in its method of implementation. The teaching method used in the implementation of Nigerian secondary school curriculum was mainly theoretical, with exception of few sample schools where teaching had a blend of theoretical and practical demonstration.

RECOMMENDATIONS

Results of the research study revealed several remarkable findings. Based on the findings, the following recommendations are made.

1. The Federal and State Government should make it a point of duty to build infrastructural facilities including functional workshops in all secondary schools across the nation with adequate provision of workshop equipment, Instructional materials, and tools to make teaching and learning of the skill-based subjects meaningful.
2. Students should be encouraged to have interest in the skill-based (vocational and technical) subjects, hence should be accorded appropriate recognition.
3. With the recent emphasis on the need for youth self-employment, the Federal Government is equally expected to create the enabling environment that will promote entrepreneurship by ensuring constant power supply in the country, without this the youth will become discouraged and return to idleness.
4. The best of theories in education has opined that no educational system could rise above



- the level of quality of its teachers. Vocational and technical teachers must be highly trained and acquire enough skills to be able to communicate their skills to students effectively.
5. It is a known fact that society accord inferior status to vocational and technical education. Therefore, the negative attitude of many parents towards vocational and technical education should be changed. Adequate enlightenment campaigns should be carried out to emphasize their importance in light of the prevailing economic circumstances of the nation and the unemployment rate, which is on the increase.
 6. Practical project work in vocational and technical subjects should be made compulsory for JSS 3 and SSS 3 students
 - as part of their requirements for graduation. Each student is to produce marketable product or service and such products should be put up for exhibition. This will further create motivation for entrepreneurship.
 7. Teachers should be supported through continuing professional development & motivation to enable them prepare the youth for success in the competitive global economy.
 8. Parents, teachers, principals, students, policy makers and other education stakeholders should be made aware of the findings of this study, during such for as Parent-Teachers Association meetings, Town Hall meetings, seminars, conferences and workshops.

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