

Indices of Curriculum Implementation in Secondary Schools in the South-West, Nigeria

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Abstract

This study using the descriptive design and a self-designed questionnaire with 0.77 reliability index and a sample of one hundred and forty senior secondary school teachers, sought to identify indices of curriculum implementation at the senior secondary school level in the Southwest of Nigeria. Data were analysed using the descriptive statistics of frequency counts, percentage scores, means and standard deviations. Findings show that though senior secondary schools in the zone had vision and mission statements and linked assessment with the goals of that level of education, lack of conducive environment for teaching, inadequate opportunity for continuous professional development, inadequate motivation of teachers to perform their duty, poor supervision by the Ministry of Education, poor infrastructure, poor funding syndrome and inadequate instructional facilities, among others, are the indices of curriculum implementation at the senior secondary school level in the Southwest. Based on the findings, appropriate recommendations are made in the paper.

Keywords: Indices, Curriculum implementation, Conducive environment, infrastructure, instructional facilities

Introduction

The most important stage in the curriculum cycle is implementation because that is where the content of the curriculum, learning resources and learners are brought together for the business of teaching and learning so that educational goals are achieved. No matter how well a given curriculum is developed, its intended educational goals will not be achieved if it is not successfully implemented. The situation in Nigeria, over the last couple of years, is that all the various innovations in curriculum reform efforts through the improved universal basic education programme and the most recently modified senior secondary school education curriculum have not translated into the desired outcomes because of widely acclaimed problem of poor implementation. The inability of the senior secondary school curriculum to achieve its much-desired objective led to its modification to accommodate trade subjects in 2011. In spite of the modification, there is nothing concrete on ground to show that the objective for that exercise is being achieved largely due to poor implementation. Poor curriculum implementation was isolated to be the major failure of our efforts at reforming education in spite of the presence of factors such as teachers, learning environment, materials for learning and well-designed curricula. This situation has left a void which needs to be filled if the country actually wants to profit maximally from its efforts at using well-packaged curricula to drive educational

development, promote the acquisition of pre-requisite life and educational skills and achieve sustainability.

Education, Curriculum and Transformation

One major way of achieving transformation in a given society is through curriculum. Curriculum, however, cannot, on its own, drive education without it being well-developed and implemented. Any education that aims at promoting the acquisition of sound and useful knowledge, skills and other competencies that will drive societal development and transformation must have a curriculum that reflects what is to be taught and learnt at any level of its education. Such lofty educational outcomes can then be achieved when the given curriculum has been effectively implemented. Thus, effective curriculum implementation is central to using education to achieve societal transformation, skill acquisition and promote meaningful development. It is a fact that the content of curriculum reflected in educational outcomes is intricately connected with the provision that is made for the successful implementation of the given curriculum. This is why Kolawole (2016:23) remarks, 'it is curriculum that gives shape and direction to education'.

The life cycle of curriculum makes provision for curriculum implementation and expects much to take place at that level in order to achieve the projected outcomes for that level of education. When the process of implementing the curriculum is faced

with various challenges such as lack of clear vision and mission for the level of education, lack of adequately qualified teaching personnel, acute shortage of resource materials for teaching and learning, poor learning environment occasioned by poor infrastructure and inadequate security, there is no way the anticipated outcomes would be achieved. So, when the process of curriculum implementation becomes defective, it is very clear that something will go wrong with the given education. This is why Onyeachu (2006) remarks that no matter how well a curriculum of any subject is planned, designed and documented, implementation is important.

There are many factors central to the successful implementation of curriculum at any given level of education. These factors are very clearly illustrated education vision, mission and objective for that level, the quality and quantity of teaching personnel, conducive learning environment within the school, the presence of resources which promote the business of teaching and learning, well-structured system of evaluation and other sundry factors. It is not in all occasions that these factors are present in the required quantity and no substitute is made for them. There is no doubt that the quality of these factors plays a major role in influencing the direction in which curriculum implementation goes. It is also possible for provisions to be made for positive outcomes in education through the provision of good contents and indications of objectives to be achieved and the outcomes are not achieved when the given curriculum has not been effectively implemented as envisaged by those who designed it. When the scenario being created here become the reality, there is no way anticipated educational outcomes that will promote good quality education can be achieved. According to Mkpa (2005:33), it is at the implementation stage that many excellent curriculum plans and other educational policies are marred without any trace. Thus, effective curriculum implementation is central to the achievement of good educational outcomes at any level of education in any country.

What takes place in the process of curriculum implementation – a process when the well-designed curriculum is brought in contact with learners to promote learning and the achievement of educational outcomes, is intricately tied to the outcomes of any educational system. Unfortunately, the lack of adequate learning resources, conducive teaching and learning environment, well-motivated teaching personnel and other related factors at the secondary level of education in most African

countries is not different from what has been happening in Nigeria since indigenous attempt at designing home-grown curriculum either directly or through the modification of existing ones began. Many scholars (Nwagwu, 2003; Okebukola, 2004; Obanya, 2007 and Kolawole, 2014) have indicated poor curriculum implementation as the bane of educational development in the country.

There is no doubt that efforts had been made to design workable curricula for the various levels of education from the primary to the tertiary levels. Thus, from the modest effort during the 1969 National Curriculum Conference up to the current situation in the country, there is ample evidence to confirm that curricula, at the various levels of education and particularly at the senior secondary school level, had been tinkered with so that quality educational outputs would be achieved. Let me cite some examples to buttress my point. Primary education curriculum has been remodelled through the provisions made in the enabling Acts of UBE (2004) to achieve some laudable educational outcomes. According to Ezeano, (2011:2), the outcomes are 'develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion, reduce drastically the incidence of drop-out from the formal school system (through improved relevance quality and efficiency) and cater for the learning needs of young persons who for one reason or another, have had to interrupt their school... and ensure the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life-skills as well as ethical, moral and civil values needed for laying a solid foundation for life-long learning', at that level of education. Similarly, the curriculum of secondary education had been remodelled to meet the twin-idea of preparing recipients for higher education and useful living within the society while tertiary curricula have been reformed several times to enable graduates to possess requisite skills and knowledge that the country requires in its march towards self-reliance technologically and scientifically with the ultimate objective of solving the myriads of socio-economic problems of the people.

The National Educational Research and Development Council – a body that is statutorily saddled with the objectives of developing curriculum for educational development in the country, also organises periodic seminars, workshops and reviews to ensure that these outcomes embedded in our curricula and are achieved. Obioma (2010:32) notes

that the inclusion of 34 trade subjects is geared towards functionalism, to make recipients job creators instead of being job seekers. Unfortunately, the senior secondary education which was reviewed in the context of NEEDS, MDGs and EFA did not achieve the lofty objectives anticipated due to poor curriculum implementation. This made Adebajo and Charles-Owaba (2008) to note that the problem of curriculum implementation in Nigeria has been attributed to many factors amongst which are funding, obsolete educational facilities and inadequate qualified teachers. The country has thus found itself in a situation where it is conventionally stated that 'the problem of Nigeria is not in policy formulation but implementation' because the outcomes of these conferences, seminars, talkshops/workshops have been robustly packaged to address the needs of the country. In the words of Udofot (2005:127), 'the policy that all teachers in educational institutions shall be professionally trained appears to be the most unfulfilled goal or policy as teachers from pre-primary to the universal level remain largely unattained' ostensibly due to poor implementation of the curriculum or policy. The revised senior secondary school curriculum, which aims at meeting the entrepreneurial skill development of the recipients, has largely failed to meet the expectation of those who developed it because of the challenge of poor implementation. Kolawole (2014) drew attention to the problems which militate against the successful implementation of the curriculum and offered some workable solutions. It is not clear that the problems have been attended to in any practical way since then.

Several years after all the efforts towards having a form of curricula that will drive the type of education that will promote the acquisition of right cutting-edge knowledge and skills that will address several needs in the country, nothing much has been achieved largely because the various curricula for various levels of education have not been effectively and faithfully implemented. Several factors have been identified as being responsible for the problem particularly at the senior secondary school level. Yet, year in, year out, efforts are made to transform the various existing curricula in order to make them relevant to various social and individual needs, needs that current developments in the world which is being driven by information and information management, information communication technology and other social dynamics have brought on us as Nigerian. In spite of the efforts at reformation, policy renewal and new pledges by the government, the problems of poor

curriculum implementation in the country has largely remained the bane of educational development and relevance. It thus becomes a challenge to address the issue through the identification of what specifically are the indices of curriculum implementation in order to make provision for them and thus promote effective curriculum implementation at that level of education in Nigeria. It is important to examine the indices of curriculum implementation because it is at the implementation stage that most well-intended and designed curricula run into stormy waters and failed to achieve the learning outcomes expected.

According to Asebiomo (2009:146), 'no matter how well-formulated a curriculum may be, its effective implementation is a "sine-qua-non" towards achieving the desired goals of education. This is because the problem of implementing programmes (curricula) arises at the implementation level'. There is overwhelming literature in support of the fact that it is at the stage of implementation that something untoward happens to curriculum. What is not in doubt from the literature, however, is that there are other indices that are responsible for curriculum implementation that have not been fully identified in reports on curriculum implementation in Nigeria. This thus provides a justification for the present study.

The Problem of this study

No curriculum, however well-intentioned or designed can deliver on its contents if it is not successfully implemented. Relevant to curriculum implementation are good learning environment, instructional resources, well-motivated teachers and learners and result oriented means of evaluation. In spite of the efforts made at making sure that these conditions are met so that our curricula would be successfully implemented effortlessly, it has been proved severally that poor curricula implementation has been the bane of our educational development and the inability of our education to achieve relevance and meet societal obligations. In order to address the problem of poor or ineffective curricula implementation in Nigeria, it has become imperative to identify the indices that are central to effective curriculum implementation at the senior secondary school level. This study therefore, identifies indices of successful curriculum implementation and that pointed and problem-solving-attention can be focused on them so that ultimately, the problem of poor or in effective curricula implementation will be isolated for solution in Nigeria.

Research Questions

The following six research questions were raised and answered in the study.

- (1) Do senior secondary schools in the Southwest have clear vision, mission and objective statements?
- (2) Is the learning environment in senior secondary schools in the Southwest conducive and effective to promote learning?
- (3) Are there adequate number of well-trained and qualified teachers at the senior secondary school level in the Southwest?
- (4) Do senior secondary school teachers in the Southwest have opportunities for continuous professional development?
- (5) Are teachers of senior secondary schools in Southwest adequately motivated?
- (6) Are senior secondary schools in Southwest adequately supervised by effective leadership?

Methodology

The descriptive research design was used in carrying out the study. The study involved in-service teachers and other postgraduate students some of who hold the bachelor's degree and the Higher National Diploma in the sciences, social sciences, technology and arts disciplines and are undergoing a postgraduate programme in the Faculty of Education, University of Ibadan. One hundred and fifty of them agreed to participate in the study and they were issued with a self-constructed and validated questionnaire (0.77) on 'indices of curriculum implementation in Nigeria'. Copies of the questionnaire were administered to the respondents through the support of research assistants who were postgraduate students working with the researcher. The questionnaire was retrieved and subjected to further processing immediately after the respondents had completed and submitted them. Descriptive statistics of frequency counts, percentage scores, means and standard deviations were adopted in analysing the data generated from the study.

Results and Discussions

Rq1: Do senior secondary schools in the Southwest have clear vision, mission and objective statement?

Table 1: Existence of Vision, Mission and Objective Statements in Schools

S/n	Questionnaire Items	SA	A	D	SD	Mean	Std
1	Senior secondary school in South-west have clear vision and mission statements	37 (27%)	75 (54.7%)	22 (16.1%)	3 (2.2%)	3.07	0.72
2	Teachers and students know about these vision, mission and goal statements	17 (12.4%)	76 (55.5%)	39 (28.5%)	5 (3.6%)	2.77	0.71
3	Teachers and students understand these vision, mission and goal statements	11 (8%)	53 (38.7%)	67 (48.9%)	6 (4.4%)	2.50	0.71
4	Teachers and students are committee to the vision, mission and goal statements	11	50	69	7	2.47	0.72
5	Daily teaching and learning are aligned to these vision, mission and goal statements	15 (10.9%)	67 (48.9%)	54 (39.4%)	1 (0.7%)	2.70	0.67
6	Assessment and evaluation area linked to the goals of the schools	21 (15.3%)	74 (54%)	40 (29.2%)	2 (1.5%)	2.83	0.69
7	The vision, mission and goal statement of the schools are achievable within available resources	18	54	57	8	2.59	0.79
8	School leaders in South-west provide a sense of vision to their schools	15 (10.9%)	63 (46%)	50 (36.5%)	9 (6.6%)	2.61	0.77
Standard Mean = 2.50							
Weighted Mean = 2.69							

Table 1 shows the frequency distribution of the respondents; responses to research question one,

which was raised to examine whether senior secondary schools in South-west have clear vision,

mission and objective statement. The result shows a weighted mean of 2.69 against the standard mean of 2.50. This implies that majority of the respondents agreed that senior secondary schools in South-west have clear vision, mission and objective statement because the weighted mean is greater than the standard mean. Four (4) of the eight (8) items used contributed to this. The items, in order of magnitude, are: item 1 – senior secondary schools in South-west have clear vision and mission statements ($x = 3.07 > 2.69$); item 6 – Assessment and evaluation are linked to the goals of the schools ($x = 2.83 > 2.69$); item 2 –

teachers and students know about these vision, mission and goal statements ($x = 2.77 > 2.69$) and item 5 – Daily teaching and learning are aligned to these vision, mission and goal statements ($x = 2.77 > 2.69$). In conclusion, this result implies that majority of the respondents agreed that senior secondary schools in South-west have clear vision and mission statements; assessment and evaluation are linked to the goals of the schools; teachers and students know about these vision, mission and goals statements and that daily teaching and learning are aligned to these vision, mission and goals statements.

RQ2: Is the learning environment in senior secondary schools in the Southwest conducive to promote effective learning?

Table 2: Frequency distribution of senior secondary schools' conducive and effectiveness to promote learning

S/n	Questionnaire Items	SA	A	D	SD	Mean	St.D
9	The learning environment meets the needs of teachers and students	11 (8%)	48 (35%)	64 (46.7%)	14 (10.3%)	2.41	0.78
10	The learning environment is comfortable for teaching and learning	6 (4.4%)	43 (41.4%)	70 (51.1%)	18 (13.1%)	2.27	0.74
11	The schools have conducive infrastructure for teaching and learning	6 (4.4%)	26 (19%)	83 (60.6%)	22 (16.1%)	2.12	0.72
12	Textbooks and learning materials are available for teaching and learning	12 (8.8%)	51 (37.2%)	62 (45.3%)	12 (8.8%)	2.45	0.78
13	The class size is not overcrowded	17 (12.4%)	41 (29.9%)	56 (40.9%)	23 (16.8%)	2.62	0.91
14	School environment is safe and secured for teaching and learning	8 (5.8%)	65 (47.4%)	50 (36.5%)	14 (10.2%)	2.49	0.76
15	School environment offers learnings the opportunity for exploration and enjoyment	7 (5.1%)	44 (32.1%)	68 (49.6%)	18 (13.1%)	2.20	0.76
16	School environment is attractive and stimulating	7 (5.1%)	37 (27%)	69 (50.4%)	24 (17.5%)	2.19	0.78
17	Learning environment enables teachers to adopt any instructional methods suitable for teaching	11 (8%)	50 (36.5%)	64 (46.7%)	12 (8.8%)	2.43	0.77
18	Learning environment is inclusive and accommodating for learners of various needs	7 (5.1%)	38 (27.7%)	69 (50.4%)	23 (16.8%)	2.21	0.78
19	Regular maintenance of teaching resources facilities is carried out in schools within the zone	5 (3.6%)	32 (23.4%)	74 (54%)	26 (19%)	2.12	0.75
	Standard Mean = 2.50 Weighted Mean = 2.33						

Table 2 shows the frequency distribution of respondents' responses to research question two, which was raised to examine whether the learning environment in the senior secondary schools in the

South-west is conducive and effective to promote learning. The table shows a weighted mean of 2.33 which is lower than the threshold of (2.50). This implies that the majority of the respondents disagreed

that the learning environment in the senior secondary schools in the South-west is conducive and effective to promote learning. Six out of the eleven items used contributed to this result because their means are below the weighted mean. In order of magnitude, the items are: item 11 – the schools have conducive infrastructure for teaching and learning ($x = 2.12 < 2.33$), item 19 – regular maintenance of teaching resources/facilities are carried out in schools within the zone ($x = 2.12 < 2.33$), item 16 – school environment is attractive and stimulating ($x = 2.12 < 2.33$), item 18 – learning environment is inclusive and accommodating for learners of various needs ($x = 2.21 < 2.33$), item 10 – the learning environment is comfortable for teaching and learning ($x = 2.27 <$

2.33), and item 15 – school environment offers learners the opportunity for exploration and enjoyment ($x = 2.29 < 2.33$). It could, therefore, be concluded that majority of the respondents disagree that schools have conducive infrastructure for teaching and learning; regularly maintenance of teaching resources/facilities are carried out in schools within the zone; school environment is attractive and stimulating; learning environment is inclusive and accommodating for learners of various needs; learning environment is comfortable for teaching and learning; and that school environment offers learners the opportunity for exploration and enjoyment.

RQ3: Are there adequate number of well-trained and qualified teachers at the senior secondary school level in the Southwest?

Table 3: Frequency Distribution of the adequacy of well-trained and qualified teachers

S/n	Questionnaire Items	SA	A	D	SD	Mean	St.D
20	Quality teachers are available in the senior secondary schools in the zone	27 (19.7%)	68 (49.6%)	3 (22.6%) ¹	11 (8%)	2.81	0.84
21	Teachers at the senior secondary schools in the zone possess mastery of their subject-matter	18 (13.1%)	88 (64.2%)	27 (19.7%)	4 (2.9%)	2.88	0.66
22	Teachers at the senior secondary schools possess requisite pedagogical skills	10 (7.3%)	80 (58.4%)	38 (27.7%)	9 (6.6%)	2.66	0.71
23	The population of quality teachers is in good ratio to students' population	11 (8%)	38 (27.7%)	66 (48.2%)	22 (16.1%)	2.28	0.83
24	Sufficient number of qualified staff members are in senior secondary schools in the zone	12 (8.8%)	39 (28.5%)	68 (49.6%)	18 (13.1%)	2.32	0.81
25	Teacher recruitment matches the areas of need at the senior secondary schools in the zone	15 (10.9%)	25 (18.2%)	75 (54.7%)	22 (16.1%)	2.24	0.85
		Standard Mean = 2.50					
		Weighted Mean = 2.53					

Table 3 shows the frequency distribution of the respondents' responses to research question three which was raised to examine whether there is adequate number of well-trained and qualified teachers at the senior secondary school level in the Southwest. The result indicates a weighted mean of 2.53 which is greater than the standard mean (2.50). This implies that the respondents agreed that there is adequate number of well-trained and qualified teachers at the senior secondary school level in the

Southwest. However, out of the six items used, only three contributed to this result because their means are greater than the weighted mean. In their order of magnitude, the items are: item 21 – teachers at the senior secondary schools in the zone possess mastery of their subject-matter ($x = 2.88 > 2.53$); item 20 – quality teachers are available in the senior secondary schools in the zone ($x = 2.81 > 2.53$) and item 22 – teachers at the senior secondary schools possess requisite pedagogical skills ($x = 2.66 > 2.53$). Based

on this result, it could be concluded that majority of the respondents agreed that teachers at the senior secondary schools in the zone possess mastery of their subject-matter; quality teachers are available in

the senior secondary schools in the zone and that teachers at the senior secondary school in zone possess requisite pedagogical skills.

RQ 4 - Do senior secondary school teachers in the Southwest have opportunities for continuous professional development?

Table 4: Frequency distribution of the opportunities for continuous professional development for teachers

S/n	Questionnaire Items	SA	A	D	SD	Mean	St.D
26	Opportunities are provided for teachers to improve their content knowledge	18 (13.1%)	55 (40%)	47 (34.3%)	17 (12.4%)	2.54	0.87
27	Programmes for enhancing pedagogical skills are available to teachers	15 (10.9%)	51 (37.2%)	55 (40.1%)	16 (11.7%)	2.47	0.84
28	Teachers are exposed to programmes that aid their commitment to teaching	16 (11.7%)	48 (35%)	59 (43.1%)	14 (10.2%)	2.48	0.83
29	Teachers are encouraged to keep abreast of new knowledge/practices in their discipline	11 (8%)	69 (50.4%)	45 (32.8%)	12 (8.8%)	2.58	0.76
30	Teachers participate in developing materials for curriculum implementation	9 (6.6%)	38 (27.7%)	63 (46%)	27 (19.7%)	2.21	0.84
31	Teachers' professional development is given serious attention	11 (8%)	40 (29.2%)	60 (43.8%)	26 (19%)	2.26	0.86
32	More experienced teachers' mentor/coach young teachers	12 (8.8%)	58 (42.3%)	52 (38%)	15 (10.9%)	2.49	0.81
33	Teachers gain new insight on teaching/learning and expand their knowledge through discussion with colleagues	23 (16.8%)	72 (52.6%)	32 (23.4%)	10 (7.3%)	2.79	0.81
34	Teachers work in groups during spare time to improve teaching/learning	12 (8.8%)	42 (30.7%)	61 (44.5%)	22 (16.1%)	2.32	0.85
Standard Mean = 2.50							
Weighted Mean = 2.46							

Table 4 presents the frequency distribution of the respondents' responses to research question four, which aimed at examining whether senior secondary school teachers in the South-west have opportunities for continuous professional development. The result indicates a weighted mean of 2.46 and a standard mean of 2.50, which implies that the respondents disagreed that senior secondary school teachers in the zone have opportunities for continuous professional development. Three out of the nine items used contributed to this result, because their means are below the weighted mean. In their order of magnitude, the items are item 30 – teachers

participate in developing materials for curriculum implementation ($x = 2.21 < 2.46$); item 31 – teachers' professional development is given serious attention ($x = 2.26 < 2.46$); and item 34 – teachers work in groups during spare time to improve teaching/learning ($x = 2.32 < 2.46$). It could, therefore, be concluded that majority of the respondents disagreed that teachers participate in developing materials for curriculum implementation; teachers' professional development is given serious attention; and teachers work in groups during spare time to improve teaching/learning.

RQ5: Are teachers of senior secondary schools in Southwest adequately motivated?

Table 5: Frequency distribution of senior secondary school teachers are adequately motivated.

S/n	Questionnaire Items	SA	A	D	SD	Mean	St.D
35	Teachers' salary is commensurate to their job	9 (6.6%)	13 (9.5%)	36 (26.3%)	79 (57.7%)	1.65	0.90
36	Teachers' salary is promptly paid	7 (5.1%)	22 (16.1%)	59 (43.1%)	49 (35.8%)	1.91	0.85
37	Opportunities for career advancement are provided for teachers in the zone	8 (5.8%)	38 (27.7%)	51 (37.2%)	40 (29.2%)	2.10	0.89
38	Career advancement opportunities are accessible to all teachers in the zone	4 (2.9%)	38 (27.7%)	61 (44.5%)	34 (24.8%)	2.09	0.79
39	Teachers' workload is not unbearable to them	18 (13.1%)	34 (24.8%)	49 (35.8%)	36 (26.3%)	2.25	0.99
40	Teachers and students are carried along in school decision-making process	9 (6.6%)	27 (19.7%)	55 (40.1%)	46 (33.6%)	1.99	0.89
41	Quality and sufficient meals for learners are provided	6 (6.6%)	14 (10.2%)	59 (43.1%)	58 (42.3%)	1.77	0.81
42	Students' grievances are listened to and given appropriate attention	7 (5.1%)	22 (16.1%)	66 (48.2%)	42 (30.7%)	1.96	0.82
43	Teaching methods that motivate students to learn are adopted at that level of education	10 (7.3%)	47 (34.3%)	59 (43.1%)	21 (15.3%)	2.33	0.82
Standard Mean = 2.50							
Weighted Mean = 2.01							

Table 1.5 shows the frequency distribution of the respondents' responses to research question five which was raised to examine whether teachers of senior secondary schools in South-west are adequately motivated. The result shows a weighted mean of 2.01 which is below the threshold (2.50). This implies that the respondents concluded that teachers of senior secondary schools in Southwest are not adequately motivated. Five of the nine items used contributed to this result because their means are below the weighted mean. The items, in order of magnitude, are: item 35 – teachers' salary is commensurate to their job ($x = 1.65 < 2.01$); item 41 –

quality and sufficient meals for learners are provided ($x = 1.77 < 2.01$); item 36 – teachers' salary are promptly paid ($x = 1.91 < 2.01$); item 42 – students' grievances are listened to and properly attended ($x = 1.96 < 2.01$); and item 40 – teachers and students are carried along in school decision-making process ($x = 1.96 < 2.01$). This implied that majority of the teachers disagreed that teacher' salary is commensurate with their job, quality ad sufficient meals for learners are provided, teachers' salary is promptly paid, students' grievances are listened to and prompted attended; and that teachers and students are carried along in school decision-making process.

RQ6: Are senior secondary schools in Southwest adequately supervised by effective leadership?

Table 6: Frequency distribution of senior secondary schools in the South-west are under adequate and effective leadership

S/n	Questionnaire Items	SA	A	D	SD	Mean	St.D
44	School heads/principals provide instructional leadership at that level	20 (14.6%)	59 (43.1%)	50 (36.5%)	8 (5.8%)	2.66	0.79
45	School heads/principals monitor students' learning regularly	17 (12.4%)	69 (50.4%)	45 (32.8%)	6 (4.4%)	2.71	0.74
46	School heads/principals are aware of what goes on in the classroom daily	12 (8.8%)	52 (38%)	56 (40.9%)	17 (12.4%)	2.43	0.82
47	School heads/principals talk with the students regularly on issues bothering on their education	14 (10.2%)	49 (35.8%)	54 (39.4%)	20 (14.6%)	2.42	0.86
48	School heads/principals facilitate staff development regularly	9 (6.6%)	45 (32.8%)	66 (48.2%)	17 (12.4%)	2.34	0.78
49	Supervisors from the Ministry of Education regularly monitor what goes on in the schools	10 (7.3%)	37 (27%)	63 (46%)	27 (19.7%)	2.22	0.85
50	External school supervisors who visit the schools are objective in their reporting	12 (8.8%)	44 (32.1%)	55 (40.1%)	26 (19%)	2.31	0.88
Standard Mean = 2.50							
Weighted Mean – 2.44							

Table 6 shows the frequency distribution of respondents' responses to research question six which was raised to examine whether senior secondary schools in South-west are adequately supervised by effective leadership. The result shows a weighted mean of 2.44 and a standard mean of 2.50. This implies that the respondents disagreed that senior secondary schools in South-west are adequately supervised by effective leadership. Five out of the seven items used contributed to this result because their means are below the weighted mean. In order of magnitude, the items are item 49 – supervisors from the Ministry of Education regularly monitor what goes on in the school ($x = 2.22 < 2.44$); item 50 – external school supervisors who visit the schools are objective in their reporting ($x = 2.31 < 2.44$); item 48 – school heads/principals facilitate staff development regularly ($x = 2.34 < 2.44$); item 47 – school heads/principals talk with the students regularly on issues bothering on their education ($x = 2.42 < 2.44$); and item 46 – school heads/principals are aware of what goes on in the classrooms daily ($x = 2.43 < 2.44$). In conclusion, majority of the respondents disagreed that supervisors from the Ministry of Education are objective in their reporting; school heads/principals facilitate staff development regularly; school heads/principals talk with the students regularly on issues bothering on their

education; and that school heads/principals are aware of what goes on in the classrooms daily.

Discussion of Findings

The fact that senior secondary schools in the South-west Nigeria have vision and mission statements, that assessment/evaluation is linked with the goals, teachers and students know about them and that daily teaching and learning are aligned with the vision and mission statement is clearly established in the study. This is because it is the vision and mission statements that are expected to guide assessment/evaluation, teaching and learning. In addition, it is the combination of vision and mission statements that are clearly understood by teachers that promote effective curriculum implementation at the level of education. This thus shows that curriculum implementation at that level of education depends on a clearly stated vision and mission statements that are made clear to teachers and learners.

Table 2 also indicates that the learning environment in the senior secondary schools in the South-west is not conducive and effective to promote teaching and learning irrespective of the fact that the schools have conducive infrastructure to promote teaching and learning at that level. It is also clear that teaching and learning resources/facilities are

regularly maintained. The position of adequate and regularly maintained infrastructure is central to curriculum implementation. What this means is that curriculum implementation cannot take place in the absence of conducive and effective teaching and learning infrastructure, regularly maintained infrastructure and conducive learning environment. It is not surprising that secondary school curriculum implementation is negatively affected by poor teaching and learning condition, infrastructure and facilities that are maintained.

In table 3, it is clear that senior secondary schools in the South-west have adequate, well-trained and qualified teachers are available to implement curriculum in secondary schools there. In addition, the table also shows that teachers at that level of education also possess mastery of their subject-matter, possess requisite pedagogical skills required for effective teaching and learning. These qualities are basic to curriculum implementation and should drive curriculum implementation at that level of education. In spite of this, however, it is clear that qualified teachers with requisite teaching skills alone is not enough to implement curriculum. There is the need to support such with other factors that are central to curriculum implementation.

Table 4 indicates that senior secondary school teachers in the South-west do not have opportunities for continuous professional development, their professional development programmes are not given adequate attention, they participate in developing materials for curriculum implementation and work in groups. The fact that their professional development is not given adequate attention or taken seriously is a minus to their contribution to the successful implementation of curriculum at that level of education. Continuous professional development exposes teachers to new techniques of interpreting the curriculum, how resource materials can be produced and used in the process of curriculum implementation and how teachers can deploy strategies to improve teaching and learning. The fact that this important aspect of teachers' professional development is not taken seriously can explain why curriculum implementation suffers at that level of education.

It is clear in Table 5 that teachers at the senior secondary school level in the South-west are not adequately motivated to perform their duty. This is because their salaries are not commensurate with the job they do, their salaries are not being paid promptly and they are not carried along in the process of decision-making on what goes on in their schools.

Motivation is an essential ingredient for enhanced job performance and when it is lacking, it will affect the level of performance by employees. Coupled with motivation is timely payment of teachers' salaries, salaries that are not adequate. The implication is that when teachers' salaries are not promptly paid and they are not generally motivated, they will not put in their best in curriculum implementation.

The role of effective supervision in the process of instructional delivery and curriculum implementation is well-known universally. When teachers are not adequately supervised, their job performance will suffer.

Findings in table 6 show that supervisors who come from the Ministry of Education and those that are school-based are not effective and objective in their supervisory roles and reporting system in senior secondary schools in the South-west. In addition, though teacher-talk with students is a regular feature at the level of education, there is a disagreement that school principals are not aware of what goes on in the classrooms. When the issues raised in this table do not receive adequate attention, curriculum implementation will not be given adequate attention. It is not surprising that curriculum at that level of education is not properly implemented because supervision by stakeholders is not adequate and what goes on in the classrooms do not reflect what the curriculum designer envisaged would happen in order to engender successful curriculum implementation.

Arising from the foregoing, it is clear that the issues of implementing curricula have been well discussed by experts in the field of curriculum making. Their discussions have brought to the fore the following: instructional supervision, culture and technology, interest groups, teachers, learners, assessment factors (Ibenegbu, 2019), teachers remuneration and training, non-professionalisation of teaching, inadequate funding, globalisation and insufficient knowledge of ICT (Odey and Effiong, 2012), infrastructure, political commitment, financial/infrastructural support, resources, communication between stakeholders, effective leadership and faculty readiness and knowledge of the programme, among others (Alli and Berig (2012), inadequate instructional materials, inadequate qualified teachers, poor funding syndrome, lack of materials, inadequate instructional facilities and lack of motivation (Mkpa, 2005) and underfunding (Nwagwu, 2003) are basic to successful curriculum implementation at the senior secondary level of education.

The present study has added the following: prompt external and internal supervision of teachers, availability of instructional resources, well-prepared and structured leadership, opportunities for career development for teachers, teachers' workload, teachers' ownership of the new curriculum, mentoring, conducive school/learning environment, learning materials, the vision, mission and objectives of the school inadequate number of qualified and competent teachers and teachers' salaries to what is available in literature on curriculum implementation. Thus, the problem of poor curriculum implementation which has been the bane of many curricula in Nigeria, can be positively addressed when all these indices and many more that had been previously identified are taken good care of. It is very clear that no curriculum, however well-intended and designed can interpret itself in the school system and when a given curriculum is not properly implemented, the intended learning outcomes will never be achieved.

It is, therefore, imperative that adequate efforts have to be made to ensure that attention is paid to the stage of curriculum implementation if the desired learning outcomes are to be achieved and the problem of education is taken care of through a well-designed curriculum.

Conclusion

Attempts have been made in this paper to identify indices of curriculum implementation with the sole aim of making curriculum development, design and implementation very strong to promote the achievement of laudable educational outcomes. This is from the background that most well-designed and intentioned curricula in Nigeria, in particular, Africa and elsewhere in the world, have not led to the achievement of the learning outcomes for which they were design because of what goes on at the implementation stage. Previous studies in the area have identified many factors, problems or indices which hinder successful curriculum implementation, current development in the field of curriculum designed and implementation shows that there are other very serious indices that hinder curriculum implementation that have not been fully discussed. This study has, in addition to what has been done before, drawn out new indices that impede curriculum implementation and need to be addressed in the field of curriculum and education if all the good efforts put at designing good curricula are not to be wasted at the point of implementation. It is my belief that adequate attention will be paid to the indices

whenever curriculum experts are planning to put new curricula together.

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