

**Curriculum Implementation at Secondary Education Level: A Perspective of Funding  
and Insecurity in Nigeria**

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**Abstract**

*The study examined curriculum implementation at Secondary Education level in Nigeria. To achieve this, two research questions and two null hypotheses were formulated to guide the study. The study adopted descriptive research design. The population of the study was 163 teachers in 14 public secondary schools in Uyo Local Government Area of Akwa Ibom State from which a sample of 112 teachers was selected using simple random sampling technique. A 20-item questionnaire of 4-point rating scale was used to gather data. The instrument was faced validated by three research experts, while the reliability of the instrument was obtained using Cronbach Alpha statistics which yielded a reliability coefficient of 0.75. Mean and standard deviation were used to answer research questions while the hypotheses were tested using independence t-test at 0.05 level of significance. The findings of results showed that the Secondary Schools lack adequate funding for the provision text books, ICT facilities, classroom, stable power supply, infrastructure and insecurity architecture for effective curriculum implementation in Akwa Ibom State, Nigeria. Based on the findings, it is recommended among others that the Federal, State government and NGOs should provide adequate funds for relevant textbooks, instructional material, ICT facilities and classroom for effective implementation of secondary school curriculum in the study area. Also, Federal and State government should provide adequate security infrastructure for teachers and students in the study area.*

**Keywords:** Curriculum Implementation, Secondary Education, Inadequate Funding, Insecurity, Nigeria

**Introduction**

National unity can be manifested if the citizens of the country are united, connected, and work together conscientiously. Nigeria is a pluralist society with diverse ethnic groups,

differences in culture, tradition, norms, and customs. Since the independence of Nigeria, there has always been a need for national unity for nation-building. Several governments have made efforts aimed at bringing the people of Nigeria together to have a common heritage and live as a united, peaceful unitary nation. Regrettably, the country has faced ethno-tribal clashes, religious crises, political crises, chieftaincy disputes, ethnocentrism, and all kinds of corruption, which has constituted the factors that hinder national unity and national security. There is therefore the need to for functional curriculum option as a panacea for assuaging the drift thereby guaranteeing effective instructional delivery. Okeke (2003) and Ivowi (2010) opined that curriculum is a tool designed for educating a person in order to change the orientation, behaviour, actions and values of that person whose concern is not only to develop self but also the world around him. It is an instructional guide which is documented to be utilized for teaching and learning for the realization of desirable changes in the learners under the guidance and supervision of the school. Many educationists that have discussed the issue of curriculum implementation in Africa identified it as the major setback for attaining goals of education in Africa (Obanya, 2007).

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, instructional strategies psychological and social environments. 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 (Yaomi, 2017). 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.

Evidence in literature shows that the low level of implementation of science curriculum is traceable to some factors such as unqualified teachers, inadequate teachers, lack of laboratory, class size, voluminous curriculum content, poor preparation of textbooks, inadequate equipment/materials for teaching, poor motivation of teachers, use of inappropriate teaching methods, lack of laboratory, lack of in-service training, lack of practical activity (Ayodele, 2009; Ejidike & Oyelana, 2015). The issue of insecurity and inadequate funding of the education sector is obvious and this is manifested inadequate infrastructures in schools among other manifestations. Poor funding of basic education in Nigeria have affected the implementation of curriculum in majorities of basic schools across the country. This submission is supported by Ogunode, Ohibime, Nasir and Gregory (2021), who acknowledged that education in Nigeria is underfunded and this have hampered effective implementation of curriculum in the various schools across the federation.

Ogunode, Jegede and Ajape (2021), posited that curriculum implementation is capital intensive and such capital are not provided for the school administrator to administer the curriculum implementation programme in their respective schools. Ogunode and Nasir (2021),

submitted that curriculum implementation involves the provision of adequate human and materials resources and such resources cannot be procured adequately with the budgetary allocation that annually goes to the education. Reasons for poor funding of education according to Ogunode, Richard and Musa (2021), include corruption, poor implementation of UNESCO 15-20 recommendation for education, insecurity problem, subsidy payment, linkage in revenue generation and short fall of national revenue.

Insecurity challenges in Nigeria have also affected smooth curriculum implementation in most basic schools across the country. Basic schools in North West, North East and South East geo-political zone of Nigeria have been attacked severely. Ogunode (2020) observed that insecurity is one of the major problems facing the administration of primary schools in Nigeria. Administration of basic education in Nigeria is frustrated by the insecurity challenges facing the country especially the Northern part of the country. Many Basic schools have been closed down. Educational officers cannot travel to areas where they are supposed to travel to for administrative functions because of insecurity challenges. One of the most insecurity challenges facing the country is the Boko Haram group. The militant group, Boko Haram, has carried out violent attacks in the north-eastern parts of Nigeria. Thousands of Nigerians have been killed, and many more have been forced to flee their homes. Schools have been the primary target of the attacks. Since 2011, Boko Haram, whose name means 'Western Education is Forbidden', has expanded its attacks to the direct target of schools. It has resulted in the killing and abduction of hundreds of teachers and students and the destruction of school buildings and teaching materials. As a result of increased attacks on education, all schools in Borno State were closed from the 14th March 2014, and roughly 253,000 children were out of school in the 2013–2014 school year (Borno SUBEB). By the end of 2014, Adamawa, Yobe and Borno State Universal Basic Education authorities have reported a total of 338 schools destroyed.

The recent attacks on basic schools nationwide have led to unstable school calendar, unstable examination, and destruction of school facilities and poor implementation of curriculum (Ohibime & Mohammed, 2022; Ogunode, & Ohiosumua 2021). From the aforementioned, there is a clear indication that curriculum implementation at the secondary education level in Nigeria has been the opposite of what it is in the developed countries. It is in the light of the above-mentioned challenges; this study seeks to examine the curriculum implementation at Secondary Education level in Nigeria.

### **Statement of the Problem**

Effective curriculum implementation involves continuous process of assessing every aspect of the educational programme to meet the demands of the changing nature of the society. However, achieving effective curriculum implementation in Nigerian secondary schools poses a lot of challenges. Elujekwute and Okigbo (2021), noted that there is public out-cry in the secondary schools today due to inadequate funding and insecurity which has resulted to poor educational policy and ineffective curriculum implementation in Nigeria. Having observed the ugly and unpleasant situation in the Nigerian educational system, which often times are traced to inadequate facilities, equipment, materials due to poor funding (Ohibime & Mohammed,

2022; Ogunode, & Ohiosumua 2021). These impediment poses a great challenge to effective curriculum implementation at the secondary school level in Nigeria. It is in consonance with the aforementioned challenges that the researchers examine the influence of inadequate funding and insecurity to effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria.

### **Purpose of the Study**

This study aims examine curriculum implementation at secondary education level in Nigeria. Specifically, the study sought to:

1. Determine the influence of inadequate funding and insecurity to effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria.
2. Determine the improvement strategies to effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria.

### **Research Questions**

1. To what extent does inadequate funding and insecurity influence effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria?
2. What are the improvement strategies to effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria?

### **Null Hypotheses**

The following null hypothesis were tested at 0.05 level of significance:

1. There is no significant difference in mean response of male and female teachers on the influence of inadequate funding and insecurity to effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria.
2. There is no significant difference in mean response of male and female teachers on the improvement strategies to effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria.

### **Methodology**

Descriptive Research design was adopted for this study. Nworgu (2006), noted that descriptive survey is a design approach which aims at collecting data and describing them in a systematic manner, the characteristics, features or facts about a given population. This study was conducted in Uyo Local Government Area of Akwa Ibom State. The population of the study was 163 teachers in 14 public secondary schools in Uyo Local Government Area of Akwa Ibom State from which a sample of 112 teachers were selected using simple random sampling technique. The instrument used for the study was a researcher developed instrument titled: "Influence of Inadequate Funding and Insecurity on Curriculum Implementation at Secondary Education level in Nigeria Questionnaire". The questionnaire has two parts; Part A contains ten (10) items on influence of inadequate funding and political instability and Part B contains

ten (10) items on improvement strategies to effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria.

Face validation of the instrument in terms of clarity, relevance and structure was carried out by two experts in the Department of Industrial Technology Education and one in Department of Tests and Measurement, Faculty of Education, University of Uyo, Akwa Ibom State. Corrections and possible suggestions were offered by the experts after adequate scrutiny of each item. This was to ensure that the instrument measured the intended attributes. In order to ensure the reliability of the instrument, the researchers administered the questionnaire to 20 respondents in who were not part of the study but possess the same qualities of those used for the study. Cronbach Alpha technique was used to analyze the data collected which yielded a reliability coefficient of 0.75. This shows the instrument was reliable for the study.

The researchers administered the instrument directly to the respondents in the Colleges of Education with the help of three assistants who were instructed on what is required. A four-point rating scale with cut-off points for the interpretation of the mean of the respondents' opinion were: Strongly Agree (3.50-4.00), Agree (2.50 - 3.49), Disagree (1.50 - 2.49) and Strongly Disagree (1.00-1.49). The instrument was collected immediately after completion which recorded 98% return rate. The research data collected were, answered using Mean and Standard Deviation while independent t-test was used to test all the null hypotheses at .05 level of significance. Where the calculated t-value was greater than the tabulated value, null hypothesis was rejected, where the calculated t-value was less than the tabulated value null hypotheses was upheld.

## **Results**

**Research Question 1:** To what extent does inadequate funding and insecurity influence effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria?

**Table 1:** Mean and Standard Deviation of inadequate funding and insecurity influence effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria.

S/N	influence of inadequate funding and insecurity on effective curriculum implementation	MALE		FEMALE		D E C.
		X	SD	X	SD	
1.	inadequate relevant text books for students / teachers	3.72	3.51	3.51	0.96	SA
2.	inadequate integration of information & communication technology in the school	3.56	1.08	3.58	0.90	SA
3.	inadequate provision of teaching & learning materials such as wall charts, computers, television etc	3.44	1.14	3.07	0.88	SA
4.	inadequate educational film shows for students	3.50	1.05	3.66	1.09	SA
5.	inadequate classroom for teaching and learning	2.64	0.82	2.52	0.85	SA

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6.	inadequate provision of regular power for the 21st generation teaching and learning	3.83	0.97	3.56	1.02	SA
7.	inadequate learning environment that facilitate good reading culture among students & teachers	3.57	0.77	3.50	0.85	SA
8.	inadequate functional school library with current books / e- books	3.31	0.74	3.48	0.79	SA
9.	inadequate functional science laboratory with relevant apparatus	3.44	1.14	3.07	0.88	SA
10.	inadequate security architecture with proper conveniences for teachers and students	3.83	0.97	3.56	1.02	SA
<b>overall mean and standard deviation</b>		<b>3.45</b>	<b>0.95</b>	<b>3.36</b>	<b>0.88</b>	<b>SA</b>

The data presented in Table 1 shows overall Mean and Standard Deviation of 3.45, 3.36 and 0.95, 0.88 for male and female teachers respectively on the influence of inadequate funding and insecurity on effective curriculum implementation in Secondary Schools in Uyo, Akwa Ibom State, Nigeria. The study revealed that the teachers strongly agreed that all the items influence effective curriculum implementation in Secondary Schools in Uyo, Akwa Ibom State, Nigeria.

**Research Question 2.** What are the improvement strategies to effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria?

**Table 2:** Mean and Standard Deviation of improvement strategies to effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria.

S/N	improvement strategies to effective curriculum implementation at secondary education	MALE		FEMALE		DEC
		X	SD	X	SD	
1.	Provision of relevant text books for students / teachers	3.89	1.08	3.74	0.96	SA
2.	Provision of ICT facilities in the school	3.77	1.03	3.79	1.02	SA
3.	Provision of adequate teaching & learning materials such as wall charts, computers, television etc	3.84	0.98	3.81	0.93	SA
4.	Provision of adequate educational film shows for students	3.87	0.85	3.88	1.19	SA
5.	Provision of adequate classroom for teaching and learning	3.68	1.17	3.73	1.11	SA
6.	Provision of regular power for the 21st generation teaching and learning	3.71	1.08	3.83	1.19	SA
7.	Provision of adequate learning environment that facilitate good reading culture among students & teachers	3.84	1.13	3.71	1.02	SA



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8.	Provision of adequate and functional school library with current books / e- books	3.92	1.09	3.86	1.16	SA
9.	Provision of adequate and functional science laboratory with relevant apparatus	3.80	1.18	3.78	1.12	SA
10.	Provision of adequate security architecture with proper conveniences for teachers and students	3.74	1.22	3.69	1.04	SA
<b>Overall mean and standard Deviation</b>		<b>3.82</b>	<b>1.15</b>	<b>3.78</b>	<b>1.10</b>	<b>SA</b>

The data presented in Table 2 shows overall Mean and Standard Deviation of 3.82, 3.78 and 1.15, 1.10 for male and female teachers respectively on the improvement strategies to effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria. The study revealed that the teachers strongly agreed that all the items are improvement strategies for effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria.

**Null Hypothesis 1:** There is no significant difference in mean response of male and female teachers on the influence of inadequate funding and insecurity to effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria.

**Table 3:** Independent t-test analysis on the influence of inadequate funding and insecurity to effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria.

Variable	N	$\bar{X}$	SD	df	t-cal.	t-crit.	Decision
Male	63	3.45	0.95	100	0.5	1.65	NS
Female	49	3.36	0.88				

*Note: NS = Not Significant.*

Table 3 showed that the t-cal was 0.5 while the t-crit. was 1.65 since the t-cal was less than the t-crit. at 100 degree of freedom, thus the null hypothesis of no significant difference between the mean responses of male and female teachers on the influence of inadequate funding and insecurity on effective curriculum implementation in Secondary Schools in Uyo, Akwa Ibom State, Nigeria was upheld. This implies that the items influence effective curriculum implementation in Secondary Schools in Uyo, Akwa Ibom State, Nigeria.

**Null Hypothesis 2:** There is no significant difference in mean response of male and female teachers on the improvement strategies to effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria.

**Table 4:** Independent t-test analysis on the improvement strategies to effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria.

Variable	N	$\bar{X}$	SD	df	t-cal.	t-crit.	Decision
Male	63	3.82	1.15	373	0.33	1.67	NS
Female	49	3.78	0.10				

*Note: NS = Not Significant*

Table 4 showed that the t-cal was 0.5 while the t-crit. was 1.65 since the t-cal was less than the t-crit. at 100 degree of freedom, thus the null hypothesis of no significant difference between the mean responses of male and female teachers on the improvement strategies to effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria was upheld. This implies that the items are improvement strategies for effective curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria.

### **Discussion of Findings**

The data presented in Table 1 shows overall Mean and Standard Deviation of 3.45, 3.36 and 0.95, 0.88 for male and female teachers respectively on the influence of inadequate funding and insecurity on effective curriculum implementation in Secondary Schools in Uyo, Akwa Ibom State, Nigeria. The study revealed that the teachers strongly agreed that all the items influence effective curriculum implementation in Secondary Schools in Uyo, Akwa Ibom State, Nigeria. Evidence in literature shows that the low level of implementation of science curriculum is traceable to some factors such as unqualified teachers, inadequate teachers, lack of laboratory, class size, voluminous curriculum content, poor preparation of textbooks, inadequate equipment/materials for teaching, poor motivation of teachers, use of inappropriate teaching methods, lack of laboratory, lack of in-service training, lack of practical activity (Ayodele, 2009; Ejidike and Oyelana, 2015; Usman and Tasmin, 2015; Oviawe, Uwameiye, and Uddin, 2017; Musa, 2020).

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curriculum implementation at secondary education level in Uyo L.G.A, Akwa Ibom State, Nigeria.

### **Conclusion**

The study examined curriculum implementation at Secondary Education level in Nigeria with regards to funding and insecurity. The study concluded that the Secondary Schools lack adequate funding for the provision text books, ICT facilities, classroom, stable power supply, infrastructure and insecurity architecture for effective curriculum implementation in Akwa Ibom State, Nigeria.

### **Recommendations**

Based on the findings of the study, the following recommendations were provided;

1. Federal, State government and NGOs should provide adequate funds for relevant textbooks, instructional material, ICT facilities and classroom for students and teachers.
2. Federal and State government should provide adequate power for the 21st generation teaching and learning.
3. Federal and State government should provide adequate security infrastructure for teachers and students in the study area.

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