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Curriculum Review: Reactions from Education Stakeholders in South-South States of Nigeria

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Abstract- This study examines reactions from education stakeholders in South-South States of Nigeria on issues facing curriculum design and implementation especially at secondary school level. One hundred and fifty (150) participants (stakeholders) were purposefully sampled for the study. Qualitative technique was used to elicit information from participants. The qualitative method used was Focus Group Discussion (FGD). Participants were divided into six group comprising of 25 persons each. Group discussions were based on specific theme including curriculum contents, secondary and university education objectives, national needs of secondary and university education, teaching methods, curriculum practice/implementation and evaluation techniques. Information from participants revealed that the curriculum content, pedagogy, evaluation techniques among others in secondary schools are inadequate, unrealistic and should be reviewed. We recommended the urgent review of secondary school curriculum, proper funding of education and provision of school physical facilities as a panacea to eminent collapse of secondary education in Nigeria.

I. INTRODUCTION

Education is vital for socio-economic and political development (Agba, Ushie & Agba, 2007). It is instrument par excellence for national development (National Policy on Education, NPE, 2004). It is a potent tool in graduating families out of poverty and promoting social security. Education is the frontier for social justice and the wheels of social mobility and redistribution of societal wealth. These objectives and more can only be achieved if our curriculum is properly designed and implemented.

The escalating rate of unemployment among school leavers is worrisome. Records show that between 1970 and 1980 national unemployment increased from 4.3% to 6.4% respectively (Akintoye, 2008). It was also reported that unemployed persons secondary education rose from 59.2% in 1992 to 68.7% in 1994 (Ajayi, Adeniji & Adu, 2008). According to

Adeyinka (1988), Balogun (1995) and Woolman (2001) the unemployment situation is not unconnected with the inadequacies in the countries curriculum contents; and where the curriculum is adequate, poor implementation, government attitude towards education bedevils its achievement. The inability of secondary schools curriculum to provide trained manpower in applied services, technology and commerce at sub-professional grades is even more worrisome.

This study is therefore designed to examine educational stakeholders' reaction on issues facing curriculum especially at secondary school level. The specific areas of focus in this study include curriculum contents of secondary school education, national needs of secondary and university education; teaching methods, challenges to curriculum implementation and evaluation techniques in secondary schools. The purpose of this work is not only to create awareness on the need to carry out a valid curriculum review, but more importantly, to derive a baseline data on the current state of education from the reactions of a representative sample of education stakeholders. The identified problems on various themes presented, and the tentative suggested solutions on the areas of curriculum will form the base for further fieldwork on the process of curriculum review.

II. BACKGROUND OF THE STUDY AREA

The study is carried out in the South-South States of Nigeria. The South-South States are located in the south-south Geopolitical zone of Nigeria (SSGPZN) and they occupied 85,303 Square Kilometers. These states comprised of Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers. These states forms part of the Niger Delta region. Each state is divided into 3 senatorial district and local government areas for administrative convenience, totally, 18 senatorial districts and 126 local government areas (Agba, et al 2010). According to National population Census (NPC, 2006) put the population of the South-South States at 21,014, 655.

The South-South States provide about 90 percent of the nation's foreign earning (Ogochukwu, 2001). These states are also the commercial nerves of Nigeria and home of various institutions of learning from were education stakeholders were selected for this

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study. However, the predominate occupation is agriculture ranging from fishing farming, cultivation of palms, yams, cassava, cocoyam etc. Despite polutions from oil exploration in the region, the rich soil and favorable climate made agriculture the main-stay of the people.

Poverty in the region is significantly high despite the huge earnings from crude petroleum exports (Agba & Ushie, 2005). Seventy percent of the people are poor and poverty level in the region exceed African standard. Forty percent of its population is illiterates and youth unemployment is unprecedented (Woller, 2004). Despite government and other stakeholders' efforts to reduce poverty in the region, their activities yielded less fruits because their strategies excluded education. According to Agba, Ushie and Agba (2007) education remains a panacea to eradicating poverty in Nigeria. This therefore calls for the provision of functional and effective education in the region and indeed the whole country, through curriculum review that would reflect the needs and aspiration of the region as well as the entire nation.

III. TRENDS OF CURRICULUM DEVELOPMENT/REVIEW IN NIGERIA

The historical antecedence of curriculum development in Nigeria began with the arrival Christian Missions in September 1842 and the establishment of missionary schools. Between 1842 and 1881 Christian Missions alone opened, maintained, controlled as well as defined the objectives, contents and instructional methods including the curriculums of those schools. The main thrust of the curriculum then was based on the four R's: Reading, Writing, Arithmetic and Religion. The objectives of mission schools and the curriculum were to train lay-readers, cooks and catechists who could assist in the mission work (Fajana, 1969; Adeyinka, 1988).

The agitation by indigenouse people for the opening of schools in their respective local environments led to the establishment of the Church Missionary Society Grammar School, Lagos in 1859, Methodist Girls' High School, Baptist Academy and Methodist Boys' High School. Although these schools were opened based on local demands the curriculum and subjects were controlled by the Missionaries (Ajayi, 1963; Adeyinka, 1988). Subjects taught in these Grammar – School gave little consideration to agriculture or preparation for self – employment rather pupil were trained in British literary tradition and were empowered to mount white collar jobs that were normally for the products of the grammar schools.

The early secularly curriculum development in the history of education in Nigeria was between 1882 and 1925. Government interest in curriculum development started in 1882 with the establishment of

Education Act which provided for a Board of Education to regulate the development of education at all level in British West African Countries. The opening of the first Government Secondary School (King's College, Lagos in 1910 and the Metamorphosis of University of Cambridge Local Examinations Syndicate to school certificate in 1923 significantly affected the development of curriculum for senior classes of Nigerian Grammar Schools. Consequently, between 1916 and 1920, subjects such as applied mathematics, experimental science, Botany, Natural History of Animals, Needlework and Hygiene were included in the Nigerian Grammar school curriculum (Adeyinka, 1988).

Phelps –Stokes Commission Report of 1925 had wide implication on curriculum development in Nigeria. The report revealed that education in Nigeria was not adapted to the needs and aspirations of the people, consequently subjects such like History, Geography, and Biology etc were restructured to focus on Nigeria and Africa in general (Lewis 1962, Adeyinka, 1988). The establishment of West African Examination Council (WAEC) in March 1952 and it's Logos Office in September 1953 significantly influenced curriculum development in Nigeria. The council was saddled with the responsibility of inspecting and encouraging Grammer schools to teach subjects that are examined by WAEC. Soon after independence in 1960, the quest for national development informed the expansion and modification of the inherited colonial curriculum to serve the new socio-economic and political needs identified in Nigeria (Woolman, 2001).

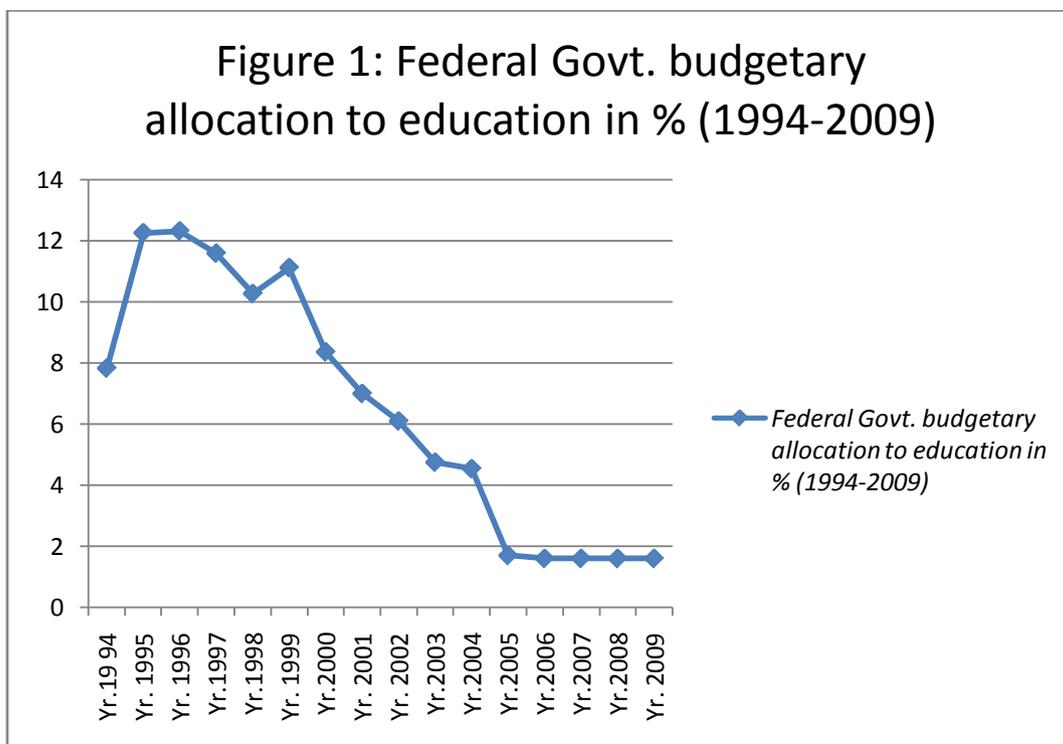
Critical intellectual evaluation of the goals and practice of education in Nigeria occasioned the establishment of Ashby Commission's whose report in 1960 led to the introduction of subjects such as Vocational Studies, Commerce and Agriculture in secondary schools (Adeyinka, 1988). This is because Mission Schools and their curriculum neglected African culture and history (Ajayi, Goma & Johnson 1996), thus separating students from the life and needs of their community (Woolman, 2001).

Other landmark events that influenced curriculum development in Nigeria include the establishment of Educational Research Council, the National Curriculum Conference (NCE) in 1969. National Policy on Education in 1977 reviewed in 1981 and 2004. The proceedings of the NCC informed the National Policy on Education and the 6-3-3-4 system of Education and a comprehensive review of both the junior and secondary school curriculum. The introduction of Universal Basic Education in 1999 also brought remarkable change in class-room management techniques, supervision and curriculum development in Nigeria (Ayo & Adebiyi, 2008, Ajibola, 2008).

IV. CHALLENGES TO EDUCATION AND CURRICULUM IMPLEMENTATION

In a knowledge driven society like ours education is gaining unparallel grounds, as indispensable tool for national development (Awang 2004; Agba et al 2009). For education to serve as instrument par excellence for sustainable development, its content must be fully implemented. Unfortunately, the goals of education are continually been impeded by factors that also posed as challenge to curriculum implement in Nigeria.

According to Balogun (1995) factors that limit effective curriculum implementation in Nigeria include inadequate planning, syllabus overloading or unrealistic goals, insufficient teachers and lack of adequate resources. Others are lack of in-service training, are lack of commitment from both government and teachers, and lack of adequate monitoring and evaluation in the education system.



Source: Adopted from ASUU National Executive Council (2005 & 2009); Agba et al (2009).

Similarly, Jega (2002) Awah and Agba (2007) posit that incessant industrial crisis and lack of school physical facilities impedes the potency of education as instrument of sustainable development in Nigeria. Morinho (2009:1) observed that "Based on inarticulate policies, inadequate resource and poor planning, curriculum implementation has become ineffective and lacks any useful feedback mechanism anchored in review, analysis and design processes." Declined budgetary allocation to education from 1994 to 2009 obstructed the effective implementation of school curriculum at all levels of education. It was evidence that between 1994 and 2009 yearly budgeting allocation to education at national level declined from 7.83 percent in 1994 to 1.6% in 2009 (see figure 1 for details). Gulloma (2009) and Agba et al (2009) observed that public expenditure on education in Nigeria is within the region of 5 percent of the Gross Domestic Product (GDP) which is far below the average of most countries. Consequently aggregate per capita expenditure on students continues to dwindle since 1994.

V. EDUCATION CURRICULUM AND NATIONAL DEVELOPMENT

Education and national development are inextricably interwoven. Education is a continuous process by which an individual acquires basic skills that enable him to function effectively as member of society. While national development is the progressive unfolding of the potentials of society (Orobosa, 2010). It entails establishing "a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy; a land, full of bright opportunities for all citizens" (FGN, 2004:6); Emeh & Agba 2010).

National development includes engendering in members of society the disposition for personal autonomy, responsibilities as well unfolding man's potentialities in a total sense. It entails making man the focus of development drive. It involves total transformation of society, reduction of poverty, enhancing social services and security, housing, wealth

creating and equitable distribution of wealth (ACARITSD, 1989; Mohammed, 1991; Orobosa, 2010; Emeh & Agba, 2010).

The aspiration and drive for national development informed the philosophy and objective of education in Nigeria (Ajibola, 2008). The curriculum was expanded and modified, to place education as agent of social change as well as reflect the dynamics process of nation-building (Woolman, 2001 & Marinho, 2009). Education was meant to foster the frontier of knowledge, formulate ideas for national development, train and develop manpower to man various institutions of society (Jaja 2007, Agba, Ushie & Agba 2007) and to inculcate national Values, morals and character necessary for national unity and development (Agba, Ushie & Agba 2009), Emeh & Agba, 2010).

Despite government intention to use education as vital instrument for national transformation, there remain systemic short comings that bedevil the realization of development plan of Nigeria (Agba, 2007, Morinho, 2010). Consequently, the country is still trapped in the vicious cycle of underdevelopment. Social mayhem such as poverty, food insecurity, health crisis, dead infrastructure, high crime rate and poor sanitation characterized the Nigerian federation (Agba, et al, 2009). Others are unemployment (Alanana, 2003, Akintoye, 2008), ethno-religious crisis, political thuggery (Agba, Coker & Agba 2010). These social upheaval threatened national unity and could extinct the Nigerian federation even at 50 years of nationhood.

Although the causes of these social mayhem are multidimensional, effective and functional education could serve as remedy (Emeh & Agba 2010); since such education stimulates other sectors of society (Ojogho & Ogunu, 2003, Jaja, 2007) and trained social thinkers who would proffer solution to societal problems (Emeh, 2010). Effective design and implementation of curriculum is therefore vital for functional education and nation building (Marinho 2009). Nwilo and Badejo (2002) posit that when curriculum is inadequate to propel the wheels of effective education it should be modernized or reviewed to meet the demands and dynamics of society.

VI. METHODOLOGY

This study was carried in South-South States of Nigeria. Four States including Akwa Ibom, Cross River, Edo and River States were purposefully selected for the study. One hundred and fifty participants were purposefully sampled from the population of education stakeholders in the sampled states. The breakdown of the sample is as follows:

1. <i>University lecturers</i>	-	11
2. <i>Secondary school principals:</i>		
a) <i>State owned</i>	-	8
b) <i>Privately owned</i>	-	6

c) <i>Federal owned</i>	-	2
3. <i>NGOs</i>	-	8
4. <i>Industries and factories</i>	-	10
5. <i>Community leaders</i>	-	10
6. <i>Ministries</i>	-	12
7. <i>Religious organizations</i>	-	3
8. <i>Teachers:</i>		
a) <i>State schools</i>	-	32
b) <i>Private schools</i>	-	20
c) <i>Federal schools</i>	-	8
9. <i>Parents</i>	-	10
10. <i>Students</i>	-	6
11. <i>The press</i>	-	4
<i>Total</i>	=	150

Special invited guests include the Vice - Chancellor of the University of Calabar, the Manager of Export Processing Zone (EPZ) Calabar, Retired Chief Judge of the High Court, Commissioner of Education, Cross River State, and the Director of the Research Centre, University of Calabar, who is also the Project Manager, University of Calabar Step B World Bank Project. This sample was therefore judged adequate representative of education stakeholders for a workshop on curriculum review. The basic assumptions are that all education stakeholders who participated in the workshop had, at one time or the other, been in contact with some aspect of Nigerian educational curriculum at secondary, university or both levels of the educational system. They are therefore judged capable of responding to various curriculum issues and expressing their reactions in a Focus Group Discussion (FGD).

Qualitative technique was used to elicit information from participants. The qualitative method used was the FGD. Participants were divided into six groups, comprising of 25 persons each. The following curriculum themes were the focus of the group discussions:

1. Group 1: National needs to serve by secondary and university education.
2. Group 2: Secondary and university education objectives
3. Group 3: Curriculum contents
4. Group 4: Teaching methods (Pedagogy)
5. Groups 5: General implementation of curriculum (current practices).
6. Groups 6: Evaluation techniques and linking of secondary and university education lifelong strategies.

The Focused Group Discussion (FGD) stage was followed by group presentation of report. This was presented by each group's discussant leader or secretary when participants converged for general interaction. The final stage was comments from the participants on their individual reactions to (a) the curriculum issues, and (b) the extent of success of the stakeholders' workshop.

VII. FINDINGS

1) *Result from FGD 1: National Needs to Serve by Secondary and University Educations.*

The questions for discussion in Group 1 was: Does the present secondary education system adequately serve national needs as an entry point for (a) further life experiences, and (b) university experiences? If no, what are the areas of inadequacy?

During the session, discussants observed that, in theory the present secondary education system in Nigeria adequately serve national needs, but not in practice. The white collar trend of missionary education is still on. Learners go to school without the necessary equipment. They posit that the theoretical aspect is adequate, but there is no enabling environment for skills development, thus unemployment is prevalent. Discussants asserted that trained personnel to facilitate the implementation of curriculum in Nigeria are lacking; that subject like Introductory Technology is not adequately taken care of, even where the equipment are available, implementation is poor due to lack of personnel. They also asserted that, inadequate funding affects curriculum implementation.

Discussants observed that education at secondary school level does not equip students to meet the standard for the University in terms of knowledge build up and skills development. Consequently, they posit that parents and teachers roles should be supplementary; parents should be interested in what their children learn in school. That enabling environment should be created to stimulate teachers' commitment to work. There should also be commitment on the part of all stakeholders, government inclusive. Government must show genuine interest in education. Teaching and learning process should be organized in such a way that children are encouraged to develop their potentials.

Participants asserted that school time at secondary school level should be extended beyond 2.00pm if they are to cover everything included in the curriculum. They also advocated for the re-introduction of "A" Levels programme in Nigeria; and that moral instruction should be included in schools.

2) *Result from FGD 2: Secondary and University Education Objectives*

The question for discussion in this group was: How realistic are the present objectives of secondary education as an entry point for (a) further life experiences and (b) university education experiences?

During the session discussants asserted that the objective of secondary education of providing all primary school pupils with the opportunity for education at a higher level, irrespective of sex, social status, religious or ethnic background is realistic because government provided facilitates in secondary schools for

everyone without any social or racial restrictions. However participants posit that the objective of secondary education of offering diversified curriculum to cater for the differences in talents, opportunities and future roles is not realistic. That education at secondary school level does not make provision for holistic individual development and does not give room for creativity and opportunities for students to excel. This is because the curriculum is teacher centered and does not take into cognizance the growth and development of the learners.

Participants further asserted that the objective of providing trained manpower in the applied science, technology and commerce at sub-professional grades through secondary education is unrealistic. This is because there is lack of technical expertise; schools are poorly equipped and lack modern facilities for advancement. More so, discussants observed that secondary education had not been able to inspire students with a desire for self –improvement and raise a generation of people who can think for themselves, respect the views and feeling of others. Participants posit that the lapses or inadequacies in secondary education is attributed to a number of factors including that the curriculum is teacher – centered; emphasis is on certification and not skilled, consequently learning is based on note/memorization; and that the class size is often very large for teachers. Other impediments are lack of school physical facilities, including ill-equipped laborites, lack of teaching aids and libraries.

Discussants asserted that for secondary education to be relevant the following objectives should be including in the curriculum:

1. Entrepreneurial training
2. Syllabus should include acquisition of skills such as creativity and problem solving,
3. Reproductive health education should also be offered as a subject in secondary schools.
4. And that learning should be practical oriented.

3) *Result from FGD 3: Curriculum Content*

Discussion in this group was based on the question: How adequate are the present curriculum content of secondary education as an entry point for (a) further life experiences, and (b) university education-experiences? It was asserted in this group that the curriculum contents of secondary education is inadequate for further life experiences; owing to recent charges in technology, globalization process and other global dynamics. The curriculum contents are inadequate because it fails to domesticate local needs and in science is more theory oriented than practical. It was asserted by discussants that science curriculum failed to integrate our traditional methods of healing, and other indigenous knowledge system. They posit that

history curriculum content should be expanded to include minority tribes in Nigeria.

Participants further asserted that social science curriculum should be broadened to capture more of the Nigerian economy than that of the Western World. They posit that theories especially that are related to climate change should be reviewed; and that curriculum content for food and nutrition should emphasized more on local dishes.

4) *Result from FGD 4: Teaching Methods (Pedagogy)*

Discussants based the session on the question: How adequate are the teaching methods presently employed in secondary education as entry point for (a) further life experiences; and (b) university education experiences?

Participants observed that the current teaching methods employed in secondary schools in Nigeria are grossly inadequate as entry point for further life experiences and tertiary education experiences. They posit that teaching methods are more teachers – centered, because discussion, demonstration, discovery and concept mapping methods which are very important are rarely employed in our schools. That absence of properly trained and committed teachers, non-professional teachers, inadequate learning materials, absenteeism as by both students and teachers further obstruct the process of teaching and learning in secondary schools.

Participants posit that the teaching methods in secondary schools are largely inefficient and mechanical. The popular ones like lecture method are stereotyped and routine, making the classroom boring for learners. They asserted that, methods are traditional, outdated and are more teachers – centered than student-centered.

5) *Result from FGD 5: General implementation of Curriculum (Current Practices)*

Discussants based their deliberation on the question: How realistic and adequate are the current practices in the implementation of secondary education as an entry point for (a) further life experiences; and (b) university education experiences?

The participants posit that the current practices are relatively unrealistic because of infrastructural problems. Inadequate classroom, staff room, lack of teaching aids, laboratories, workshops and indecent teaching environment impede the implementation of secondary school curriculum in Nigeria. Other factors include large proportion of students in a class. In most school teacher student ratio is 1:100; this does not make for school friendly environment. Again in schools where there are laboratories, they are not equipped, attendants, reagents are not available and some of the equipments are obsolete.

Discussants also asserted that the current practices in the implementation of secondary education curriculum are relevant, except for situation where students are exposed to only theoretical aspects of learning in subjects that require practical applications. Practical learning are not emphasized nor carried out for the following reasons: inadequate equipments, untrained teachers, and irrelevant curriculum contents.

Participants posit that pitfalls to curriculum implementation can be overcome if government prioritize education, equip schools and cater for the welfare of teachers. They asserted that teaching methods should be modified; teachers and other stakeholders should be allowed to participate effectively during curriculum review or design. The content of the curriculum should be reviewed to reflect the needs of the Nigeria.

6) *Result from FGD 6: Evaluation Techniques and Linking of Secondary and University Education of Lifelong Strategies*

Discussion in this group was within the frame of the question: How relevant are the present evaluation techniques in secondary education as an entry point for (a) further life experiences; and (b) university education experiences?

Participants asserted that the traditional mode of examination is inadequate and it is mainly directed towards testing cognitive ability of students. They posit that paper and pencil test are rampant, and this hardly test skills, attitudes and values. Learning experiences that forms the core of the curriculum are obsolete and do not reflect the aspirations of students. The discussants observed that since what students experiences at the secondary level are at variance with their subsequent progression to the university they become disoriented as first year, students at the university level, because their secondary school experiences do not serve as stepping stone to interact at a higher level.

The group also posits that existing evaluation techniques were inadequate. Continuous assessment both at secondary and university levels are no longer taken seriously. Students are not exposed to varied forms of test that can prone all areas of their ability like cognitive, affective and psychomotor. Fortnight test is completely out in most secondary schools. Test items are not comprehensive because most teachers do not understand three methodologies used in examining students which include – single domain, co-matrix and affective. Repeating questions and poor supervision of examinations also constitute a problem in evaluation techniques in Nigeria.

VIII. DISCUSSION

The study revealed that in theory, the present secondary education system in Nigeria is adequate but not in practices. It shows that the theoretical aspect of the curriculum is adequate to serve the needs of the country, but lack enabling environment for skill development. The study also revealed that education at secondary level does not equip students to meet further life experiences. Consequently, unemployment is prevalent. The curriculum in secondary school is therefore relic of colonial type which is white collar oriented. According to Fajana (1969) and Adeyinka (1988), the main thrust of colonial curriculum was based on the Four R's: Reading, Writing, Arithmetic and Religion. Its objective was to train lay-readers, cooks and interpreters. People were trained to fit into the white collar jobs of the colonial overlords. Little consideration was given to agriculture or preparation for self-employment.

The unprecedented rise in unemployment in Nigeria is not unconnected to the inadequacies in the secondary education system. According to Alanana (2003), unemployment rate increased from 6.2% in the 1970s to 11.5% in the 1990s. Akintoye (2008) posits that national unemployment rose from 4.3% in 1970 to 6.4% in 1980. Statistics from National Bureau of Statistics (2005), Ajayi, Adeniji and Adu (2008) revealed that unemployed persons with secondary education increased from 59.2% in 1992 to 68.7% in 1994.

The study shows that the objective of secondary education of offering diversified curriculum to cater for the differences in talents, opportunities, further life experiences and future roles is unrealistic. Education at this level does not make provision for holistic development of the student. The study further revealed that the objective of secondary school providing trained manpower in the applied sciences, technology and commerce at sub-professional grades is not realistic. Participant asserted that lack of school physical equipment, experts, poor curriculum design and poor funding are jointly responsible for the set-back in the potency of secondary education in Nigeria. This findings corroborates Balogun (1995), Jega (2002), Awah and Agba (2007) who all observe that factors that limit the effective implementation of curriculum in Nigeria include – inadequate planning, insufficient teachers, syllabus overloading, incessant strikes, lack of infrastructural facilities among others.

Marinho (2009) posits that inarticulate policies, inadequate resources, poor planning, lack of feedback mechanism impede curriculum implementation in Nigeria. Agba et al (2009) and Gulloma (2009) observe that public expenditure on education is within the region of 5 percent of the GDP and this could be responsible for the gross lack of school physical facilities in schools and frequent strikes in the education system which in turn affects curriculum implementation. Agba et al (2009) further observed that between 1994 and 2009

yearly national budgetary allocation to education declined from 7.83 percent to 1.6 percent and this adversely affects the process of teaching and learning in Nigeria schools.

The study also revealed that the curriculum content of secondary education is inadequate for further life experiences and university education. This is because the curriculum contents failed to domesticate local needs and is more theory-oriented than practical. The content largely omits most changes in technology and other global dynamics. This finding is consonant with the observations of Adeyinka (1988) and Woolman (2001) who posit that secondary school curriculum contents are inadequate; because it neglects African culture and history, thus separating the students from life and needs of their community.

Participants acknowledge that the current teaching methods in secondary schools are inadequate to spore students for further life experiences. That the teaching methods are teacher-centered which largely omits demonstration, discovery and concept mapping methods. Participants blamed the absences of trained and committed teachers, non-professional teachers and inadequate learning material to be responsible for the poor teaching methods in secondary schools in Nigeria. This finding is consistent with the observations of Balogun (1995) and Nwakoma (2009) who posit that lack of in-service training and committed teachers could be responsible for poor pedagogy in primary and secondary schools in Nigeria.

Poor teaching methods could be responsible for poor academic performance of students in secondary schools in external examinations such as Senior Secondary Certificate of Education (SSCE), Joint Admission and Matriculation Examination (JAMB) and NECO. Agba, Ikoh and Ashibi (2010) posit that teaching-learning process revolves around the teacher and his/her pedagogy and this has behaviour consequence on the student performance at school. Ikoh (2007) observe that records in Nigeria show that students' performance in SSCE is quite below average. This performance according to Ashibi (2005) and Agba et al (2009) is blamed on teachers' pedagogy and government inability to effectively sponsor education in Nigeria.

The study further revealed that the current practices are unrealistic and inadequate in the implementation of secondary education as an entry point for further life experiences and university education. Participants observed that inadequate classroom, staff room, lack of teaching aids, laboratories, workshops and poor work environment impede curriculum implementation in Nigeria. This finding is consistent with the works of Balogun (1995), Nwakoma (2009) and Morinho (2009), who observed that lack of school physical facilities, inadequate

funding, and lack of professional teachers posed great challenge to curriculum implementation in Nigeria.

More so, the study revealed that the traditional mode of examination in secondary schools is inadequate, since it is directed towards testing cognitive abilities of students; omitting skills, values and attitude test. This could be responsible for the disorientation among year one students in the university. The reason is that what students' experience at the secondary level is at variance with their subsequent progression to the university. This therefore calls for re-evaluation of the existing testing techniques and re-emphasizing the importance of continuous assessment in secondary schools.

IX. RECOMMENDATIONS

Based on this research finding, the following recommendations were made:

1. Government should prioritize education in Nigeria. Genuine interest should be shown in education. Education should be properly funded by government to enable schools acquire adequate physical facilities and instructional materials. This will help reduce the problem of overcrowded classrooms.
2. Conducive work environment should be created for teachers to stimulate their commitment to work. Adequate and decent staff rooms should be built for teachers.
3. Teaching and learning process should be organized in such a way and manner that encourage the development of the hidden potentials of the child.
4. The existing curriculum in secondary school should be reviewed to reflect the needs and aspirations of Nigerians. Subjects that developed the child for self-employment should be introduced and enabling environment should be created for these subjects to be taught. Existing subjects such as introductory technology should be encouraged through adequate equipment and personnel.
5. Secondary school curriculum should be diversified to cater for the differences in talents, opportunities and future roles of students.
6. Curriculum contents especially in social sciences and in food and nutrition should be domesticated to reflect local needs. The content of economic syllabus should capture more of Nigeria economy than Western World. Food and nutrition curriculum should emphasize more on local dishes.

X. CONCLUSION

Education remains a potent factor in national development. The aspiration of establishing a free and

democratic Nigeria, a just and egalitarian society, a united, strong and self reliant nation, a great and dynamic economy, and that of becoming one of the twentieth economy by 2020 would be dashed if our curriculum is faulty and not properly implemented especially at secondary school level. This is because education at this level serves as a bridge between primary schools and tertiary institutions. The unprecedented rate of unemployment among secondary school leavers, the poor performance of secondary school students in external examinations and their disorientation at entry points in universities/tertiary institutions merits serious consideration and commends our attention for curriculum review. We therefore recommended among others that the curriculum contents in secondary schools be reviewed to reflect the needs and aspiration of Nigerians; and that government should prioritized education and create enabling environment for teaching and learning in secondary schools.

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