

# CURRICULUM IMPLEMENTATION

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## ABSTRACT

The fact that curriculum implementation is one of the major and important elements of curriculum is no longer a subject of debate among educationists in Nigeria large. The paper is specifically concerned with curriculum implementation which is the process of putting into effect the curriculum produced by curriculum construction and curriculum development. It also takes a look at the implementation problems, the implementers and the factors engineering the problems with reference to northern part of Nigeria. The problem of finance and its managers is highlighted with examples from the secondary and primary schools in the Northern part of Nigeria. Based on these sound revelations suggestions and recommendations were raised towards effective implementation for aims, goals and objectives achievement in Nigeria.

## DEFINITION OF TERMS

### CURRICULUM

Curriculum is a composite of planned learning skills by the learners under the control of the school. Uu,a(1979) noted that curriculum is a situation that a school selects and consistently organises for the purpose of bringing about changes in the behaviour of students as a means of developing the personality of the individuals. This has to do with the careful selection of educational aims and objectives and their translation into action.

### CURRICULUM IMPLEMENTATION

Naomi (1989) observed that curriculum implementation means putting the curriculum into work for the achievement of the goals the curriculum is designed for. In fact it has to do with actually putting what has been planned into action. **Curriculum implementation** in other words is the process of putting into effect the curriculum produced by curriculum construction and development.

### INTRODUCTION;

Considering the fact that education is what survives when what has been learned has been forgotten, there is a need for effective implementation of any designed curriculum. In other words education is the process through which a group of people transmit its cultural heritage to the succeeding generations. Hawes (1979) said that "efficiency may be measured only at its ultimate effects on the learner and what is learnt". This shows that the curriculum development process cannot be separated from its implementation strategies.

Since (1969) when a curriculum conference was held in Lagos, two major education events have occurred. First, was the 1973 National Seminar on National Policy which led to the Federal Republic of Nigeria national Policy on Education in (1976), The second event was the National Workshop on the implementation of national policy held at Kaduna and Lagos in 1978 leading to the blueprint of the implementation committee and the amended national Policy on education in 1980.

As a matter of fact curriculum implementation as far as this country is concerned, is putting the clearly stated five objectives and national values into action. It is a common belief that schools are established to train children who will be useful to themselves and their society. For the actual realization of this comprehensive interactional materials should be provided for effective implementation which can lead to the achievement of the stated *aims* and objectives of education.

The implementation committee blueprint (. 1978-79) recommended that the class of teachers must be mainly NCE and graduate teachers in all subjects or areas. Fafunwa (1974). Noted that there is a need for enough and adequate

materials for implementation as one of the important elements of education. The above statements show how important implementation is in trying to initiate a permanent change in the behaviour of the learner or student.

Effective teaching which can take place through the best use of instructional materials and individual understanding, helps the individual to improve his abilities and develop in him more desirable changes in the behaviour of the students or the learners in the school through teaching aids. Learning is an indication that the teacher possesses a clear understanding of things like the specific changes in knowledge, understanding, skills or attitudes towards the subject matter that are desirable, how people learn, that is how people can be influenced to change through the use of effective strategies and how to teach, how to involve teaching methods and materials to bring about changes in students' behaviour.

### **PROBLEMS OF IMPLEMENTATION**

Many researchers including the writer (1995) have carried out research on the problem of curriculum implementation in both junior and senior secondary schools in many parts of this country. The common problems identified include shortage of instructional materials which over-population of schools and students in some of the schools could be responsible for, for proper running of the whole educational system. The same financial problem may lead to a shortage of teachers and up-bringing of the untrained teachers in the body of teaching profession through workshops, seminars, public lectures, magazines and other publications. Facilities are meant to facilitate teaching in general but these are lacking in many schools in this country. For any curriculum to really achieve her stated objectives, aims and goals, comprehensive and adequate materials for all activities should be present.

Garba (1985) noted that inadequate finances, lack of trained teachers and students' dislike for vocational trades are hampering the implementation of the present system of education 6-3-3-4. In fact students can not learn effectively in a situation where the class is over-populated. For instance the class of 35-40 students is more manageable than a class of 60-70 students especially in the field of continuous assessment.

### **CURRICULUM IMPLEMENTERS**

Many people apart from teachers and students take part in curriculum implementation indirectly, teachers take part directly. They are regarded as the key factors for curriculum implementation. Students on the other hand participate effectively in curriculum implementation.

Job (1981) noted that "teachers should be, developer, designer, evaluator and implementer of the curriculum". He should serve as implementer and interpreter of the whole concepts of the curriculum. As key factors for curriculum implementation, there should be a sound relationship between teachers and administrators, teacher<sup>1</sup>; and the government, teachers and parents and teachers and the entire community.

For any educational system to be successful enough, attention must be paid to teachers through motivating them to work and improve certain teaching aids not available using local materials around. Teachers can use students to produce some of the teaching aids that are producible. The sound relationship existing between the teacher and parents can make the parents through Parent Teachers Association to assist in the provision of instructional material and other facilities in the schools for effective learning to take place.

As mentioned earlier all categories of people have one role or the other to play. Even the students have important roles to play in curriculum implementation, planning and development. Narrell (1975) said "... you, don't have to sit on desk looking at Black Board all days long. You can sit where you like and do your work when you like ..."

This really shows that students can as well contribute to the effectiveness of learning and teaching. For instance they can motivate their parents to contribute heavily through encouraging performances in the schools.

For proper planning of the curriculum, government could encourage the planners and developers as well as implementers by providing incentives. Since the society is one of the three basis of curriculum development, teachers may be in a very good position to say much about the parents and students who are part of the society. The implementers of the curriculum should be acquainted with the whole principles of human relation to enable them reach all categories of people for effective learning to take place. Where human relation is lacking, success may not visit such places

because there will be confusion. Considering the combination and composition of the Parent Teachers Association, one is in a way free to say that a good number of people in the community take part in curriculum implementation, this is because continuity is important in education. Teachers continue where parents stop at home.

Thus they hand over to teachers to complete the job started at home. At the same time curriculum implemented should be in a position to discourage things that are bad.

### **WHAT IS ENGINEERING THE PROBLEMS**

The paper considered economic or financial problem and wrong hands to be responsible for engineering the problems mentioned above. The present hardship is actually responsible for lack of facilities in our schools for effective curriculum implementation which can lead to objective achievement.

Mary (1979) noted that, "there can not be any progress in the field of education without money. We need financial support to carry out all activities successful. With money, these problems will not be there". Politics according to some educationists is another engineering factor. Because of political demand schools are created where they are not supposed to be created. This can make management difficult in nature.

Farrant (1985) noted that, the most common excuse made for not using teaching aids are that they are difficult to obtain and expensive. These problems can be overcome if you make your own. A few simple materials, a moderate imagination and a lot of care are all you need to set up in business as your own visual aids.

He went further to say that teachers can ask students to participate in making some teaching aids. It is right that they should because in most cases learning is derived from constructing a model than from using them.

Money allocated for managing and implementation of the curriculum may not go straight to the work but rather into the pocket of few individuals. A good example is the last (194) Kaduna State issue with some principals who were dealt with by the state government. Such principals may not contribute effectively to the development of education in their schools. Implementation activities of people towards the work is in a way engineering the above mentioned problems especially negative attitudes.

### **SUGGESTIONS AND RECOMMENDATIONS**

The following suggestions and recommendations are made towards improving curriculum implementation in this country for the betterment of the country as a whole. To begin with, to really take care of most of the problems listed, available amount of money should be seriously monitored to make sure that it is going to the right thing. That is to avoid deviation. With enough money or fund the problems of facilities, teachers, workshops, seminar journals and educational magazines to educate teachers to more will not be there. Cases of mismanagement will be taken care of by the government to really reduce the rate for better implementation. Supervisors should really discharge their duties well for sound implementation.

Schools and Colleges should be manageable in nature. Unnecessary schools should be merged for proper *management*. Admission should be done bearing in mind the facilities available for effective teaching to actually take place. This can take care of over population of students in the class. This will enable teaching aids go around the students and affective assessment.

Teachers and students should be motivated despite the economic hardship to embark on in improvisation teaching aids. This can be done through the use of local materials. To avoid strikes, incentives should be given to teachers to motivate them work well. Recognition should be given to the teaching profession like other profession in the country. The teaching profession should not be a clumping ground where people hang to get better places. Since it is the bedrock of national development much importance should be attached.

Politics is good but the politicians should really bear in mind the implication of having *many* schools without proper care. Having more schools should be accompanied with sound fund for *management* They should also bear in mind that schools should be manageable in nature. The government should not establish schools for establishing sake but it should be able to properly manage them well.

Communication is very important in teaching. This language issue should given serious attention in all schools along side moral instruction which helps in the maintenance of discipline in the school. This is because a disciplined school is a sound school. Despite the differences in the country, the fact that nobody owns a language should be addressed. Teaching can not be effective without effective **communicators**. Teachers need to be sound communicators for learning to actually take place.

Government should not be left with the whole responsibility(ies). Parent, individuals, groups and organisations should be actively involved in the management of the schools. This is because the whole country will benefit from the

thorough implementation of the curriculum, For instance the country will be better when the aims, goals and objectives are achieved. Generally speaking, all things lacking should be provided for comprehensive implementation,

To really avoid over-population in the classroom, enough teachers should be employed. Teachers can assess students easily when they have a manageable number of students in the class, There is a need for valid continuous assessment in teaching, using value judgement. A class of 30-40 is alright for sound continuous assessment.

Parents, teachers and students should team up to really take care of problem by continual work. The school administrators can motivate students and teachers to generate money which can help in taking care of the school library, laboratories and other facilities. Projects like the school general farm and Departmental farm can generate money for the laboratory materials

A school can make use of the Parents Teachers Association to generate- money for many things in the schools. This is because the government cannot cater for all schools considering the economic situation in the country. The government too should encourage private schools to reduce the population of the students in the public schools.

People in charge of supervision of schools should go out for correction and not looking for mistakes. With this the whole educational field will be pure and the whole stated aims, goals and objectives will be achieved. As it is the practice right now in Toro L. G. A, of Bauchi State that supervisors should be N.C.E. and B(Ed) holders, the government should encourage the same practice everywhere in the country in order to arrive at effective supervision.

## CONCLUSION

In considering what should be actually done to improve the situation, it appeals that one of the most helpful things would be to have more dedicated, sincere, honest and hardworking people to be brought into the educational field, and encouragement to be given to such people to really take up professional careers in education for effective implementation of the curriculum.

Since it is a true statement that education is the bedrock of national development in this country, despite the political, socio-economic and religious crisis one is in fact free to say that the above statement is no longer a subject of debate. The stated aims and objectives of education can only be achieved through proper curriculum implementation.

Clearly speaking, the level of commitment, sincerity and honesty plays a very important role in the quality of education given to the children, but other factors, including the provision of suitable educational facilities and a reasonable stability of the economy also play a part. While there has been a phenomenal increase in the amount of funds allocated for educational development during the past thirty years, there is still a great deal of room for improvement in terms of management.

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