

**ASSESSMENT OF THE IMPLEMENTATION OF CURRICULUM INNOVATION FOR  
SUSTAINABLE SECONDARY EDUCATION DEVELOPMENT IN LAGOS STATE, NIGERIA**

**BY**

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**Abstract**

Effective implementation of curriculum innovation is critical for achieving sustainable development in secondary education. Consequently, this study assessed the implementation of curriculum innovation for sustainable secondary education development in Lagos State, Nigeria. Four research questions were raised in the study; while one hypothesis was tested. Descriptive survey research design was employed in the study. Multi-stage sampling process, simple random sampling, and purposive sampling techniques were utilised for the study. The sample size for the study was three hundred and twenty (320) respondents. Self-designed questionnaire titled "Curriculum Innovation and Sustainable Secondary Education Development Questionnaire" was used for data collection. Research questions were analysed using percentages, mean and standard deviation; while the hypothesis was tested using Pearson Product Moment Correlation Coefficient at 0.05 level of significance. The study revealed among others that resources are provided for effective implementation of curriculum innovation for sustainable secondary education development in Lagos State to a moderate extent; and curriculum innovation is significance to sustainable educational development in Senior Secondary Schools. The study concluded that significant relationship existed between curriculum innovation and sustainable educational development in Senior Secondary Schools in Lagos State. The study recommended among others that principals should encourage teachers to implement the content of the curriculum innovation using appropriate innovative strategies and materials for sustainable secondary education development; and government should provide adequate necessary materials and support; including regular teachers' training programmes for effective implementation of curriculum innovation for sustainable secondary education development.

***Keywords: Assessment, Curriculum innovation, Implementantion, Sustainable development and Secondary Education***

**Introduction**

Secondary education is one of the most important levels in the Nigerian education system. This is due to the fact that the secondary education provides basis for learners who want to proceed to tertiary institutions. Hence, secondary education is very critical in the life of every learner for sustainable development in the Nigerian educational system and the society at large. Sound and effective secondary education will enable the learners to acquire skills such as communication skill, creative skill, problem-solving skills, decision making skill, ICT skills, team spirit/work skill and human relation skills which are required for the actualisation of sustainable development. This can be achieved through curriculum innovation. Curriculum innovation connotes something newly introduced, a new method or practice or change. It is the creative selection, organisation and utilisation of human and material resources in new and unique ways which will result in the attainment of a higher level of achievement for the definition of goals and objectives (Igwe, 2011). Curriculum innovation usually communicates the cultural, political and epistemological dimensions of a nation with a change in curriculum content, methods or process of implementation. It is as an indispensable strategy for educational reform throughout the era of educational change and in this twenty-first century. Curriculum innovation plays an important role in improving the effectiveness of education and learning systems (Yanti, Ilmi, Simbolon, Harbes, & Sumarni, 2023). It also aimed at bringing more effective learning approaches and prepare students for future challenges.

Curriculum innovation includes the introduction of new subjects like Insurance, Office practice and trade subjects like Marketing, Data processing, Animal husbandary, Book-keeping and Catering Crafts at the senior secondary

school level in Nigeria. It also includes utilisation of technology such as Goolge Classroom, Zoom, and Whatsapp for teaching and learning in secondary schools, especially after Covid-19 pandemic. Curriculum innovation is required for improving the educational system. It enables the education system and the country to meet the demands of the 21<sup>st</sup> century. This may be why Oyebola (2019) asserted that due to the ever emerging trends in knowledge, societal and political needs, countries are required to continue to reform, innovate and transform their curricular in dealing with complex issues of globalisation. This is an indication that there is close nexus between curriculum innovation and sustaible development in education.

The importance of sustaible development in education cannot be underestimated. Rabie (2016) described sustainable development as development that meets the needs of the present generations without compromising the ability of future generations to meet their own needs. Similarly, sustainable development is a pattern of socio-economic growth in which resources used in the society aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come (Alimba, Awaraiah, & Arinze, 2024). The development of a sustainable educational system requires dynamic and continuous innovations in the curriculum. Curriculum is a tool of education which is used for preparing individuals to become productive citizens and useful for themselves and the society at large (Adio, 2023). The curriculum must be implemented for the designers and developers to ascertain if it can achieve its stated goal and objectives (Adio, Oluwatosin & Olatunde, 2021). Curriculum implementation is concerned with the new ideas or materials which are put in practice and how those ideas and practices are maintained (Igwe, 2011). Teachers are identified as the major agents in the curriculum implementation process (Adio, 2023). This is due to the fact that putting the implementing a curriculum requires an implementation agent which is the teacher. This implies that effective imeplementation of curriculum innovation requires employment of teachers with required competencies in terms of knowledge and skills. Thus, a good curriculum innovation may not achieve its objectives if it is not well implemented by the teachers with the appropriate methods and materials. This may be why Babatunde and Braimoh (2018) argued that teacher is critical to the quality of education in any nation.

Curriculum innovation involves the reformation of content, teaching strategies, learning experiences, and educational goals to meet the demands of a constantly evolving society (Fullan, 2007). It aimed at bringing about improvement in the predetermined goals of education and plays a crucial role in creating a sustainable future (Umeodinka, Adio, & Igwe, 2023). Therefore, every curriculum innovation is expected to bring about sustainable development, particularly in the education sector and in the economy at large. As such, effective implemantion is the key to achieving the goals of quality curriculum innovation and sustainable development in education. It is against this background that this study assesed the implementation of curriculum innovation for sustainable secondary education development in Lagos State, Nigeria.

### **Statement of the Problem**

Initiation of innovation for secondary education has tendency to ensure that the educational system produces school leavers who can proceed to tertiary institutions for further education in order to make meaningful innovative contributions to educational and national development. However, despite various curriculum reforms initiated in Nigeria, many secondary schools continue to struggle with effective implementation. This disconnect has hindered the achievement of educational sustainability, which is essential for producing students who can compete globally and contribute meaningfully to societal development. This problem has become a great concern to stakeholders such as teachers, students, parents, and the public at large. These stakeholders continue to express deep concern over the fact that senior secondary school leavers are ill equipped to cope with the challenges of higher education and are not well-prepared with the inculcation of functional skills to effectively face the world of work upon graduation. This will also hinder availability of adequate skilled and knowledgeable manpower to fulfill the current and future needs of the Nigerian society. Consequently, this study assesed the implementation of curriculum innovation for sustainable secondary education development in Lagos State, Nigeria.

### **Purpose of the Study**

The purpose of this study was to assess the implementation of curriculum innovation for sustainable secondary education development in Lagos State, Nigeria. The specific objectives of this study are to:

1. examine the roles of teachers in the implementation of curriculum innovation for sustainable secondary education development in Lagos State, Nigeria;
2. ascertain the significance of curriculum innovation to sustainable educational development in Lagos State, Nigeria;
3. examine teachers' perception on the extent of availability of resources for effective implementation of curriculum innovation for sustainable secondary education development in Lagos State, Nigeria; and
4. assess the challenges affecting the implementation of curriculum innovation for sustainable secondary education development in Lagos State, Nigeria.

### **Research Questions**

The following research questions are employed in this study:

1. What are the roles of teachers in the implementation of curriculum innovation for sustainable secondary education development in Lagos State, Nigeria?
2. Of what significance is curriculum innovation to sustainable educational development in Senior Secondary Schools in Lagos State, Nigeria?
3. To what extent are resources made available for effective implementation of curriculum innovation for sustainable secondary education development in Lagos State, Nigeria?
4. What are the challenges affecting the implementation of curriculum innovation for sustainable secondary education development in Lagos State, Nigeria?

### **Research Hypothesis**

The main hypothesis raised to guide this study is:

**H<sub>0</sub>:** There is a significant relationship between curriculum innovation and sustainable educational development in Senior Secondary Schools in Lagos State, Nigeria.

### **Methodology**

This study was conducted in Lagos State, Nigeria. Descriptive survey research design was adopted in the study. The study's population was all the 322 senior secondary schools and 8,840 senior secondary school teachers in Lagos State (Lagos State Ministry of Education, 2022). However, out of 8,840 teachers, the estimated total number of teachers teaching the new subjects/trade subjects are about 1,610. Taro Yamane formula was used for the determination of the sample size for the study. The study employed multi-stage sampling process, simple random sampling, and purposive sampling techniques for the selection of the sample used in the study. The sample size for the study was three hundred and twenty (320) respondents. Consequently, simple random sampling was used for the selection of fifty (50) senior secondary schools across Lagos State. In addition, the teachers teaching the new subjects like Insurance and Office practice and teachers teaching trade subjects like Marketing, Data processing and Animal husbandry were purposively selected for this study. Self-designed questionnaire titled: "Curriculum Innovation and Sustainable Secondary Education Development Questionnaire" was used for data collection. The face and content validities of the questionnaire were assessed by two experts in field of research methods. The reliability coefficients obtained for the questionnaire using Cronbach's Alpha was 0.89. The copies of the questionnaire were administered by the researchers and three (3) trained research assistants to the respondents. Then, the copies of the filled questionnaire were collected from the respondents. The data collected through the administration of the questionnaire were analysed using percentages, mean, standard deviation, and Pearson Product Moment Correlation Coefficient at 0.05 level of significance.

## Results

Three hundred and twenty (320) copies of the questionnaire were administered in this study. Out of this figure, only two hundred and ninety-eight (298) copies were completed and returned by the respondents. This represents 93.1% rate of return. Therefore, the figure (298) was used for data analysis in this section.

**Research Question 1:** What are the roles of teachers in the implementation of curriculum innovation for sustainable secondary education development in Lagos State, Nigeria?

**Table 1: Roles of teachers in the implementation of curriculum innovation for sustainable secondary education development in Lagos State (N=298)**

S/N	Items	SA	A	D	SD	Mean	S.D	Remarks
1.	Teachers should structure the curriculum content to align with the objectives of the innovation.	182 61.1%	108 36.2%	8 2.7%	0 0.0%	3.58	0.55	Strongly Agreed
2.	Teachers are to adapt the innovative curriculum to suit the learners' needs.	108 36.2%	190 63.8%	0 0.0%	0 0.0%	3.36	0.48	Agreed
3.	Teachers should use innovative teaching strategies for the implementation of the curriculum.	123 41.3%	175 58.7%	0 0.0%	0 0.0%	3.41	0.49	Agreed
4.	Teachers should improvise materials when necessary for the implementation of the curriculum innovation.	103 34.6%	195 65.4%	0 0.0%	0 0.0%	3.35	0.48	Agreed
5.	Teachers are to evaluate the effectiveness of the curriculum innovation.	96 32.2%	190 63.8%	7 2.3%	5 1.7%	3.27	0.59	Agreed
<b>Grand Average</b>						<b>3.39</b>	<b>0.52</b>	<b>Agreed</b>

**Scales:** SA=Strongly Agreed ( $x \leq 4$ ), A= Agreed ( $x \leq 3$ ), D = Disagreed ( $x \leq 2$ ), SD=Strongly Disagreed ( $x \leq 1$ )

The individual mean of the items 1 to 5 in Table 1 revealed that the respondents agreed that teachers should structure the curriculum content to align with the objectives of the innovation; teachers are to adapt the innovative curriculum to suit the learners' needs; teachers should use innovative teaching strategies for the implementation of the curriculum; teachers should improvise materials when necessary for the implementation of the curriculum innovation; and teachers are to evaluate the effectiveness of the curriculum innovation. Also, the the grand mean of 3.39 with a standard deviation of 0.52 showed that the respondents agreed will all the five items. Therefore, it can be concluded based on the analysis above that the roles of teachers in the implementation of curriculum innovation for sustainable secondary education development include structure of the curriculum content to align with the objectives of the innovation, adaptation of the innovative curriculum to suit the learners' needs, utilisation of innovative teaching strategies, improvisation of materials and evaluation of the effectiveness of the curriculum innovation.

**Research Question 2:** Of what significance is curriculum innovation to sustainable educational development in Senior Secondary Schools in Lagos State, Nigeria?

**Table 2: Significance of curriculum innovation to sustainable educational development in Senior Secondary Schools (N= 298)**

S/N	Items	SA	A	D	SD	Mean	S.D	Remarks
6.	The curriculum innovation reflects the current societal needs.	94 31.5%	109 36.6%	56 18.8%	39 13.1%	2.89	1.01	Agreed
7.	Students are encouraged to solve real-world problems with the use of the new curriculum.	103 34.6%	195 65.4%	0 0.0%	0 0.0%	3.35	0.48	Agreed
8.	The curriculum innovation promotes environmental education.	64 21.5%	104 34.9%	60 20.1%	70 24.5%	2.54	0.97	Agreed
9.	The curriculum enhances students' critical thinking skills.	109 36.6%	179 60.1%	10 3.4%	0 0.0%	3.33	0.54	Agreed

10.	Lifelong learning is supported by the curriculum innovation.	96 32.2%	202 67.8%	0 0.0%	0 0.0%	3.32	0.47	Agreed
<b>Grand Average</b>						<b>3.09</b>	<b>0.69</b>	<b>Agreed</b>

**Scales:** SA=Strongly Agreed ( $x \leq 4$ ), A= Agreed ( $x \leq 3$ ), D= Disagreed ( $x \leq 2$ ), SD=Strongly Disagreed ( $x \leq 1$ )

From the analysis in Table 2, the mean of each of the items 6 to 10 revealed that the respondents agreed that the curriculum innovation reflects the current societal needs; students are encouraged to solve real-world problems with the use of the curriculum innovation; the curriculum innovation promotes environmental education; the curriculum enhances students' critical thinking skills; and lifelong learning is supported by the curriculum innovation. In addition, the grand mean of 3.09 with a standard deviation of 0.69 is an indication that the respondents agreed that curriculum innovation is significance to sustainable educational development Thus, it can be inferred from the analysis that curriculum innovation is significance to sustainable educational development in Senior Secondary Schools in Lagos State.

**Research Question 3:** To what extent are resources made available for effective implementation of curriculum innovation for sustainable secondary education development in Lagos State, Nigeria?

**Table 3: Extent of resources availability for effective implementation of curriculum innovation for sustainable secondary education development in Lagos State (N = 298)**

S/N	Items	VHE	HE	ME	LE	Mean	S.D	Remarks
11.	Teaching materials are available for the implementation of the curriculum innovation.	50 16.8%	65 21.8%	75 25.2%	108 36.2%	2.19	0.93	Moderate Extent
12.	Rooms such as workshops/laboratories/studios, e.t.c. are provided available for the implementation of the curriculum innovation.	28 9.4%	96 32.2%	122 40.9%	52 17.4%	2.34	0.87	Moderate Extent
13.	Teachers are available for the implementation of the curriculum innovation.	96 32.2%	202 67.8%	0 0.0%	0 0.0%	3.32	0.47	High Extent
14.	Equipment/tools are provided for the implementation of the curriculum innovation.	40 13.4%	46 15.4%	109 36.6%	103 34.6%	2.08	0.91	Moderate Extent
15.	The implementation of curriculum innovation is adequately funded in secondary schools.	30 10.1%	69 23.2%	140 47.0%	59 19.8%	2.23	0.88	Moderate Extent
<b>Grand Mean</b>						<b>2.43</b>	<b>0.81</b>	<b>Moderate Extent</b>

**Scales:** VHE=Very High Extent ( $x \leq 4$ ), HE= High Extent ( $x \leq 3$ ), ME= Moderate Extent ( $x \leq 2$ ), LE= Low Extent ( $x \leq 1$ )

In Table 3, the analysis of items 11 to 15 revealed that the respondents were of the opinion that teaching materials are available for the implementation of the curriculum innovation to a moderate extent; rooms such as workshops/laboratories/studios, e.t.c. are provided available for the implementation of the curriculum innovation to a moderate extent; teachers are available for the implementation of the curriculum innovation to a high extent; equipment/tools are provided for the implementation of the curriculum innovation to a moderate extent; and the implementation of curriculum innovation is adequately funded in secondary schools to a moderate extent. Equally, the grand mean of 2.43 with a standard deviation of 0.81 revealed that the respondents agreed that resources are available for effective implementation of curriculum innovation to a moderate extent. Thus, the results show that resources are made available for effective implementation of curriculum innovation for sustainable secondary education development in Lagos State to a moderate extent.

**Research Question 4:** What are the challenges affecting the implementation of curriculum innovation for sustainable secondary education development in Lagos State, Nigeria?

**Table 4: Challenges affecting the implementation of curriculum innovation for sustainable secondary education development in Lagos State (N = 298)**

S/N	Items	SA	A	D	SD	Mean	S.D	Remarks
16.	There is lack of teaching materials for the new subjects.	60 20.1%	175 58.7%	38 12.8%	25 8.4%	2.91	0.81	Agreed
17.	The classrooms are overcrowded.	108 36.2%	190 63.8%	0 0.0%	0 0.0%	3.36	0.48	Agreed
18.	Teachers are not adequately trained for the new subjects.	96 32.2%	89 29.9%	60 20.1%	53 17.8%	2.77	1.09	Agreed
19.	The curriculum content of most of the new subjects are overloaded.	60 20.1%	84 28.2%	103 34.6%	51 17.1%	2.51	1.00	Agreed
20.	There is inadequate equipment or tools for effective implementation of the new curriculum.	130 43.6%	168 56.4%	0 0.0%	0 0.0%	3.44	0.50	Agreed
<b>Grand Mean</b>						<b>3.00</b>	<b>0.78</b>	<b>Agreed</b>

**Scales:** SA=Strongly Agreed ( $x \leq 4$ ), A= Agreed ( $x \leq 3$ ), D= Disagreed ( $x \leq 2$ ), SD=Strongly Disagreed ( $x \leq 1$ )

In Table 4, the mean of each of the items 16 to 20 and the grand mean of 3.00 with a standard deviation of 0.78 showed that the respondents agreed that there is lack of teaching materials for the new subjects; the classrooms are overcrowded; teachers are not adequately trained for the new subjects; the curriculum content of most of the new subjects are overloaded; and there is inadequate equipment or tools for effective implementation of the new curriculum. Hence, it can be inferred from the analysis above that the challenges affecting the implementation of curriculum innovation for sustainable secondary education development in Lagos State include lack of teaching materials, overcrowded classrooms, inadequate training for teachers, overloaded of most curriculum content, and inadequate equipment or tools for effective implementation of the new curriculum

### Test of Hypothesis

**Ho:** There is a significant relationship between curriculum innovation and sustainable educational development in Senior Secondary Schools in Lagos State, Nigeria.

**Table 5: Relationship between curriculum innovation and sustainable educational development in Senior Secondary Schools in Lagos State**

		Curriculum innovation	Sustainable educational development
Curriculum innovation	Pearson Correlation	1	.397**
	Sig. (2-tailed)		.000
	N	298	298
Sustainable educational development	Pearson Correlation	.397*	1
	Sig. (2-tailed)	.000	
	N	298	298

\*\*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows that the calculated value of “r” is 0.397. This value is significant since the returned p-value of 0.000 is less than the criterion level of significance of 0.05. Therefore, the null hypothesis which stated that “There is no significant relationship between curriculum innovation and sustainable educational development in Senior Secondary Schools in Lagos State, Nigeria” was rejected. This implies that significant relationship existed between curriculum innovation and sustainable educational development in Senior Secondary Schools in Lagos State, Nigeria.

**Discussion of Findings**

This study revealed that the roles of teachers in the implementation of curriculum innovation for sustainable secondary education development include structure of the curriculum content to align with the objectives of the innovation, adaptation of the innovative curriculum to suit the learners' needs, utilisation of innovative teaching strategies, improvisation of materials and evaluation of the effectiveness of the curriculum innovation. This may be why Fullan (2007) argued that successful curriculum innovation requires the involvement of all stakeholders, especially teachers. Equally, Ornstein and Hunkins (2017) emphasized that innovation in curriculum must be context-specific and continuously evaluated. Also, Obioma and Adeniji (2018) stressed the importance of teacher professional development in curriculum implementation. This is an indication that the roles of teachers in the implementation of curriculum innovation for sustainable secondary education development can only be effective, if adequate training is provided for the teachers.

This paper found that curriculum innovation is significance to sustainable educational development in Senior Secondary Schools in Lagos State; and significant relationship existed between curriculum innovation and sustainable educational development in Senior Secondary Schools in Lagos State. This implies that sustainable educational development in senior secondary schools can only be achieved through effective implementation of curriculum innovation. Supporting this finding, Okebukola (2005) argued that sustainable educational development cannot be achieved without aligning curriculum content with societal needs. Similarly, Umeodinka, Adio, and Igwe (2023) asserted that curriculum innovation aimed at bringing about improvement in the predetermined goals of education and plays a crucial role in creating a sustainable future. Thus, curriculum innovation is crucial for sustainable secondary education development.

This study study established that resources are made available for effective implementation of curriculum innovation for sustainable secondary education development in Lagos State to a moderate extent. This implies that resources for effective implementation of curriculum innovation in secondary schools are available for sustainable secondary education development in Lagos to some extent. This is an indication that resouces available for teaching the innovayive subjects are not enough. In line with this statement, Aina (2020) found that curriculum innovation is often hampered by inadequate resources in Nigerian secondary schools.

This study revealed that the challenges affecting the implementation of curriculum innovation for sustainable secondary education development in Lagos State include lack of teaching materials, overcrowded classrooms, inadequate training for teachers, overloaded of most curricular content, and inadequate equipment or tools for effective implementation of the new curriculum. Supporting the finding of this study, Aina (2020) found that in Nigerian secondary schools, curriculum innovation is often hampered by inadequate resources. Similarly, Adio, Oluwatosin and Olatunde (2021) reported that effective implementation of curriculum may be hampered by factors such as inadequate qualified teachers in schools, absence of relevant instructional materials, poor instructional strategies and poor evaluation of students.

**Conclusion**

Successful implementation of innovation is crucial for sustainable secondary education development. It requires not only an efficient management system, but also the involvement of the implementers (teachers) and other stakeholders. However, teachers are hardly involved in the designing and development of innovations, but the implementation of such innovations in schools is imposed on teachers. In addition, curriculum innovation is implemented in most Senior Secondary Schools without adequate reources which hinders the actualisation sustainable development goals, such as long life learning. It can therefore be concluded that significant relationship existed between curriculum innovation and sustainable educational development in Senior Secondary Schools in Lagos State, Nigeria.

### Recommendations

Based on the findings of this study, the following recommendations are hereby suggested:

1. Government should organise professional development programmes regularly for teachers implementing the new subjects curricular to make them have current knowledge about innovation in their fields of study and education in general, which are relevant for improving teaching and learning of innovative subjects in secondary schools.
2. Principals should encourage teachers to implement the content of the curriculum innovation using appropriate innovative strategies and materials for sustainable secondary education development.
3. Government should provide sufficient resources for effective implementation of curriculum innovation for sustainable secondary education development.
4. Government should provide adequate necessary materials and support; including regular teachers' training programmes for effective implementation of curriculum innovation for sustainable secondary education development.

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