

**THE IMPACT OF CURRICULUM AND INSTRUCTION ON THE SECONDARY SCHOOL
EDUCATION IN NIGERIA: ISSUES AND CHALLENGES**

By

Dr Usman, Jimoh Abdulkareem

08035831519/Kareemusman32@gmail.com

School of Education

Kwara State, College of Education, Oro

&

Alanamu, Mustapha Lanre

08034283928/Mustyalanamu1@gmail.com

School of Education

Kwara State, College of Education, Oro

Abstract

The curriculum plays a crucial role in shaping the educational experiences of students. It encompasses the content, goals, and learning outcomes that guide teaching and learning in the classroom. Effective curriculum design is essential for ensuring that students receive a well-rounded education that prepares them for future challenges. However, several issues and challenges need to be addressed. One of the primary challenges is the need to strike a balance between a standardized curriculum and individual student needs. While a standardized curriculum ensures consistency and equity, it may not cater to the diverse learning styles and abilities of students. To satisfy the demands of students with different degrees of academic readiness and learning preferences, differentiated instruction strategies are frequently needed. In summary, curriculum and instruction have a substantial and varied influence on secondary school education. Addressing the issues and challenges associated with curriculum design, individual student needs, technological advancements, teacher preparedness, and assessment methods is crucial for ensuring a high-quality education that prepares students for future success. This paper therefore discusses the impact of curriculum and instruction on secondary school education in Nigeria. The researcher relied on context analysis and used secondary data such as published and unpublished materials like textbooks, journals, newspapers and internet materials to gather and analyse the required data. Based on the findings, the writer recommended among others that There is a need for concerted efforts by stakeholders in education to provide instructional facilities. The importance of teacher involvement in decision-making and curriculum planning cannot be over-emphasized. Therefore, the government should involve teachers in curriculum planning and development to give them a sense of recognition.

Keywords: Curriculum, instruction, secondary school, education.

Introduction

This study highlights opportunities for teachers, teacher educators, policymakers, and other practitioners as they seek to overcome these impediments, as well as the influence of curriculum and instruction, issues and challenges to secondary education in Nigerian schools. The "literature about the challenges and problems that educators encounter during the implementation process and how these challenges and problems are overcome" (Blenkin, 2012) does not, however, address these issues very much. For both school settings and teacher educators, issues such as sharp changes in the population, shifting policies, globalization, new technologies, and worries about insecure curricula continue to be difficult. In this sense, the challenges that curriculum and instruction face could have significant benefits for a new generation of students who live in a rapidly changing society. Given that curriculum has long been linked to the structure of education, it is reasonable to state that curriculum is essentially the experiences that children need to have for their overall growth. A curriculum is a specific type of definition regarding how teaching should be done. It is a method of converting any educational concept into a hypothesis that can be tested in real-world situations rather than a set of materials or a syllabus of topics to be covered. Rather than encouraging acceptance, it encourages critical testing (Yigit, 2017).

Additionally, the curriculum is defined as a set of guidelines for teaching that takes into account the practical effectiveness of the student's experiences. In general, experience is defined as knowledge or expertise about something or certain events obtained via participation in or exposure to that item or event. Accordingly, the curriculum is a crucial component of education, and its design has a significant impact on the overall goals of education (Ipaye, 2012). Experts in curriculum development have stated that for curriculum creation whether at the stages of development, design, implementation, or reformation to be appropriate, meaningful, and relevant to the needs of the people for whom it is intended, it must involve the involvement of essential stakeholders. According to Bickford (2017), education is a social construct that is a component of society and ought to represent the local community. Curriculum, in this view, is the forceful core of education that integrates traditional values, societal tendencies, and individual expression. According to Udofia (2021), the curriculum is the set of experiences and actions that help students grow into the adults they need to be to succeed in adult society. Stated differently, curriculum actively shapes adult members of society by promoting the entire spectrum of formative experiences and activities that occur both within and outside of schools.

Curriculum, however, can also refer to a precisely specified and necessary course of study that students must finish to pass a given educational level. In other words, curriculum is understood to be the collection of instructional activities that comprise a specific educational system. In his analysis of cognitive development theory, Boser (2014) provided a detailed explanation of the order in which curricula are taught in schools. For example, the secondary school curriculum in Nigeria aims to help every student realize their full potential spiritual, intellectual, and social as well as recognize the application of knowledge to everyday life. It is crucial to remember that creating or designing a curriculum is one thing; successfully implementing it is quite another. If the curriculum at a given level

of education is poorly executed, then the goals of that level of education cannot be met. No matter how carefully a curriculum for any subject is thought up, organized, and documented, execution is crucial, as noted by Okebukola (2016).

Secondary education goals cannot be met if the intended curriculum is poorly carried out. The intermediate stage between primary and post-secondary education is the secondary school level. The federal government stated that secondary education should prepare students for both higher education and useful living in society due to the importance of secondary education. The key idea here is that everyone who may benefit from a secondary education should be able to receive one from the secondary school. Oluwaseyi (2017) asserts that it seems that secondary schools are falling short of expectations when it comes to fulfilling their responsibilities. Omoregie (2015) bemoaned, as did Ekundayo (2010), that the graduates of today's secondary system are unable to contribute to society or advance to further education without the assistance or deception of their parents. According to Onyeachu (2016), implementation is crucial regardless of how thoroughly a curriculum is created, designed, and recorded for any given subject. It is important to emphasize that without an efficient secondary education curriculum and instruction to meet its goals and objectives, education cannot be the best tool for attaining national development. This article examined relevant issues and challenges as well as the effect of curriculum and instruction on secondary school education in Nigeria in light of these situations.

Concept of Curriculum and Instruction

Regarding education, the term "curriculum" has been interpreted variably by philosophers, scholars, practitioners/teachers, and laypeople. The majority of definitions centre on what people anticipate from a school in terms of its role as a socio-academic institution, that is, about what the school is there to teach, how and to whom it is taught, and how important the curriculum as a whole is to meet the needs of students and their community. Curriculum, in the words of Dike and Eze (2019), is a representation of all the knowledge, abilities, and attitudes that a country imparts to its people through its educational system. It also includes learning the skills necessary to complete activities; the curriculum consists of a learning sequence and a range of content in certain subject areas. It's a way to accomplish objectives.

According to its etymology, the word curriculum comes from the Latin word "currere," which means "race course" and describes the series of events and actions that lead youngsters to become fully formed adults (NERDC, 2013). The courses and their contents that a school or university offers make up its curriculum. A curriculum is prescriptive and follows a more general syllabus that only lists the subjects and the degree of understanding needed to meet a given grade or standard. In other words, all of the courses that a school offers can be referred to as its curriculum. The curriculum encompasses all learning that is organized and directed by the school, whether it is done in groups or alone, within or outside of the building, according to Aliyu (2013).

To put it another way, the curriculum outlines our goals and the method by which they will be attained in advance. According to Murphy (2015), a curriculum is a planned learning experience that is

provided to students in schools. It is further said that the curriculum consists of three components: a study program, an activity program, and a guiding program. As a result, the definition of the word "curriculum" has likewise evolved to accommodate the demands of various academic programs. The curriculum is described by Blenkin (2012) as a collection of subjects and/or knowledge contents. In other words, curriculum refers to the process of imparting knowledge and skills to students using the most efficient techniques available. A curriculum is a structured course outline that includes the learning objectives and activities that will be used to attain them. From a broader angle, it serves as a means of educating people to become contributing members of their community and productive citizens. Curriculum, then, serves as an educational instrument to inform and elevate the human condition. According to Adeniran, Adeniji, and Oladeji-Fasiku (2018), a modern understanding of the curriculum includes all of the knowledge and experiences that a child gains both within and outside of the school, both on and off the schedule. Akinyeye and Oluwagbohunmi (2017) assert that one important way to distinguish between formal and informal education is through the concept of curriculum. Recognizing that goal-oriented and comprehensive curriculum approaches appear to be in line with the learner's holistic development and that some informal educators have adopted curriculum theory and practice in an attempt to be specific about the content.

The term "instruction" refers to the style of instruction and the educational exercises designed to support students in mastering the curriculum's objectives and subject matter as well as meeting required standards. Using a variety of techniques, activity sequences, and topic order, instruction involves both teachers and students working together in a learning environment. Murphy (2015) defines instruction as all of the teacher's activities carried out to help the student's behaviour to change. It can also be understood as the learner's intentional engagement with instructional materials. However, instruction is usually the curriculum's implementation phase. Instruction is guided and given direction by the curriculum. Instruction and curriculum are seen as a course of study.

Challenges of Administrating Curriculum and Instruction in Secondary Schools

The most unsettling flaw in our educational system is how poorly our curriculum is implemented. Numerous issues impede us from achieving our aims and objectives. The issues cover the entire curriculum development process, from the very beginning to the distribution and diffusion of the curriculum. The difficulties in managing the curriculum and instruction in secondary schools will be divided into the following categories for convenience:

Execution of Policy: Nigeria's Universal Primary Education Scheme, which used the 6-3-3-4 primary education system, was replaced in 1999 by the Nigerian Government's Universal Basic Education (UBE) scheme. The program included a nine-year primary and junior secondary education curriculum that was free, required, and continuous. As a result, there is currently a 100% transition from primary to junior secondary school since the Common Entrance Examination for junior secondary school (JSS) and the Primary School Leaving Certificate Examination were eliminated in 2006. The junior secondary education should be the continuation of the primary education of the previous six years, according to

the UBE scheme of the 6-3-3-4 system of education. However, since junior secondary and senior secondary are still combined, the implementation has not followed this line (Abdulkareem, Fasasi & Akinnubi, 2011).

Teachers' Absence from Decision-Making and Curriculum Planning: To accomplish secondary education's goals, curriculum development and decision-making must involve teachers. Adeyemi and Adeyinka (2014) contend that no government policy on education can be implemented if issues and opportunities are not recognized before the start of the decision-making process. According to Onyeachu (2016), the teacher is the most qualified resource person to consult and is in the best position. According to Eduok (2011), the teacher is the key player in the curriculum implementation program and needs to be involved at every level of the process. According to Umar and Hassan (2014), when significant choices are made on education and issues about the welfare of teachers, they are typically made to ignore them. The implementation of the curriculum will be tragically and negatively impacted by this unpleasant circumstance. According to Eduok (2011) and Overbaugh (2010), a teacher's approach to teaching can enhance or detract from the learning process. Since the teacher is ultimately responsible for interpreting and applying the curriculum, they should be included at every level of the process. Sadly, decision-making and curriculum design are not shared by teachers, who are the primary implementers of teaching and curriculum. This makes it exceedingly challenging to execute the material and learning experiences efficiently.

Inadequate Facilities for Instruction: The fundamental buildings and infrastructure required for efficient teaching and learning in schools are referred to as instructional facilities. Facilities are things like furniture, plants, buildings, and equipment that help teachers teach effectively and help students meet their behavioural goals. Facilities are those things that allow production workers to accomplish an organization's aims, according to Ehiamentor (2011). Adeyemi (2011) asserts that utilizing instructional facilities enhances student engagement and increases learning results. The facilities provided are insufficient to enable an effective implementation of the new high school curriculum. There aren't enough amenities available. A lack of tables and chairs for teachers and students, dilapidated buildings, and leaky roofs are common features of most secondary schools in Nigeria. This hurts the new secondary school curriculum's ability to be implemented successfully. In their study on the connection between the physical environment and teachers' professionalism, Adeosun, Oni, and Oladipo (2014) found that teachers' performance is impacted by the facilities or physical environment. The researchers went on to say that classrooms, furniture, and school supplies are the most significant environmental elements that have an impact on instructors' effectiveness. According to Adeniran (2012), a straightforward, respectable, artistic façade suggests the reason for which a school building exists, instils a sense of pride in the students, and will significantly impact their academic achievement. Umar and Hassan (2014) expressed regret about the kind of structure that houses our secondary school, pointing out that the public education system has seen deterioration and stagnation. adding that the majority of schools are a parody of what they ought to be in the contemporary state. According to

Ehiamentalor (2011), school buildings are the operational components of all educational initiatives. The school is comparable to a manufacturing facility, whose output depends on well-maintained plants and equipment. Ukwuoma and Idris (2015) pointed out that adequate provision of infrastructure, tools, equipment, and materials is necessary to guarantee that curricula are implemented successfully. Adeyemi (2011) confirmed that the physical facilities that are available or not, as well as the general environment in which learning occurs, directly affect the quality of education our children receive. According to Ehiamentalor (2011), school facilities are defined as the physical and geographical means that facilitate teaching and learning, hence enhancing the accomplishment of targeted outcomes. The quality of education our children receive is closely correlated with the presence or absence of physical facilities and the overall setting in which learning occurs, as stated by Adeyemi (2011). "School facilities can be said to be the physical and spatial enablers of teaching and learning which will increase the production and attainment of desired results," said Ehiamentalor (2011).

Too Few Qualified Employees: This is an important phase in the introduction of the new secondary school curriculum. Any curricular program needs to be executed by someone suitably qualified for it to be done correctly. It is unheard of that most secondary schools in Nigeria lack sufficient numbers of skilled teachers. Teachers are typically forced to teach things outside of their areas of expertise. There are not enough skilled teachers to adequately instruct the subjects meant for secondary education. Since teachers are the primary factor in the successful implementation of new curricula, this needs to be addressed right away. According to Ehiamentalor (2011), teachers are essential to a child's healthy growth, which is why all secondary schools require a larger number of them. Any educational system's cornerstone or centre is its teachers. No education system can be superior to the calibre of its teachers, according to the National Policy on Education (NPE, 2004). According to Ogunyinka, Okeke, and Adedoyin (2014), a teacher's training and experience are prerequisites for the calibre of their pupils' work. Therefore, the researchers found that a key obstacle to the successful implementation of curriculum in the education sector is low-quality teaching and non-teaching staff. According to Olatunji and Akinwamide (2020), a teacher's influence on a student's learning is significant. According to Onyeachu (2016), teachers are the centre of every educational system, and the success of any system depends on the quantity, quality, and dedication of its teachers. As a result, she observed that most public schools had high student-teacher ratios. This is because more teachers are not being hired to keep up with the enrollment growth, which hinders the efficient execution of the curriculum.

A project Needs Funding to be Implemented Effectively: This is known as an inadequate funding fund. Eduok (2011) supported this by pointing out that an organization cannot function properly without funding. For example, there is a glaring lack of funding for education in Nigeria. According to Ehiamentalor (2011), low profile, structural adjustment, and other economic reform techniques typically result in budget cuts to the education sector, which usually affects it first and easiest. Onyeachu (2016) bemoaned the state's current underfunding of the public education sector, citing stagnation and degradation. This has an impact on how a well-designed curriculum is implemented. Teachers cannot

function well in a scenario when there is insufficient funding for their wages, books, equipment, furniture, and other amenities. According to Onyeachu (2016), one remarkable aspect of Nigerian educational institutions since independence has been the extraordinary rise in the student body and enrollment. An enormous amount of money must be invested for this level of growth and development to be successful. Regretfully, every indication suggests that the educational system is consistently grossly underfunded. This is a significant problem with the secondary education curriculum's execution. Moreover, Onyeachu (2016) notes that the severe lack of finance for education is evident in the overcrowding in classrooms, poorly furnished workshops, libraries, and labs, among other places. Along with a lack of discipline, frequent strikes, low job productivity as a result of low staff morale and job dissatisfaction, and an unfavourable learning environment for students, there are other issues. According to Oluwadiya and Owoeye (2016), many parents and guardians who are unable to pay for their children's private primary and secondary education would rather send them to public schools, while those who can do so enrol their kids in private education for those grades. This is a result of the latter's inadequate instruction. The physical, financial, and human resources required to provide high-quality instruction are woefully lacking in many public schools. He claims that this issue resulted from the public school system's long-standing neglect due to insufficient financing for education.

Not Enough Educational Resources: According to Dike and Eze (2019), instructional materials are several forms of communication that teachers can utilize to condense knowledge and provide it greater visual appeal to their students. With the aid of instructional materials, teaching and learning can be simplified, made more relevant, and made easier to understand. Aliyu (2013) asserts that instructional materials are meant to promote and cultivate effective teaching and learning experiences, acting as tools for the implementation of curriculum. Adeniran (2012) found a strong correlation between the two in a study on the "relationship between availability of instructional materials and curriculum implementation in Nigerian secondary schools." According to Anyakogu (2012), there is a connection between curriculum implementation and the availability of school infrastructure. In his words, the skilled-based curriculum in Nigeria would not be implemented successfully without the availability of instructional materials in the schools, depriving young people of the opportunity to acquire skills and gain economic empowerment.

Absence of Drive: According to Ofoegbu (2011), teacher motivation is defined as those aspects of the educational system that, in the absence of the instructor, would impair performance, lead to stress, discouragement, and frustration, all of which would lower the caliber of work produced by the students. That is, teachers need to be driven in order to help pupils perform better. Cooper (2014) confirmed that a worker needs to be motivated in order to perform to expectations. Realizing that teachers should be treated as the most important employees and that they should receive fast salary payments, promotions, and other benefits helps inspire teachers. Teachers' lack of motivation has an impact on their effectiveness. Teachers are unable to execute curriculum content when they do not receive their salary, allowances, and other benefits. For instance, in order to obtain a Teachers' Salaries Structure based on

the government's seventeen-year pledge, the Nigerian Union of Teachers (NUT) has frequently gone on strike. Men enter the workforce largely to support their families and take care of their psychological needs, according to Ipaye (2012), among other reasons. Unfortunately, teachers' monthly take-home salary and perks are so low and unappealing that they are unable to cover their rising living expenditures.

Information and Communication Technology Application: ICT has proven to be quite useful and helpful in the teaching and learning process. However, one of the problems preventing the secondary school curriculum from being implemented successfully is teachers' inability to integrate ICT in the classroom. Teachers at secondary schools rarely use computers in the classroom. Numerous issues, including an issue with the energy, have been blamed for this. According to Onyeachu (2016), users of ICTs will get stuck in the event of a power outage since these devices depend on electricity to function. A further contributing aspect is a lack of computer proficiency and skill. According to Anyakogu (2012), the government and institutions have been forced to show minimal care for the application of ICT in education due to the low socioeconomic state of most developing countries in the world, including Nigeria. Many institutions are unable to purchase or obtain computers, and in those cases where they are, there are insufficient materials and human resources to enable ICT use.

Periodic Modifications to Policies: Regular changes in educational policy have an impact on curriculum and instruction. Recently implemented initiatives like 21st century skills and Common Core State Standards (CCSS) "are not only beneficial to students and teachers but also necessary to prepare our youth for their future careers." In an educational era where standardized testing determines our schools' performance, it is imperative that we allow children to be creative and use technology to strengthen critical abilities and learn in unique ways (Alismail & McGuire, 2015). These days, the two primary advancements in educational policy for the twenty-first century are academic accountability and school choice. Research indicates that parents desire greater educational options for their kids as well as greater control over which educational institutions best suit their needs. Reform groups and federal and state government agencies have disagreed on the issue of education standards and whether or not there should be uniform standards for all educational instruction and success. Adams and Onyene (2011). The government and legislators have made several attempts at effective reforms, many of which have a big influence on curriculum and education as well. For example, standards-based reform, according to David (2011), is based on the notion that if high standards for student achievement are set and student performance is evaluated using trustworthy exams that fairly represent the standards, curriculum and instruction will become more rigorous and richer. Instructors are now required to focus on the substance of the tests since failing schools risk severe consequences. Because of federal obligations, many states have put in place test-based frameworks for teacher assessment. Even with the greatest of intentions, standardized testing may be having unintended consequences. Even though teachers focus on the content of high-stakes exams, Boser (2014) argues that standardized tests cover a very small portion of the curriculum and that the effectiveness of even the most carefully crafted

standards depends on the assessments that gauge how well students have met the standards. In fact, the 10-year experiment with federally mandated exams and standards under No Child Left Behind (NCLB) is almost universally acknowledged to have been a complete failure. Boser (2014), however, predicts that "high-stakes testing will probably stay the norm for the foreseeable future." If test results are applied to the evaluation of teachers as well as students, the stakes will become much higher.

Emergence of New Technologies

Education is also faced with challenges from emerging technologies. According to research, today's students love technology. They can't put down their smart phones, iPods, or social media accounts because they are addicted to fast-paced, intense video games (Boser, 2014). Furthermore, Murphy (2015) underlined that the advancement of educational technologies is altering our conceptions of how learning happens, leading to heightened government pressure and changes in instructional strategies from teacher-centered to learner-centered. Indeed, in order to lower district technology expenditures and boost student participation, some school districts have implemented "bring your own device" (BYOD) rules that encourage students to bring their own devices.

As a result, even in cases when they are not covered in a teacher's lesson plan, some high school students now bring their mobile devices to class and utilize them for communication, teamwork, and problem-solving (Daggett, 2014). Educators who are also teachers may also be enamoured with new technologies, but even those who do not understand that technology frequently holds the key to piquing a student's interest. Finding a way to use technology to spark that curiosity is the difficult part. Kaya (2015) contends that although technology is being used in almost every facet of education, there are still major obstacles standing in the way of its successful large-scale adoption. Teachers and education leaders must work together to address these difficulties, even though some of them are systemic in nature and some have to do with the technology themselves, according to experts (Kaya, 2015).

Furthermore, utilizing technology in the classroom successfully presents a number of problems for educators and teacher trainers. The fact that educators and administrators frequently view technology experimentation as outside the purview of their job descriptions is one issue that Kaya (2015) has highlighted. A second is that some seasoned educators would rather employ strategies they are already familiar with and do not make use of the provided technology (David, 2011). They have been teaching for a long time and are unwilling to change anything in their tried-and-true lesson plans. Some educational institutions are pressuring teachers to include technology in their curricula; nevertheless, when technology is taught incorrectly, it is not utilized to its full potential. Any teacher who is required to teach a high-tech program in the classroom should receive the appropriate training, but occasionally the authorities fail to supply it (Alismail & McGuire, 2015). The inability to create tailored learning presents a third obstacle to the use of technology in education. Scholars have identified a disconnect between the ideal of providing tailored and differentiated education and the current state of technology that enables it. As a result, even when educators recognize the value of individualized

instruction, they are either not provided with the necessary resources or do not have access to them (Bickford, 2017). In light of these difficulties, innovative approaches to teaching and learning are being made possible by new digital technology. Instead of merely replicating historical methods, educators should design curricula that tackle contemporary issues and are sustainable (Oluwaniyi & Oladunjoye, 2019).

Inadequate Facilities: The tangible elements that help to make teaching and learning in schools possible are called school facilities. According to Oluwaseyi and Oluwakemi (2013), educational facilities are those things that allow a skilled teacher to accomplish a degree of instructional efficacy that is significantly higher than what is feasible in their absence of. According to Oyetunde and Muodumogu (2013), using instructional facilities improves learning outcomes and fosters engagement among students. The question at hand is how well these facilities are being supplied for the efficient execution of secondary education curricula and instruction. According to Oluwaseyi (2017), most secondary schools lack the necessary resources and provide an unsuitable atmosphere for teaching and learning, which makes it more difficult to achieve academic goals. Resolving this issue is necessary due to its detrimental impact on education. Oluwaniyi and Oladunjoye (2019), who acknowledged the value of facilities, pointed out that in order to guarantee that the curriculum is executed successfully, infrastructure, tools, and materials must be supplied in sufficient amounts.

Prospects in Implementing Secondary School Curriculum

The following options for implementing secondary school curricula effectively include:

- To ensure the successful implementation of the new curriculum in secondary schools, all relevant parties in the education sector, such as PTAs, Education Trust Funds, and Petroleum Trust Development Funds, should work together to provide the necessary facilities and funding.
- Regular seminars and workshops should be held to train secondary school teachers in the creation and use of locally produced instructional materials.
- Instructors should be encouraged to participate in in-service training to upgrade their qualifications.
- The government should offer immediate acquiescence to allowing experienced instructors to create and develop curricula. Every instructor must also possess the bare minimum of qualifications in order to teach.
- To support them in providing services, the state government and NUT ought to begin discussions with the federal government over the implementation of the Teachers Salary Structure (TSS).

Conclusion

As can be seen from the above, there are many challenges associated with education in the twenty-first century. These include the tension between the global and the local (becoming a global citizen without losing your roots); the tension between the universal and the individual (keeping one's culture while blending with the progressive global world to choose one's future); and the tension

between tradition and modernity (adopting to change without compromising one's past, maintain one's authority yet allow the development of others). As a result, it is necessary to review our educational curriculum, particularly at the secondary school level. The paper argues that all the facilities needed to implement the new curriculum will not be provided by the government alone. To meet expectations, all parties involved in the education sector should work together to achieve the goals of secondary education.

Suggestion

After outlining the aforementioned potential measures, the following suggestions are given:

- i. To provide instructional facilities, education stakeholders must work together in concert. The government cannot shoulder all of the burden of education on its own.
- ii. When there are no teaching resources available, educators are encouraged to utilize improvisation. Of course, all secondary schools may benefit from government assistance in providing both visual and audio-visual resources.
- iii. It is impossible to overstate the value of teacher participation in curriculum development and decision-making. To give teachers a sense of recognition, the government should involve them in the planning and development of the curriculum.
- iv. Governments ought to hire a sufficient number of competent subject matter experts to instruct all subjects intended for secondary education.
- v. Enough money needs to be set aside for secondary education to easily pay teachers' salaries, benefits, and other entitlements. Additionally, this will enable the provision of facilities and the procurement of educational materials.
- vi. The government ought to guarantee that all secondary schools make use of ICT resources. All secondary schools can benefit from having computers and computer gear. For everyone to participate in the effective administration of ICT programs, awareness should be raised by educating the parents about the necessity of ICT during PTA meetings.
- vii. Teachers should get their pay, benefits, and other compensation on schedule. The teachers' protests about the Teachers Salary Structure (TSS) should be taken seriously by the government. This will undoubtedly inspire educators to put forth their best effort in successfully implementing the new curriculum.

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