



## ISSUES IN ENGLISH LANGUAGE CURRICULUM IMPLEMENTATION IN NIGERIA

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### **Abstract**

*This paper discusses issues in English language curriculum implementation in Nigeria. The teaching and learning of the English language is a complex activity which involves critical pedagogical input. Issues such as pedagogical skills of the teacher, the learning environment, the nature and quality of instructional materials, presentation of the curriculum contents, motivation of the learners are all very critical in the implementation of the English language curriculum. The selection and organization of curriculum content, curriculum implementation and evaluation, the development, distribution and use of teaching materials, and the relevance of the curriculum to the needs of society are all issues associated with the implementation of English language curriculum in Nigeria school system. The implementation of the English language curriculum in Nigeria education system is vital for learners' progress and education success in Nigeria. This article further highlights the nature of curriculum, curriculum implementation, secondary school curriculum in Nigeria, challenges of implementing English language curriculum, prospects of implementing English language curriculum among others. The conclusion and recommendations of this paper were drawn after proper highlights of the ideas raised.*

**Keywords:** Issues, curriculum, implementation, English language, school.

## Introduction

Teaching English language is concerned with equipping the learners with linguistic and communicative competence in English (Oruwari, 2023). The teaching and learning of English language is a complex activity and many factors determine the success of this activity. Factors such as the pedagogic skills of the teacher, the learning environment, the nature and quality of instructional materials, presentation of the content and motivation of students are all important and must be kept in view in an effort to ensure quality in the teaching and learning of English language (Izuagba & Nwigwe, 2022).

Generally, English Language is also seen as an important school subject needed for learning in other to learn other disciplines. It is the gateway to technological progress and English Language education is undergoing necessary reforms (Sanusi & Fasuba, 2011). The Federal Republic of Nigeria (FRN) (2013) in the National Policy provision for English language Education had reflected in the objectives of the secondary school curriculum the following among others

- i . Inculcation of general and permanent literacy and ability to communicate effectively,
- ii . Provision of bilingual training for the Nigerian child,
- iii . Equipping the Nigerian child with the necessary skills to communicate in a variety of ways using English language", (FRN,2014)

These objectives are to be achieved through the contents which consist of: Vocabulary development, Communicative competence and grammatical structures. It is in line with the above implications for the teaching and learning of the English Language as a core subject in both primary and secondary schools that this Policy provision was reflected in the objectives of the secondary school curriculum for English Language education in Nigeria. The well-articulated objectives of secondary education cannot be achieved if all the issues for the implementation of the curriculum at the secondary education level are not addressed. Curriculum reform in Nigeria is considered a relatively short term improvement process in which a static curriculum is produced while the

implementation is for a long period of time.

Onyemerenkeya (2020) defined curriculum implementation as: "The task of translating the curriculum into an operating curriculum by the combined efforts of the students, teachers and others concerned". Anyanwu, Izuagba, Obiefuna (2023) viewed curriculum implementation as the process of putting what has been planned as a curriculum document into practice in the classroom through the combined effort of the teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and the social environment. These definitions show that curriculum implementation is the interaction involving teachers, learners and other stakeholders in education geared towards achieving the objective education, objectives of any level of education cannot be achieved if the planned programme for such level of education is not well implemented. Olorok (2023), asserts that: "No matter how well a curriculum of any subject is planned, designed and documented, its implementation is important." This is because the problem of most programmes arises at the implementation stage. Mkpa (2015) remarked that, it is at the implementation stage that many excellent curriculum plans and other educational policies are made or marred without any trace. In examining the process of curriculum reform in Nigeria. Eburuoga (2018) is of the view that English language curriculum consists of three levels: the intended curriculum, the implemented (or might) curriculum; and the attained or learned curriculum. She refers to (i) the intended curriculum as the English language curriculum produced by curriculum developers as contained in textbooks and as described in curriculum guides; (ii) the implemented curriculum is the curriculum that is presented to students by the teachers in the classroom; and (iii) the attained curriculum is the curriculum as learned and assimilated by students. It represents therefore the end result of the entire curriculum reform process. The new English language curricula (2014) were developed, introduced and implemented with the argument that it was the most modern thing to do then and the students would be better prepared to attain the national goals and objectives is

contained in the National Policy on Education (Eburuoga, 2018). There are now six themes in the revised curriculum: speaking, grammar, writing, composition, register and literature. This is against the five themes in the 1979 curriculum which excluded speaking. In addition Adeneye (2022) posits that Objectives for Senior and Junior Secondary as contained in the Language Syllabus by the Federal Ministry of Education (FME, 2014) intends:

- i . To provide students with a second linguistics for further learning in secondary and tertiary Institutions.
- ii . To equip school teachers with a satisfactory level of proficiency in language usage in their places of work.
- iii . To stimulate a love of teaching as a pleasurable activity.
- iv . To promote the art of spoken English as a medium for National and international communication.
- v . To enhance and develop further, the various skills and competencies already acquired at the primary and junior secondary level.

But changes in English language curriculum alone would not bring about the desired changes in the communicative skills. Knowledge and methods are needed by the individual to function effectively in the new digital age. Indeed, curriculum change on their own would not even guarantee the acquisition of the desired knowledge and skills but the method of delivering the curriculum must also change. Indeed, this is obvious because of the new technologies and resources needs brought about by Information Communication Technology (ICT). Most curriculum fail at the implementation stage because teachers are not adequately prepared to take up the challenges in the new curriculum. Ugwu (2020) observed, that the relevance of a curriculum is determined only when it is implemented. Kanno (2019) recognized the fact that the success of any curriculum, significantly depends on the extent to which the classroom teacher is able not only to interpret the curriculum but to implement it. "No wonder Njamanze (2022) concluded that teacher characteristics can make or mar curriculum implementation since the responsibility of interpreting and putting the

curriculum into use solely rests with the teacher. A good English language curriculum therefore must have a set of clear objectives, which will facilitate the choice of the entire content of the curriculum. Such a package should offer direction on the subject matter, methods, materials, analogue and strategies for anybody who may want to use the curriculum and make evaluation of what has been learnt effectively and peacefully. Nzeakor (2022) is of the opinion that English language teachers with the intellectual and national background adequate for their assignment will enhance quality service delivery and globalization. This means that they need to be trained and retrained on Information Communication Technology (ICT) use ICT effectively for their preparation, teaching and administration of English language lesson.

They should learn and be able to use communicative e-learning software products known as word processors, story board, PowerPoint and so on. In teaching English language, many teaching skills such as use of examples, questioning skill, planned repetition, gesture skill, model performance and use of concrete materials that will improve students' attitude towards English language. This is because the success of the secondary education English Language curriculum in Nigeria will be judged along with the performance of students in both internal and external examinations. However, revision of the curriculum is necessary but not sufficient yet to reach the desired level of increasing the quality of basic education English language curriculum to international standards.

Despite the efforts in developing a generally acceptable English language curriculum, students' performance in English language in both internal and external examinations had been low and failure rates increasingly high. This supports the conclusion that school achievement in English language was far below the societal standard because of so many reasons which have not been addressed. The reason include thus: Education policy lacks some vital support mechanisms that allow goals to be realized. Ezeuwa and Oruwari (2022) refer to problems to be related to inadequate funding, poor planning, inadequate facilities and infrastructure, teacher incompetence, inconsistent monitoring and

evaluation of the teachers and students, lack of instructional materials and resources. Though English language is an important subject and occupied a central position since the ancient period, still it has not created the desired interest in many students. The selection and organization of curriculum content, curriculum implementation and evaluation, the development, distribution and use of teaching materials and the relevance of the curriculum to the needs of society are also problems associated with the Nigerian educational system. Obinna (2017) found that in most cases, teachers are deliberately neglected when major decisions on education and matters concerning their welfare are taken. This ugly situation has tragic and negative consequences on curriculum implementation. It is against this backdrop that this article is undertaken to assess the level of implementation of effectiveness in the implementation of secondary English language curriculum for improved teaching and learning of English language for national development.

### Curriculum

Etymologically, the word curriculum was coined from the Latin word “currere” meaning “race course”, referring to the course of deeds and experiences through which children grow to become mature adults (Kelly, 2021). Curriculum is the set of courses and their contents offered at a school or university. A curriculum is prescriptive and is based on a more general syllabus, which merely specify what topics must be understood, and to what level to achieve a particular grade or standard. That is, a curriculum may be referred to as all courses offered at a school. According to Kelly (2021), “Curriculum is all the learning which is planned and guided by the school, whether it is carried out in groups or individually, inside or outside the school”.

In other words, curriculum specifies in advance what we are seeking to achieve and how we are to go about it. Offorma (2015) sees curriculum as a planned learning experience offered to a learner in school, adding that it is a program of studies made up of three components: programme of studies, programme of activities and programme of guidance. Hence the meaning of the term curriculum has also been changed to

meet the needs of education of different courses of studies. Blenkin (2022) defined curriculum as a body of knowledge contents and or subjects. That is, curriculum is the process by which knowledge and skills are transmitted or delivered to learners by the most effective methods that can be devised. Curriculum is an organized plan of course outlined with the objectives and learning experience to be used for achievement of these objectives. In a wider perspective, it is a way of preparing individuals to become productive citizens and useful member of the society to which they belong.

Modern interpretation sees the curriculum as all the knowledge and experience got by a child in and out of the school walls, either on the timetable or outside it i.e. the experiences the learner has regardless of when or how they take place (Akinsola & Abe, 2019). Jeffs and Smith (2010) argued that the notion of curriculum provides a central dividing line between formal and informal education. Recognizing the fact that some informal educators adopted curriculum theory and practice as a desire to be clear about content, and the approaches to the curriculum which focus on objectives and detailed programmes appear to be compatible with all round development of the learner. Prescriptive view of a curriculum is defined as a plan for action or written document that includes strategies for achieving desired goals or ends. In other words, curriculum means a written description of what happens in the course of study.

Considering curriculum as the course of experiences that form human beings into persons, Kelly (2021) affirms curriculum as those things which students learn because of the way in which the work of the school is planned and organized but which are not in themselves overtly included in the planning or even in the consciousness of those responsible for the school arrangements. This assertion recognizes the current appreciation of curriculum theory and practice emerged in the school and in relation to other schooling ideas such as subject and lesson. In this wise, curriculum could be seen in four ways as follows:

- i. Curriculum as a body of knowledge to be transmitted.
- ii. Curriculum as an attempt to achieve certain



ends in students.

iii. Curriculum as process.

iv. Curriculum as praxis.

To achieve any of the above-mentioned, effective implementation of a well-planned curriculum cannot be overstretched.

### Curriculum Implementation

Many educationists that have discussed the issue of curriculum implementation in Africa identified it as the major setback for attaining goals of education in Africa (Obanya, 2017). Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabus and subjects (Nzeakor, 2022).

Mkpa (2017), defines curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned. That is, curriculum implementation demands concerted efforts of end-users of the curriculum for its effective implementation at all levels in order to achieve the desired goals. Ijeoma (2022) describes curriculum implementation as putting the curriculum into work for the achievement of the goals for which the curriculum is designed. In his conception of curriculum implementation, Okebukola (2015) defines it as the transition of the objectives of the curriculum from paper to practice. That is, only effective curriculum implementation ensures achievement of the objectives for which the curriculum was designed to attain. Ivowi (2004) supports the assertion by defining curriculum implementation as the translation of theory into practice, or proposal into action.

According to Onyeachu (2020), "Curriculum implementation is the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined efforts of teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environments". At this juncture, it could be said that putting the curriculum into operation requires an implementation agent. The teacher is identified as the agent in the curriculum implementation

process. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabus, scheme of work and lessons to be delivered to students. The above definitions show that effective curriculum implementation involves interaction within the teachers, learners and other stakeholders in education geared towards achieving the objectives of education.

Obanya (2017) defines implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. Obanya (2017) contends that effective curriculum is the one that reflects what "the learner" eventually takes away from an educational experience. Obanya noted that in many cases, there would be gap between the intended curriculum and the learned curriculum and defined effective curriculum implementation as concerned with narrowing such a gap as much as possible. Of course, this is the focus of this study. The adequacy of qualified teacher and infrastructural facilities are reviewed to see how they influence curriculum implementation in Nigeria secondary education.

The importance of the teacher in curriculum planning, development and most importantly implementation cannot be over-emphasized. Teachers most at times are not involved during policy formulation even though they are expected to implement this curriculum. A major setback in effective curriculum implementation is the problem of unqualified teachers especially specialist teacher in area like ICT and technical subjects. More specifically, curriculum was designed for implementation without adequate manpower to translate these documents into reality. Ajibola (2018) points out that most of the teachers are not qualified to teach the subject introduced in the curriculum. Alao (2022) studied the relationship between availability of expert teacher and implementation of secondary school curriculum in Nigeria. Her study consisted of 50 secondary school teachers who were randomly selected from the population of teachers in Lagos and Imo states. She hypothesized that there will be no significant relationship between availability of teachers and curriculum implementation in

Nigeria and that available specialist teacher only use theory methods in their classroom work without the practical aspect. The result of the study shows that there exists a significant relationship between the availability of subject teacher and implementation of skilled based secondary school curriculum in Nigeria. Obinna (2021) therefore concludes that quality and quantity of teachers in Nigerian schools significantly affect the implementation of curriculum in Nigeria schools, especially at the secondary school level.

### **New Secondary School Curriculum in Nigeria**

It is common knowledge that 21<sup>st</sup> Century school recognizes the critical need for developing 21<sup>st</sup> century skills. It is believed that authentic education addresses the “whole child”, the “whole person”, and does not limit our professional development and curriculum design to workplace readiness. Alao (2022) argues, “The focus and objectives of education are to develop natural talents to enhance the quality of environment; production of skilled manpower and generation of knowledge necessary for modern economy; inspiring and enabling individuals to develop capacities to the highest level throughout life so that they can grow intellectually and contribute effectively to society; creating learning society necessary for participation in a world undergoing phenomenal changes; inculcation of the right attitude and values for fostering a democratic and civilized society, and finally, to increase knowledge and understanding for their own sake and foster their application for the benefit of the economy “economy”. In the light of the above, new secondary school curriculum was developed by the Nigerian Educational Research and Development Council (NERDC).

The restructuring of the Senior Secondary School (SSS) curriculum resulted in the development of 42 subjects and 34 vocational Trades/Entrepreneurship curricula. The curriculum which was approved by the National Council of Education in 2009 would provide for a systematic connection between its contents and the learning of future contents. For Obinna (2021), the curriculum is structured in a way that

will ensure that senior secondary school graduates are well prepared for higher education and that they had acquired relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation. That the graduates would have also acquired skills, with the capacity to set up their own businesses as a fall-out of the skills they acquired from the 34 trade subjects. This functional education will make them job creators instead of job seekers, thereby banishing poverty from their lives. In the same vein, the new curriculum aimed at strengthening the foundations for ethical, moral and civic values acquired at the basic education level, building and sustaining a culture of strategic educational research and development that will inform the formulation and effective implementation of programme and policies in education and in other related sectors of the national economy (NERDC, 2014). In pursuance of the above, the new curriculum referred to our primary education as Basic Education.

Basic Education shall be of 9-year duration comprising 6 years of primary and 3 years of junior secondary education. While the goals of basic education shall be the same as the goals of the levels of education to which it applies. National Policy on Education (FRN, 2014) identified the broad goals of secondary education to include preparation of individual for useful living within the society; and preparation for higher education.

The structure of the new curriculum and subjects taken reflect;

- i. Senior secondary school science and mathematics include: biology, chemistry, physics, further maths, agricultural science, physical education, and health education,
- ii. Senior secondary school technology include: technical drawing, general metal work, basic electricity, electronics, automobile, building construction, wood work, home economics, home management, food and nutrition, clothing and textiles,
- iii. Senior secondary school humanities include: Nigerian languages, literature in English, geography, government, CRS/ISS, history, visual aids music, Arabic, French.
- iv. Senior secondary school business studies,

subjects are; accounting, store management, office practice, insurance, and commerce.

Based on the curriculum, compulsory subjects are:

- i. Computer Science to be ICT literate for world of work and global competitiveness.
- ii. Civic Education to internalize sense of responsible citizen and contribute maximally to national development.
- iii. Trade Subjects provide the required skills for job creation and poverty eradication,
- iv. Mathematics and English remain foundation for future educational pursuit of the learners.

### **Challenges of Implementing English language curriculum for senior secondary school**

The achievement of objectives of any level of education depends largely on effective implementation of its planned programme. Onyeachu (2020) observed that no matter how well a curriculum of any subject is planned, designed and documented, implementation is important. This is because the problem of most programmes arises at the implementation stage. In their opinion, Babalola (2004) and Mkpa (2015) remarked that, it is at the implementation stage that many excellent curriculum plans and other educational policies are marred without any trace.

According to Adeneye (2022), education sector in Nigeria has suffered the plight of inadequate instructional materials, inadequate qualified teacher, poor funding syndrome, inadequate instructional facilities and lack of motivation among others. Stressing further that there is every need to resolve issues surrounding functional education system in Nigeria. In other words, if the new secondary school curriculum will achieve its intended objectives, the following issues demand urgent attention. They include:

#### **i. Inadequate Instructional Facilities:**

Instructional facilities refer to the basic structures and facilities necessary for effective teaching and learning in the school. Facilities are plants, equipment, buildings, furniture which enable teachers to deliver effective teaching thereby leading to attainment of behavioural objectives.

According to Ehiamentalor (2020), facilities

are those factors which enable production workers to achieve the goals of an organization. Olorokor (2023) observes that the use of instructional facilities enhances learning experiences and leads to interaction within the learning environment. What extent are the facilities being provided for effective implementation of new secondary school curriculum? Facilities are not provided adequately. What is found in most secondary schools in Nigeria are dilapidated buildings, leaking roofs, lack of chairs and desks for students and teachers to use. This has negative effect on effective implementation of new secondary school curriculum. Olorokor (2023) reveals that physical environment or facilities affect teachers in their performance. She mentioned further that the most important environmental features which affect teachers' performance are classrooms, furniture and class equipment. Marianhi (2023) comments that a simply, dignified, artistic exterior is suggestive of the purpose for which school building exists, make the scholars proud of their school and will have an impressive influence on their performance at school. Lamenting on the type of building found in our secondary school. Nwachuku (2015) remarked that the public sector of education has witnessed stagnation and decay. Stating further that most schools are a caricature of what schools should be in a modern state. Ehiamentalor (2021) argues that school facilities are the operational inputs of every instructional programme. The school is like a manufacturing organization where plants and equipment must be in a top operational shape to produce result. Ivowi (2004) noted that to ensure that curriculum must be effectively implemented, infrastructural facilities, equipment, tools and materials must be provided sufficiently.

Nwagu (2022) affirms that quality of education that our children receive bear direct relevance to the availability and lack of physical facilities and overall atmosphere in which learning takes place. Emetarom (2003) asserts that "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". Nworgu (2022) found a significant relationship between

adequacy of physical plants; and teachers' effectiveness and students' academic performance. Onyeachu (2020) reports that school buildings that can adequately provide a good learning environment are essential for students' success. In a study of high schools in Nepal, India Subedi (2023) found a significant relationship between students' achievement and the availability and use of physical and material resources.

**ii. Inadequate Qualified Staff:** This is a crucial stage in implementing new secondary school curriculum. For any programme of the curriculum to be properly implemented, the implementer must be adequately qualified. In Nigeria, it is unheard of that most secondary schools do not have adequate qualified teachers. In most cases, teachers are compelled to teach subjects that are not their areas of specialization. How could there be adequate number of qualified teachers to handle effectively all the subjects meant for secondary education? This demands urgent attention because teachers are the major hub around which the successful implementation of new curriculum revolves.

Lassa (2017), views the teacher as the key element to proper development of the child and consequently they are needed in greater number in all the secondary schools. Teachers are the cornerstone or the hub of any educational system. The National Policy on Education states that no education system can rise above the quality of its teachers (NPE, 2004). Adesina (2020) and Oruwarin (2003) express the qualification and experience of teacher as a pre-requisite to the quality of students' performance. Adesina therefore notes that inadequate teaching and non-teaching staff is a bane to successful implementation of curriculum in education sector. Shulman (2018) identifies the teacher as a major factor in student learning. Ukeje (2006) writes that teachers are the pivot of any educational system, and that upon their number; their quality and devotion depend on the success of any educational system. Adeogun (2021) noticed high student teacher ratio in most public schools. This is as a result of non-recruitment of additional teaching staff to meet up with the increase in the

enrolment, which in turn has negative effect on effective implementation of the school curriculum.

**iii. Poor Funding Syndrome:** As observed by Nwagu (2022), one impressive feature of educational institutions in Nigeria since independence has been the phenomenal increase in number of students and students' population. For this magnitude of expansion and development to be effective, there must be massive investment of resources in the form of funds. Unfortunately, all indicators point to a chronic gross underfunding at the school system. This is a serious issue in curriculum implementation in the secondary education. Fund refers to money every project requires for its effective implementation. In support of this, Onyeachu (2020) noted that no organization function effectively without fund. In Nigeria for instance, fund allocated for education is grossly inadequate.

Imperatively, Adesina (2020) argues that the education industry is usually the first and easiest victim of budget cut during austerity and low profile, structural adjustment and other economic reform strategies. Obiefuna (2023) laments that the present level of underfunding by the state, the public sector of education has witnessed stagnation and decay. This affects implementation of a well-designed curriculum. A situation where there is no money for payment of teachers' salaries, purchase of equipment, books, furniture and other facilities, teachers cannot perform effectively. Furthermore, Nwagu (2022) reports that this serious shortfall and inadequacies in education funding manifest in over-crowded classrooms, equipped workshops, libraries and laboratories, where they exist at all. We also have a lot of indiscipline, frequent strikes and poor job productivity due to low morale and poor job satisfaction among school personnel; and poor learning environment for students. Alani (2020) opines that many parents/guardians that cannot afford the fees in private primary and secondary schools prefer them to public schools. This is due to the poor quality of instruction in the latter. Many public schools have grossly inadequate physical, material and human resources needed to give quality service. This problem he asserts arose



from the age-long neglect of the public schools system through inadequate funding of education.

**iv. Insufficient Instructional Materials:** Dike (2022) describes instructional materials as alternative channels of communication which a teacher can use to compress information and make them more vivid to his learners. Instructional materials are ways and means of making the teaching and learning process easy, more meaningful and understandable. Alani (2020) notes that instructional materials are designed to promote and encourage effective teaching/learning experiences, and also is resource materials to curriculum implementation. Ajayi (2019) in a study on “relationship between availability of instructional materials and curriculum implementation in Nigerian secondary schools, discovered a significant level of relationship between the two. Anyakogu (2022) opined that a relationship did exist between the availability of school facilities and implementation of school curriculum. As he put it without the availability of instructional materials in the schools the skilled based curriculum will not be effectively implemented in Nigeria, youth would lack skill acquisition and economic empowerment.

**v. Non-involvement of Teachers in Decision-making and Curriculum Planning:** For set objectives of secondary education to be achieved, teachers must be involved in decision-making and planning of curriculum. Obinna (2021) observes that in most cases teachers are deliberately neglected when major decisions on education and matters concerning their welfare are taken. Ugwu (2020) affirms that relevance of a curriculum is determined only when it is implemented. In other words, the relevance of any curriculum depends on the extent to which the classroom teacher is able not only to interpret the curriculum but to implement it. Mkpa (2017) remarks emphatically that as an important person in the programme of curriculum implementation, the teacher must be involved in all stages of the curriculum process. Lack of involvement of teachers, according to Akuezilo (2018) equally hinders the curriculum whose key implementers are not well oriented to

the teaching of such curriculum. Alao (2022) carried out a study on the effective implementation of Nigeria secondary school curriculum. Two hundred (200) sample were used to respond to questionnaires constructed in order to find out whether the Nigeria secondary school system is well implemented or not. The response showed that 160 of the sampled student-teachers were of the opinion that the curriculum of Nigeria secondary school curriculum lacks effective implementation, while 40 respondents agreed that the curriculum is effectively implemented. This result corresponds with the assumptions widely held by Dike (2022) that the Nigeria secondary school curriculum implementation, which is the focal point in curriculum design, does not give the students the necessary skills to earn a living in the society. In support of the above finding Adeneye (2022) believes that one of the problems of Nigeria secondary school curriculum content is effectively finishing of a product (implementation), which is saddled with teacher's responsibility. Adeneye opines that the poor implementation of the secondary school curriculum in Nigeria has caused the missing link between the goals of Nigeria education and the achievement of the goals.

**iv. Lack of Motivation:** Most importantly, Ofoegbu (2021) describes teacher motivation as those factors that operate within the school system which if not available to the teacher would hamper performance, cause stress, discounted and frustration all of which subsequently reduce student quality output. That is, in order to improve performance on the part of students, teachers must be motivated. Ugwu (2020) affirmed that for a worker to live up to expectations, such worker must be motivated. Teacher can be motivated by realizing the need to regard teachers as the number one worker to be catered for in terms of prompt payment of salaries, promotion and payment of other allowances and remuneration. Non-motivation of teachers affects their performance. When teachers' salaries, allowances and other entitlements are not given to them, they cannot implement the content of the curriculum.

For instance, Nigerian Union of Teachers (NUT) (2022) embarked upon five weeks strike to

demand for Teachers' Salaries Structure based on the promise made by the government for the past seventeen years. Ipaye (2022) argued that the prime motive of men going into a career is to obtain the resources to meet his psychological needs and support family among others. Unfortunately, teachers' monthly take home salaries and allowances are very poor and unattractive, and as such cannot sustain them in the face of the rising cost of living.

**iv. Application of Information and Communication Technology:** ICT has proved very useful and effective in the teaching and learning process. But teachers' inability to apply ICT in teaching at secondary school is one of the problems militating against effective implementation of secondary school curriculum. Many secondary school teachers do not use computers in teaching their lessons. This has been attributed to many factors which include electricity problem. Onyeachu (2020) observed that since ICTs require electricity for their use, where there is power failure, users will be stranded. Another factor is lack of computer as well as expertise knowledge in the use of computer.

According to Ijioma (2022), "The poor socio-economic condition in most developing countries of the world, including Nigeria has compelled the government and institutions to show little concern for the application of ICT in education. Many institutions cannot afford to buy or have access to computers and even where computers are available; there is lack of human and material resources to use ICT.

### **Prospects of Implementing English language curriculum**

The following are possibilities for effective implementation of secondary school curriculum:

- i. All stakeholders in education including Parents Teachers Association (PTA) Education Trust Fund and Petroleum Trust Development Fund synergized to provide required facilities and funds to ensure effective implementation of new curriculum in secondary school,
- ii. Seminars and workshops are being organized

to train secondary school teachers on the production and utilization of locally made instructional materials for effective teaching of newly introduced curriculum,

- iii. The government has given compliance to involvement of experienced teachers in curriculum planning and development,
- iv. Teachers are being encouraged to go for in-service training to update their qualifications. It is now necessary for every teacher to have minimum qualification for teaching,
- v. The state government and NUT have started negotiation with the federal government on the implementation of Teachers Salary Structure (TSS).

### **Recommendations**

Having stated the above possibility measures, the following recommendations are made:

- i. There is need for concerted efforts by stakeholders in education to providing instructional facilities. It is evident that government alone cannot saddle responsibilities of education,
- ii. Teachers are advised to make use of improvisation where there are no instructional materials. Of course, government could help in providing both visual and audio-visual materials in all secondary schools,
- iii. The importance of teacher involvement in decision-making and curriculum planning cannot be over emphasized. Therefore, government should involve teachers curriculum planning and development to give them sense of recognition,
- iv. Governments should employ adequate number of qualified subject teachers in order to teach all the subjects meant for secondary education.
- v. Enough funds should be allotted for secondary education so that payment of teachers' salaries, allowances and other entitlements could be made with ease. This will as well make purchase of instructional materials and provision of facilities possible.
- vi. Government should ensure that ICT facilities are used in all secondary schools. This can be done by providing computers and computer

accessories to all secondary schools. Awareness should be made by informing the parents on the need of ICT during PTA meetings so that everyone can contribute to successful running of ICT programs,

- vii. Teachers' salaries allowances, entitlements and other remunerations should be given to them on time. Government should listen to the teachers' cry concerning Teachers Salary Structure (TSS). This will definitely motivate teachers to do their best in implementing new curriculum effectively.

### Conclusion

The English language curriculum in has witnessed changes and modification in concepts and contents in diverse areas at the basic education level. A good number of new approaches to instruction have been introduced to enhance teaching methodology. Such strategies include problem solving, programmed learning, computer assisted instruction, concept mapping, cooperative learning, peer-tutoring assisted instruction, discovering method, personalized instruction and brain based learning. For the 9-year basic education English language curriculum to succeed, yield the desired results and meet the collective aspirations of Nigeria in the twenty-first century, all hands must be on deck to fully implement it since no curriculum can succeed without the teacher, teaching pedagogy, students' willingness to learn and conducive learning environment. From the foregoing, it is observable that numerous challenges characterized 21st century education such as tension between global and the local (becoming a world citizen without losing your root); tension between universal and individual (maintaining one's culture yet blend with the progressive global world to choose one's future); and tension between tradition and modernity (adopting to change without compromising one's past, maintain one's authority yet allow the development of others)

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