

CURRICULUM IMPLEMENTATION AND INSTRUCTIONAL MATERIALS AS CORRELATES OF ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN SOUTH WEST NIGERIA

Adesua, V.O.

Department of Educational Management, Faculty of Education, Ekiti State University,
Ado-Ekiti.voadesua@yahoo.com

Abstract

The school curriculum and instructional materials appear to be two sides of the same coin which are inseparable. Instructional materials are veritable and indispensable tools in the teaching and learning process. The non availability or inadequate use of these materials may hinder the effective implementation of the school curriculum while the availability and judicious utilization of these materials could contribute to the effective implementation of the school curriculum. This paper examines school curriculum implementation and instructional materials as correlates of the academic performance of Senior Secondary School students in South West Nigeria. The study adopted an ex-post facto design and descriptive research design of survey type. The population consist of all Senior Secondary School students in South West Nigeria. The sample of the study include one thousand, one hundred and fifty (1,150) Senior Secondary School students (i.e. SS. 3) selected from twenty- three schools (23) from three states of the six states in the South West Geo-political zone. The sample states are Osun, Ondo and Ekiti. Multi-Stage sampling techniques was used in this study. The researcher made use of a questionnaire tagged "Motivation and Academic Performance of Senior Secondary School students (MAPSSSS). A reliability co-efficient of 0.85 was obtained. The use of inventory was employed to gather information on the academic performance of student' i.e. 2012 WACE result of SS3 student were used to correlate the data from MAPSSSS. Pearson Product Moment Correlation was used to test the hypotheses. All the hypotheses was tested at 0.05 level of significance. The study revealed that there was a significant relationship between school curriculum implementation and instructional materials and were significantly related to academic performance of students. Based on the findings of this study, curriculum planners should design the school curriculum to meet the needs and aspirations of students and the society at large. Teachers should device varieties of teaching techniques to enable them implement the curriculum effectively, embark on improvisation of instructional materials where they are lacking and more importantly be updated in the use of modern instructional materials to enhance the teaching and learning process.

Key Words: School, Curriculum, Implementation, instructional materials, academic performance.

Introduction

Instructional materials are indispensable tools in the teaching and learning process. The availability, non-availability and judicious utilization of these materials could make or mar the effective implementation of the school curriculum. The use of instructional materials on the part of the teachers seems to play a vital role during the process of implementing the school curriculum. These materials play a key role in either facilitating or endangering the teaching and learning process within the classroom setting, the lack or ineffective utilization of varieties of these materials may hinder the effective or proper implementation of the school curriculum. Hence, meaningful teaching may not likely take place without its availability and usage.

Nicholls and Nicholls (1978), described curriculum as the planning of learning opportunities intended to bring about certain changes in pupils and the assessment of the extent to which those changes have taken place. Onwuka (1984), saw curriculum as the life and programme of the school, which forms an enterprise guiding the mode of living of

individual and forming a stream of dynamic activities that constitute the life of young people and their elders.

Adesua (2014), described school curriculum as the total learning experience a child undergo under the direction and guidance of a teacher. Curriculum also refers to all school subjects, these are broken down into topics to be taught per day, per week, per term or per academic session. Sando's (1952), in his studies revealed that (students) dropouts were critical as a result of the school curriculum in California precisely due to the subjects offered and perhaps due to the method of implementation. In a related study, Anthony (2000), reported a study of perceptions of factors influencing success in Mathematics, he claimed that students were more prone to blame failure on course design and teaching quality. He claimed that the interest of students in Mathematics have been related to the volume of work completed (that is the curriculum), student task orientation and skill acquisition, students' personality and self-concept.

In another dimension, Akinsola (1999) explained that a lot of new and modified methodologies have been proposed to improve students' performance in certain subjects like Mathematics. Moreover, instructional materials need to be designed and developed to help in mastery of certain subjects which students term to be difficult. To buttress this, Osalusi (2003), maintained that today the classroom teacher has many methods and techniques which he can use to teach his lesson, however, the uniqueness of every school subject must be recognized. The teaching of different subject demands different approach and differences exist among pupils with respect to readiness for the reception of knowledge, this calls on the classroom teacher to use those techniques and method that cater for individual differences of students.

Aremu (1998), maintained that the use of game based strategy could be adopted to motivate learners to learn (subjects) like Mathematics, this could go a long way to enhance students' academic performance. Osalusi (2003), however, held a contrary view, she explained and emphasized the need to understand the level of the learner during the process of implementing the curriculum. The learner is a factor that determine the choice of teaching method. The level of the learner go a long way in choosing a method of teaching a particular subject. For instance, small children are fond of play, they can remember topics associated with play, therefore the play way method is suitable and appropriate in teaching small groups. The inductive and deductive methods of teaching can be used for older learners who can think deeply, see relationships and sort out relationships or similarities as well as differences readily.

Osalusi (2003), further explained that several methods have been introduced by scholars during the process of implementing the curriculum, (i.e. teaching), these include the play method, activity, questioning, assignment, demonstration, excursion, discussion, story telling, look and talk method et cetera. All these methods and techniques cloister around two major groups. These two groups are classified according to the activity involved during the learning process, they include the Teacher-Centred method and the Learner-centred method.

Instructional Materials are teaching and learning materials. As the name implies, they are material resources that are intended to make the teacher to teach more effectively or better still, they enable the learner to learn more readily and comprehensively. Okorie (1992), describes them as passive agents of production. Examples of such include Audio-Visuals, Visuals, Audio, Three Dimensional Aids, Museum, Educational Board, Textbooks, Magazines, Newspapers, Journals, Libraries, Laboratories and Resource Centres (where materials are improvised).

Researchers have found out that there is a significant relationship between material resources

i.e. instructional materials and students' academic performance. Adedeji (1998) asserted that the availability of adequate material resources and other instructional facilities (materials) are imperative for the teacher's job performance and attainment of education objectives. Jaiyeoba and Atanda (2003) claimed that availability of infrastructures and facilities in the right quantity and quality is germane in education provision.

Daniel (2004), stated that while education is an eye-opener, the library is the tool for opening the eye and its neglect will impair the acquisition of knowledge. In support of this view, Kolade-Oje (2003), claimed that school libraries are meant to support the curriculum of the school. The library is expected to provide materials to enrich and supplement the subject taught in class, the school library has to provide the needed supplementary materials for better understanding of the subject. Aburime (2004) revealed that the influence of adequacy of laboratory facilities had significant influence on students' academic performance in the teaching of Chemistry in secondary schools.

In another dimension, Ajayi and Ogunyemi (1990), equally revealed that inadequate teaching aids are one of the factors contributing to poor performance in the school system. A study carried out by Okeke (1990), provides excellent evidence to back up the claim that without the provision of adequate facilities, effectiveness cannot be achieved on the part of both the teachers and students. Ogonnaya (2006), complained about the state of these resources, claiming that the laboratories are virtually empty and the libraries lacked many new books and journal. Akinfolarin (2008) identified facilities as major factor contributing to academic performance in the school system.

CBN (2010) revealed that there are inadequate infrastructural facilities in many secondary schools in Nigeria. Moreover, in a study conducted by Vandiver (2011). Showed that a positive relationship exists between availability of facilities and students' academic performance. In another development, Ekundayo revealed that there was no significant relationship between material resources availability and academic performance in both public and private secondary schools and that availability of these resources was just a necessity but not sufficient for student performance.

It appears that some teachers do not adequately implement the curriculum effectively. Some teachers seem not to take into cognisance the level of understanding and retention of students especially the intelligence quotients and individual differences of students during the course of implementing the school curriculum. Some teachers seem not to adopt the right procedure and steps while teaching, if the process of implementing the curriculum is faulty, this may discourage students to learn. Moreover, Some teachers perhaps tend to skip certain areas or sub-

topics, during the course of teaching certain subjects, this of course may likely discourage students to stay in class and invariably affect students' level of motivation to learn.

Also it has been observed that when the school curriculum is too wide or not adequately relevant to the needs of the students and the immediate environment, students may not have interest to learn.

Experience has also shown that some teachers do not go beyond the traditional mere "chalk and talk" method, they seem to fail to adopt variety of modern day instructional materials and embark on improvisation of these materials when the need arises. All these identified problems seems to affect student academic performance in secondary schools.

This study therefore examine school curriculum implementation and instructional materials as correlates of the academic performance of senior secondary school students in South West Nigeria. To guide this study the following research questions are posed.

What is the level of academic performance of students in core subjects?

The following hypotheses arose in order to answer the research question posed

- i. There is no significant relationship between school curriculum implementation and the academic performance of senior secondary school student.
- ii. There is no significant relationship between the use of instructional materials and the academic performance of senior secondary school students.

Methodology

The research design for this study is an *ex-post facto* design and descriptive research of survey type. An *ex-post facto* design was considered appropriate because, it examines the cause and effect relationship between one variable and the other, it describes the relationship that exist between school curriculum implementation and instructional materials and the academic performance of students. It involves the use of inventory to collect data (i.e. the 2012 WAEC Result of SS 3 students).

Population of the Study

The population of this study comprises all students of Senior Secondary Schools in South West Nigeria, which consists of Lagos, Ogun, Osun, Oyo and Ekiti State. The estimated population of public secondary schools as at the time of this study comprises 2,070 secondary schools in the South West geo-political zones.

Sample of the Study

The sample for this study comprised one thousand, one hundred and fifty senior secondary school three

students (i.e. SS3) from three states out of the six states in the South-West geo-political zone. The sampled states are Osun, Ondo and Ekiti. Multi-stage sampling technique was used for this study. The first Stage is the selection of three states, namely, Osun, Ondo and Ekiti based on simple random sampling. The second stage is the selection of secondary schools from each State, using simple random sampling, 9 schools were selected from each state making a total of 27 schools from the three states but 23 schools were later used for analysis due to cancellation of result from four schools in Ekiti State. The third stage is the selection of students using simple random sampling, 50 students were selected each from the 23 schools making a total of 1,150 students from the three states.

Research Instrument

The researcher made use of a questionnaire and an inventory to collect data. A self designed questionnaire tagged "Motivation and Academic Performance of Senior Secondary School Students" (MAPSSS). MAPSSS was used to elicit information from respondents on motivating factors that could enhance their academic performance. This consists of two parts. Part A and B. Part A is on the bio-data of the respondents while Part B consist of 9 sections. Sections F and G on School Curriculum Implementation and Instructional Materials were used to measure School Curriculum Implementation and Instructional Materials on the academic performance of Senior Secondary School Students.

The Administration of the Instrument

The instrument was administered personally by the researcher with the help of research assistants who helped in the distribution of and retrieval of the instrument from the Respondents. The research assistant was appointed in each school selected for the sample, while the inventory (i.e. SSCE WAEC result of 2012) was personally collected by the Researcher in the three sample States.

Data Analysis

In analyzing the data collected for the study, Pearson Product Moment Correlation were used to test the hypotheses at 0.05 level of significance.

Validation

The instrument was validated with the help of experts in Test and Measurement, Curriculum Studies and Educational Management. The reliability of the instrument was examined using test-re-test method and it yielded a coefficient of 0.85

Results

Research Question

What is the level of academic performance of students in core subjects?

Table 1: Descriptive Analysis Showing the level of Academic performance of students on core subjects.

In determining the level of academic performance of students in core subjects, the result of students in 2012 West African Examination Council for the selected schools in the sampled states were obtained in core subject areas as depicted in Table 1.

Core Subjects	No. Registered	A ₁ - B ₃		C ₄ - C ₆		D ₇ - E ₈		F ₉		Total	
		N	%	N	%	N	%	N	%	N	%
Mathematics	2855	662	23.3	1299	45.5	529	18.5	365	12.8	2855	100.00
Biology	2906	521	17.9	1377	47.4	385	21.4	385	13.2	2906	100.00
Yoruba	2872	856	17.6	1301	45.3	433	22.0	433	15.1	2872	100.00
Economics	2848	1006	25.7	1016	53.3	253	12.1	253	8.9	2848	100.00
English	2868	385	13.4	1377	48.0	381	25.3	381	13.3	2868	100.00

Key

- A₁ - B₃ = High level
 C₄ - C₆ = Moderate level
 D₇ - E₈ = Low level
 F₉ = Failed

The level of academic performance during the period under review was moderate as depicted in Table 1. This is because those with A₁ - B₃, C₄ - C₆ category fall under the relatively high performance group, while those with D₇ - E₈ category fall under the relatively low performance while those with F₉ failed. The students who sat for the 2012 West African School certificate Examination were exposed to the same use of instructional material and the same curriculum implementation process.

Hypothesis 1

There is no significant relationship between school curriculum implementation and the academic performance of Senior Secondary School Students.

Scores on School Curriculum Implementation were correlated with the weighted scores on the academic performance of Senior Secondary School Students at 0.05 level of significance. The result is presented in Table 2.

Table 2: Pearson Product Moment Correlation Summary on School Curriculum Implementation Variable.

Variable	N	r cal	r table
School Curriculum Implementation	23	0.512*	0.381
Academic Performance of Senior Secondary School Students	23		

*P < 0.05 (significant result)

Hypothesis 2

There is no significant relationship between the use of instructional materials and the academic performance of Senior Secondary School Students.

The hypothesis was tested by correlating scores on the use of instructional materials and the weighted scores on the academic performance of senior secondary school students at 0.05 level of significance. The result is presented in Table 3

Table 3: Pearson Product Moment Correlation Summary of Use of Instructional Materials and the Academic performance of Students.

Variable	N	r cal	r table
Use of Instructional Materials	23	0.459*	0.381
Academic Performance of Senior Secondary School Students	23		

*P < 0.05 (significant result)

Table 3 revealed that r cal (0.459) was greater than r tab (0.381) at 0.05 level of significance. This implies that there was significant relationship between the use of instructional materials and the academic performance of senior secondary school students. Therefore, the use of instructional materials enhance the academic performance of senior secondary school students.

Discussion

The study revealed that there was a significant relationship between school curriculum implementation and academic performance of students. This corroborates that of Sando (1952), Moore (1973), Osalusi (2003), Anthony (2000) that the method of implementing the school curriculum contributes significantly to students' interest in learning and their academic performance. The probable reason for this may be due to the fact that the method of implementing the curriculum may either negatively or positively affect students academic performance, either in terms of the volume of work or content covered or due to faulty implementation.

The result of this study also revealed that there was a significant relationship between the use of instructional materials and the academic performance of students. The findings support that of Ojedele (1995), Oni (1995), Daniel (2004), Okeke (1990), Iwu (1999) while it contradicts that of Aremu (1998) and Akinsola (1999). Ekundayo and Alonge (2012) The probable reason for this findings may be due to the fact that the availability of instructional materials contributes to learning in students while its inadequacy affects students interest in learning.

Conclusion

This study affirmed that instructional materials are indispensable tools in the teaching and learning process, the availability, non-availability and judicious utilization of the materials could make or mar the effective implementation of the school curriculum. This study affirmed that school curriculum implementation and instructional material have a significant impact on academic performance of students in the secondary schools. The study further stressed the relative high performance of students academically.

Recommendations

Based on the findings of this study, it was recommended that curriculum planners and policy makers should design the curriculum in such a way that it would meet the needs and aspiration of students and the society at large. Teachers should devise varieties of teaching techniques to implement the school curriculum, in addition, they should make use of modern day instructional materials and embark on the improvisation of these materials where they are not available, this would go a long way to enhance the teaching and learning process.

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