



EFFECTIVE UTILIZATION OF RESOURCES FOR THE IMPLEMENTATION OF CURRICULUM IN JUNIOR SECONDARY SCHOOLS IN EKITI STATE

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Abstract

This study investigated the effective utilization of resources for the implementation of curriculum in Junior Secondary Schools in Ekiti State. The research design for this study was descriptive of the survey type. The sample of the study consisted of 480 teachers selected using multistage sampling procedure. The instrument used to collect the data was a questionnaire titled 'Utilization of Resources for Implementation of Curriculum' (URIC). The validity of the instrument was established through face and content validity while the reliability of the instrument was estimated using test-retest method and a reliability co-efficient of 0.75 was obtained. Data collected were analyzed using descriptive statistics for the general questions raised and inferential statistics of t-test was used to test the hypotheses formulated. All hypotheses were tested at 0.05 level of significance. Based on the findings of this study, it was concluded that the qualification of the teachers played significant role in use of the available resources in the teaching and learning process. Due to the fact that the facilities were not properly utilized and not utilized at all in some schools, the implementation of the curriculum is not effective in the Junior Secondary Schools. It was recommended that workshops should be organised periodically to train teachers on the use of instructional materials for the teaching and learning process in schools, the qualification of teachers should be taken into consideration during employment and allocation of subjects and for the effective implementation of the curriculum, experienced and qualified teachers should be made to teach in schools.

Keywords: Effective, Utilization, Resources, Curriculum, Junior Secondary Schools.

Introduction

It is a widely acknowledged opinion that the success or otherwise of any enterprise be it private or public among other things depends largely on the availability and utilisation of relevant related resources by individuals or organisations. Resources whether human, material, tangible or intangible are recognised vital facets of any successful human endeavour including education. Resources refer to materials, services, staff, or other assets that are transformed to produce benefits and in the process may be consumed by firm or organisation (Kaufinan & Schneider, 2004).

Resources in education encompasses all persons and things capable of conveying information, values, processes, experiences and techniques that can be used to actively engaged learners in the learning process (Akpochafo, 2003). The effective teaching and learning of any subject in schools require diverse human, material and intangible resources. Human resources deal with knowledge, skills, and motivation of people within an occupational setting. In the context of this study, human resources refer to teachers who are the agents of curriculum implementation. Without human effects, no



organisation (education inclusive) can achieve its goals. As observed by Afolabi (2005), no matter how beautiful the programmes and assets of an institution are, without the teachers, attainment of the institutional goals and objectives would be difficult.

Material resources are any quantifiable material used to complete a task such as equipment; machines that often replace human input or resources in organisations (Miller & Spoolman, 2011). In education, material resources consist of the major tools the learner employs in transmitting knowledge. For example, environmental resources, printed materials which could be textbooks or semi-text (chart, maps, pictures, photographs which are commercially made) and non-texts which includes models, real objects, video, films and audio aids (Adekunle, 2008). Nwaubani and Ezegbe (2008) equally added that facilities in the learning environment such as furniture, electricity, workshops, equipment are also parts of material resources.

The environment of man could be social, economic, political, cultural and physical. Social environment refers to people in the society and their relationship with each other, how man interact, provide his needs and solve his problems while physical environment refers to physical features that surrounds man such as building, atmosphere, plains, mountains, and among others that influences his behaviour positively or negatively (Odedele & Egotanwa, 2006).

Curriculum components cannot be achieved without the availability and proper utilisation of relevant resources. The mind of young ones needs to be exposed to critical thinking, analysis and problem solving strategies in a fast-changing world. The objectives behind this position include: to help students develop ability to adapt to his or her changing environment; become responsible and disciplined individuals capable and willing to contribute to the development of the society; inculcate right type of values in learner; develop a sense of comprehension towards other people, their cultures, history and those fundamental things that could make them human; develop the capacity to recognise the many dimensions of human being in different cultural and social contents and develop a sense of solidarity and sharing based on a sense of security in one's own identity (Universal Basic Education, 2007). Teaching and learning require a

unified and comprehensive approach relying on availability of qualified teachers who are equipped with requisite knowledge and skills. Thus, the availability of quality teachers and the corresponding utilisation of materials, and instructional facilities are desirable strategies for achieving the goals of the Junior Secondary School Curriculum.

The adoption of student-centred instructional methods could enhance the active participation of students in the teaching and learning process (Oganwu, 2004). A method of teaching is a general process the teacher adopts in presenting a lesson to the students, such that students learn. The important index in the teaching and learning process is that the students learn at the end of teaching (Aguokogbuo, 2005). Thus, the utilisation of suitable teaching methods play important roles in bringing desirable changes in learners in the classroom.

The teachers' ingenuity in adapting and maximizing the utilisation of these methods as well as the scarce and often insufficient instructional materials can have tremendous impact in the successful implementation of the curriculum. Curriculum consists of the entire situation that the school may select and consistently organise for the purpose of bringing about changes in behaviour of individuals (Obanya, 2004).

Curriculum implementation involves all the day-to-day activities which school management and classroom teachers undertake in pursuit of the objectives of a given curriculum (Obanya, 2004). Nnadi (2004) defined curriculum implementation as the acted curriculum delivery. It is the transformation of curriculum policies into action. It also involves putting into practices the officially prescribed courses of study, syllabuses, and subjects (Chikumbi & Makamure, 2000). Putting into practice the official curriculum requires an implementation agent. The teacher is identified as the agent of curriculum implementation. Implementation is said to take place when the teacher's personality, the teaching materials and the teaching environment interact with the learner for the purpose of achieving the stated objectives in the classroom (Aguokogbuo, 2000).

In the context of this study, curriculum implementation is the process by which teachers utilise available resources in teaching and learning process in junior secondary schools. Akomolafe (2005) stresses on unavailability of instructional



materials and facilities in Nigerian schools and even the available ones are not used but stored in Principals/Head teachers offices and even some teachers see the use of instructional materials as time consuming. These practices could affect the implementation of the curriculum negatively.

The National Policy on Education in Nigeria has outlined the minimum qualification for teaching in secondary schools such as National Certificate in Education (NCE) and Bachelors of Education (B.ED) in Lower Basic Education Levels (Primary Schools) and Upper Basic Education Levels (Junior Secondary Schools) respectively. The qualification of teachers can affect the utilisation of resources in the implementation of Junior Secondary Schools curriculum. Nevertheless, there could be variation in the opinion of teachers with National Certificate in Education (NCE) and those with Bachelors degree of Education on the utilisation of resources for effective implementation of the curriculum in schools. The variation in opinion may be as a result of their experiences in teaching the subject. Therefore, there is need to find out if there are differences in the mean rating of NCE and B.ED teachers on the utilisation of resources. Hence, this study investigated the effective utilisation of resources for implementation of curriculum in Junior Secondary Schools in Ekiti State.

Statement of the Problem

Resources are essential factors in the implementation of any school subject. Observations have shown that students learn in dilapidated classrooms with no furniture, electrical gadgets, and facilities. It appears that the students are taught by non-specialists who are not graduates and do not have certificate in education. It seems that curriculum or syllabus and instructional textbooks for effective implementation of the Junior Secondary School Curriculum are not adequate and sometimes not found in schools. There are claims that the teaching methods used by teachers in teaching and learning process do not meet stipulated standards because they are not used appropriately. It could also be possible that the available resources in schools are not used judiciously by teacher and students for effective implementation of the curriculum.

Research Hypotheses

The following hypotheses were formulated for the study:

1. There is no significant difference between B.ED and NCE teachers in their utilisation of curriculum prescribed methods.
2. There is no significant difference between male and female teachers in their utilisation of curriculum prescribed methods.
3. There is no significant difference between male and female teachers in their utilisation of instructional materials for effective implementation of the curriculum.

Methodology

The study adopted descriptive research design of the survey type. A descriptive study is usually concerned with describing the existing phenomenon in order to identify their relevance to given situation without manipulation of variables while survey enables one to select from the segments of a large population from where inferences would be drawn about the characteristics of the defined population. It is in this context that this study adopted survey study design to enable an objective investigation of utilization of resources for effective implementation of the curriculum in Junior Secondary Schools. The population of this study consisted of all teachers in public Junior Secondary Schools in Ekiti State. The sample of the study consisted of 480 teachers selected using multistage sampling procedure. An instrument titled "Utilisation of Resources for Implementation of Curriculum (URIC)" was designed by the researchers for this study. The instrument was made up of two sections A and B. Section A elicited respondent's socio-demographic data such as location, age, gender, name of the school, qualification and years of service. While section B was made up of 40 structured items on the subject matter measured on four point Likert-type rating scale of strongly agree (4), Agree (3), disagree (2) and strongly (1). The data collected were analyzed using descriptive and inferential statistics. The hypotheses were tested using t-test statistical tool. All hypotheses were tested at 0.05 level of significance.

Results

Hypothesis 1:



There is no significant difference between B.ED and NCE teachers in their utilization of curriculum prescribed methods.

Table 1: t-test Analysis of Teachers' Qualification and Utilization of Curriculum Prescribed Method.

Variable	N	Mean	SD	df	t_{cal}	t_{tab}
NCE	151	31.13	4.018	352	131.629	1.962
BED	202	31.83	3.643			

* $P < 0.05$

Table 1 shows that the value of t_{cal} (131.629) was greater than t_{table} (1.962) at 0.05 level of significant. Based on this, the null hypothesis which states that there is no significant difference between B.ED and NCE teachers in their utilization of curriculum prescribed methods was rejected. This implies there was significant difference between B.ED and NCE teachers in their utilization of curriculum prescribed methods.

Hypothesis 2:

There is no significant difference between male and female teachers in their utilization of curriculum prescribed methods.

Table 2: t-test Analysis of Teachers' Gender and Utilization of Curriculum Prescribed Methods.

Gender	N	Mean	SD	Df	t_{cal}	t_{tab}
Male	116	29.36	3.386	479	157.394	1.960
Female	364	30.73	4.128			

* $P < 0.05$

Table 2 shows that the value of t_{cal} (157.394) was greater than t_{table} (1.960) at 0.05 level of significant. Based on this, the null hypothesis that there is no significant difference between male and female teachers in their utilization of curriculum prescribed methods was rejected. This implies there was significant difference between male and female teachers in their utilization of curriculum prescribed methods.

Hypothesis 3:

There is no significant difference between male and female teachers in their utilization of instructional materials for effective implementation of curriculum.

Table 3: t-test Analysis of Teachers' Gender and Utilization of Instructional Materials for Effective Implementation of the Curriculum.

Gender	N	Mean	SD	Df	t_{cal}	t_{tab}
Male	116	30.38	2.472	479	163.619	1.960
Female	364	31.34	4.243			

* $P < 0.05$

Table 3 shows that the value of t_{cal} (163.619) was greater than t_{table} (1.960) at 0.05 level of significant. Based on this, the null hypothesis that there is no significant difference between male and female teachers in their utilization of instructional materials for effective implementation of curriculum was rejected. This implies that there was significant difference between male and female teachers in their utilization of instructional materials for effective implementation of the curriculum.

Discussion

This study revealed that there was significant difference between B.ED and NCE teachers in their utilization of curriculum prescribed methods. The extent to which the teachers with B.ED exercise the curriculum prescribed methods were different in relation to that of the teachers with NCE. The study is related with Onyeachu (2008) who found curriculum implementation as the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined efforts of the teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environment.

It was also identified in the study that there was significant difference between male and female teachers in their utilization of curriculum prescribed methods. The extent to which the male teachers exercise the curriculum prescribed methods were different in relation to that of the female teachers. The study is in support of Johnson (1999) who reported the sordid state of the maintenance and use of school facilities and added that such affects the teaching and learning of school subjects. Issues like



this cannot make for effective implementation of the curriculum in schools.

Furthermore, it was revealed that there was significant difference between male and female teachers in their utilization of instructional materials for effective implementation of the curriculum. It was also revealed that female teachers utilize instructional materials for effective implementation of the curriculum than male teachers. The study is in line with Ifeakor & Okoli (2010), who studied the influence of the production and utilisation of instructional materials on students' attitude to chemistry in Anambra State. The results revealed that chemistry teachers tend to show a poor attitude towards the production of instructional materials. It is also related with Williams (2013) who conducted a study on the extent of utilisation of instructional facilities in secondary schools in the Gboko Education Zone of Benue State, which found that instructional facilities appear to be inadequate.

Conclusion

Based on the findings of this study, it can be concluded that the qualification of the teachers played significant role in use of the available resources in the teaching and learning process. Due to the fact that the facilities were not properly utilized and not utilized at all in some schools, the implementation of the curriculum is not effective in the Junior Secondary Schools in Ekiti State.

Recommendations

1. Workshops should be organised periodically to train teachers on the use of instructional materials in the teaching and learning process in schools.
2. The qualification of teachers should be taken into consideration during employment and allocation of subjects.
3. For the effective implementation of the curriculum, experienced and qualified teachers should be made to teach in schools,

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