

---

## **AN APPRAISAL OF THE IMPLEMENTATION OF SECONDARY SCHOOL CURRICULUM IN BORNO STATE**

***Hauwa Abdu Biu***  
***Department of Education***  
***University of Maiduguri, Maiduguri***

### **ABSTRACT**

Success in the implementation of the secondary school curriculum depends on the eradication of problem confronting those who are involved in planning, administering and executing implantation activities of the secondary education system. Efforts are made in this paper to appraise curriculum implementation of the 3-3 secondary curriculum in Borno State of Nigeria with a view to minimizing the problems of the implementation at the junior secondary phase and removing the obstacles that may be experienced in the implementation of the curriculum at the senior secondary level. Opinions of secondary school principals, inspectors of Education and educators involved in the implementation of the curriculum of the 6-3-3 system in the State were solicited through random sampling. Problem areas were identified and remedies towards their solutions were suggested. Shortage of trained-qualified technical and science teachers, insufficient infrastructures and lack of teaching and learning materials were major problems of the curriculum implementation at the 3-3 secondary phase of the education system. Governments have been called upon to increase teacher production in vocational, science and technical subjects. In addition, mass media have also been requested to intensify public enlightenment programme in order to correct misconceptions about the new 9-3-4 system of education.

### **INTRODUCTION**

The 6-3-3-4 system of education which replaced the 6-5-2-3 system was proclaimed by Alhaji Shehu Shagari on October 1, 1982 with the inauguration of the junior secondary School (JSS) curriculum. The system of education grew out of the report of the National Curriculum conference of September 1969. The conference brought to lime-light the irrelevance of the 6-5-2-4 system and its inability to cope with Nigeria's pressing economic, social, political and cultural needs. The conference made it clear that the old system was meant to serve the British colonialists in their administration. Consequent upon these, the then military administration in 1943, organized a National seminar on Education policy for Nigeria under the chairmanship of Chief Samuel Adebbo. The agenda of the seminar concentrated on recommending a system of Education that would be relevant and functional in solving Nigeria's needs. The findings, discussions and recommendations of the seminar led to the Federal Government's white paper titled "Federal Republic of Nigeria, National Policy on Education" published in March 1977. An Implementation Committee for this national Policy was thereafter set up to co-ordinate and monitor the implementation of those programmes developed under the policy. In 1976, this committee of the National Policy on Education met in Kaduna and Lagos respectively. The report of the two workshops led to the publication of the "Blue print" which provided guidelines for the implementation of the National Policy on Education.

**THE 6-3-3-4 SYSTEM**

The policy provided among other things that Secondary Education should be of six years duration throughout the country and should be gives in two stages, each lasting three years. The first three years was called the Junior Secondary School and the second three years the Senior Secondary School. There is a similarity in the structure of the 6-5-2-5 and 6-3-3-4 and systems of education. The major difference is in the secondary school stage where, instead of the continuous five year programme, the 6-3-3-4 system runs for six years, though in two stages each of which is complete and terminal. These facts are illustrated diagrammatically below.

**The Old System**

Primary Education						Secondary Education					Uni./Prof.								
1	2	3	4	5	6	1	2	3	4	5	1	2	3	4					
6 years						5 Years					4 years								
<b>THE NEW SYSTEM</b>						<b>JUNIOR SENIOR</b>													
<b>Years</b>	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	4			
<b>6 Years</b>						<b>3 Years</b>			<b>3 Years</b>			<b>4 Years</b>							
<b>AGE 6</b>						<b>12</b>			<b>15</b>			<b>18</b>				<b>22</b>			

**WHY THE CHANGE**

The National policy of Education defined the aims of secondary Education broadly as:

- 1) Preparation of the child for living within the society and
- 2) Preparation for higher education.

Specifically the secondary school should among others:

- a) Provide an increasing number of primary school pupils with the opportunity for education of higher quality, irrespective of sex, or social religious, and ethnic background;
- b) Diversify its curriculum to cater for the differences in talents, opportunities and roles possessed by or open to students after their secondary school course.
- c) Equip students to live effectively in our modern age of science and technology.
- d) Develop and project Nigerian culture, art and language as well as the world’s cultural heritage.
- e) Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, and appreciate those values specified under our national aims and live as good citizens.
- f) Foster Nigerian unity with an emphasis on the common ties that unite us in our diversity.
- g) Inspire its students with a desire for achievement and self-improvement both at school and in later life.

**STATEMENT OF THE PROBLEM**

Borno state, which is perhaps generally identified with enthusiasm towards education, started the implementation of curriculum for secondary education in 1982. The fluidity and inconsistency in the implementation of a major National Education Policy – the 6-3-3-4 system – marked a major problem. A number of constraints have been identified as militating against the successful implementation of the curriculum. Among the commonly

accepted constraints towards the implementation of the 3-3 system of education in the state are inadequate funding, shortages of qualified staff in the vocational science and technical subjects, increase in student population, soaring cost of education, inadequate guidance and counseling services, poor school planning and administration and inadequate equipment and facilities. This paper attempt probing the problem of staff shortage, inadequacy of school facility and lack of equipment.

### **ASSUMPTION**

In the paper the following assumption were made:

- i. The implementation of the 6-3-3-4 education system entails innovational problems.
- ii. The areas of greatest need for the successful implementation of secondary education curriculum in Borno State are in the teaching manpower, equipment and infrastructure.
- iii. The scrambling and lobbying for the existing insufficient number of qualified teaching staff led to inequitable distribution of available teachers.
- iv. Insufficiency of technical workshop was not enough deterrent for the teaching of pre-vocational skills since not all pre-vocational skills need workshops and imported equipment.
- v. Schools in Borno State without workshops are located in rural areas where communities could not afford the needed funds to construct workshops.

### **METHODOLOGY**

Documentary and opinion survey techniques were used to gather data for the study. The documentary source embraced related literature, reports, educational records, newspapers, magazines, gazettes, journals, speeches and addresses connected with the 6-3-3-4 system of education. The opinion survey techniques solicited for the views of stratified samples of persons presently and actively engaged in curriculum implementation for secondary education in Borno State. These people consisted of secondary school Principals, members of the implementation Task Force for the 6-3-3-4 system of Education in the state and Inspectors of Education in charge of Area and Zonal offices of Education in the twenty-seven Local Government Areas of the state. The study sample was selected both by stratified as well as by random samplings to ensure that no part of the state was neglected. Each of the four zones that make up Borno State has Local Government Areas (L.G.A) except Maiduguri zone with seven. Out of the five L.G.A. in each zone, two were randomly picked and the Inspectors of Education in these L.G.A were used as respondents. Members of the Task Force comprised people of different walks of life. The author picked respondents from these members based on their post as members and the function they perform in the Ministry of Education. The five respondents from this group were the Chairman of the Task Force, the Chief Inspector of Education (Special Education), the Assistant Chief Inspector (Vocational and Technical Education), a principal of a technical College and a Principal of secondary school.

### **RESEARCH INSTRUMENTS**

The instruments for the study were designed by the researcher having found no ready-made ones on the subject. Initially thirty-three items closely related to the topic and expected to point out some of the weaknesses and strengths of curriculum implementation at the secondary education level were developed for each of the three sets of respondents.

These items were finally reduced to twenty each after being securitized and restructured. The validity of these items was assured through vetting by colleagues and experts in the field of education. These items were pre-tested on a pilot sample of randomly selected inspectors, members of the implementation Task Force and ten principals of secondary schools. The items were arranged on a five point Likerts type rating scale which demanded respondents to indicate how far they agree or disagree with each item. The administration of the three sets of questionnaires was done directly by the researcher.

**DATA ANALYSIS**

The responses to these questionnaires were edited and quantified. The degree of agreement/disagreement was reduced to three by merging strongly agree with agree and strongly disagree with disagree in order to make it easier to classify, compare, generalize and compute the responses. Statistical data analysis was executed through the use of Chi – Square ( $x^2$ ) test and percentages. Square test to assess and compare the significance of differences in opinions.

**FINDINGS**

The findings of the study are presented compared and interpreted according to the three categories of the study sample. The statistical analysis of data on each set of questionnaires is followed by the interpretation as shown in the table 1 below.

**Table 1: Analysis of Data on Questionnaire for Principals of Secondary Schools of Borno State**

Item	Total NO. Of Respondents	Agree	Undecided	Disagree	X <sup>2</sup> Computed	DF	X <sup>2</sup> Critical
1.	153	93	6	54	74.5	2	5.99*
2.	153	33	2	118	141.5	2	5.99*
3.	153	105	9	39	94.6	2	5.99*
4.	153	44	23	86	40.4	2	5.99*
5.	153	103	1	49	102.1	2	5.99*
6.	153	60	4	69	51.3	2	5.99*
7.	153	72	3	78	68.1	2	5.99*
8.	153	11	18	124	157.3	2	5.99*
9.	153	93	72	31	93.7	2	5.99*
10.	153	138	1	14	224.2	2	5.99*
11.	153	34	17	102	79.4	2	5.99*
12.	153	109	13	22	110.8	2	5.99*
13.	153	139	4	10	228.1	2	5.99*
14.	153	149	-	14	266.1	2	5.99*
15.	153	27	34	92	50	2	5.99*
16.	153	27	27	99	67.8	2	5.99*
17.	153	46	17	90	93.1	2	5.99*
18.	153	112	15	26	110.7	2	5.99*
19.	153	19	3	131	109.8	2	5.99*
20.	153	55	20	70	33.4	2	5.99*

\* There is a significant difference existing in these items.

X<sup>2</sup> Computed = Value of Chi-Square on experimentally obtained results.

X<sup>2</sup> Critical = Value of results expected theoretically.

DF = Degree of freedom

The above findings show that the secondary school principals agreed with the following statements:

1. Most parents believe that introductory Technology is the only Innovation in the Junior Secondary School Curriculum.
2. Inadequate number of classroom hamper curriculum implementation in schools.
3. Posting of technical teachers by the Schools Board is not systematic but a mere chance affair.
4. Technical teachers have left teaching for more lucrative jobs outside the profession.
5. Arts subjects or humanities have enough qualified teachers in secondary schools.
6. There are not enough qualified teachers for mathematics.
7. There are not enough qualified teachers for Sciences.
8. There are not enough qualified teachers for the technical subjects.
9. Indigenous teachers are preferred to expatriate ones.
10. Borno State should/re establish a technical teachers college without further delay.
11. Resources for teaching local crafts are not available in secondary schools.
12. Effective teaching and learning of pre-vocational subjects call for student's possession of science and technical tool kits.
13. Pipe-borne water is essential for effective work in school laboratories.
14. Effective work in technical workshops required electricity supply.
15. Schools science and technical equipment have been breaking down very fast.
16. There are no facilities for servicing and maintaining schools science and technical equipment in schools.
17. Student population growth is over stretching the use of available science and technical equipment in schools now.
18. There is however, the need to plan for more science and technical equipment for schools.
19. The technical equipment given to schools have not been tempered with by thieves.
20. Some of the technical equipment in schools are lying waste because some technical teachers know very little about them.

**Table 2: Analysis of Data on Questionnaire Developed for Zonal/Area Inspectors of Education in Borno State**

Item	Total NO. Of Respondents	Agree	Undecided	Disagree	X <sup>2</sup> Computed	DF	X <sup>2</sup> Critical
1.	9	5	1	3	2.6	2	5.99*
2.	9	8	-	1	12.6	2	5.99*
3.	9	8	-	1	12.6	2	5.99*
4.	9	9	-	-	18	2	5.99*
5.	9	9	-	-	18	2	5.99*
6.	9	6	1	2	4.6	2	5.99*
7.	9	8	1	-	12.6	2	5.99*
8.	9	9	-	-	18	2	5.99*
9.	9	5	2	2	1.9	2	5.99*
10.	9	2	-	7	8.6	2	5.99*
11.	9	8	-	1	12.6	2	5.99*
12.	9	8	-	1	12.6	2	5.99*
13.	9	2	2	5	1.9	2	5.99*
14.	9	2	1	6	4.6	2	5.99*

15.	9	7	-	2	8.6	2	5.99*
16.	9	5	-	4	4.6	2	5.99*
17.	9	3	-	6	6.3	2	5.99*
18.	9	6	-	3	6.3	2	5.99*
19.	9	8	-	1	12.6	2	5.99*
20.	9	5	-	4	4.6	2	5.99*

\* There is a significant difference existing in these items.

These responses therefore revealed that:

1. Availability of teachers in different subject areas determines the choice of the core and pre-vocational subjects offered in most of the schools.
2. Maintaining high standard in the new educational system depends on the right number of qualified teachers.
3. Borno State establishes a technical teachers college to help improve on its teacher needs.
4. The accreditation of the engineering and science courses in Ramat Polytechnic Maiduguri is one great step to get technical and science teachers.
5. All secondary school are operating the new educational system.
6. Most Junior secondary school students have shown interest to continue in the senior secondary schools.
7. Introductory Technology is not the only innovation in the J.S.S. Curriculum.
8. Some technical and science equipment are lying waste in some schools due to lack of qualified teachers to put them into use.
9. Provision for more technical equipment is necessary following increasing student population.
10. Inadequate supply of technical equipment to schools makes the implementation of the new system appear haphazard.
11. Inadequate provision of classrooms is not among the factors, meanwhile, hampering the implementation of the 6-3-3-4 system of education.
12. Six periods per week allocated to the teaching of pre-vocational subjects on the State official school time-table are sufficient.
13. The Federal Government quota system in distributing imported technical equipment is one of the contributing factors that slowed down the implementation process in Borno State.

Unlike the above thirteen statements, there were no statistically significant agreements in the opinions that:

1. The most urgent need of secondary education is manpower in various teaching subjects.
2. Qualified technical teachers available in the school system should be made to float from one school to the other to maintain some balance in standard.
3. The possibility of all schools receiving the imported technical equipment before the senior secondary school level began in January, 1988 was remote.
4. Some technical equipment in schools are fast breaking down.
5. Provisions exist for the servicing and maintenance of schools technical equipment.
6. Facilities for teaching local crafts are available in schools.
7. Reducing the number of secondary schools in Borno State will lessen implementation problems.

**TABLE 3: Analysis of Data on Questionnaire Developed for Members of Borno State Task Force for the Implementation of the 6-3-3-4 System of Education:**

Item	Total NO. Of Respondents	Agree	Undecided	Disagree	X <sup>2</sup> Computed	DF	X <sup>2</sup> Critical
1.	9	5	1	3	2.6	2	5.99*
2.	9	8	-	1	12.6	2	5.99*
3.	9	8	-	1	12.6	2	5.99*
4.	9	9	-	-	18	2	5.99*
5.	9	9	-	-	18	2	5.99*
6.	9	6	1	2	4.6	2	5.99*
7.	9	8	1	-	12.6	2	5.99*
8.	9	9	-	-	18	2	5.99*
9.	9	5	2	2	1.9	2	5.99*
10.	9	2	-	7	8.6	2	5.99*
11.	9	8	-	1	12.6	2	5.99*
12.	9	8	-	1	12.6	2	5.99*
13.	9	2	2	5	1.9	2	5.99*
14.	9	2	1	6	4.6	2	5.99*
15.	9	7	-	2	8.6	2	5.99*
16.	9	5	-	4	4.6	2	5.99*
17.	9	3	-	6	6.3	2	5.99*
18.	9	6	-	3	6.3	2	5.99*
19.	9	8	-	1	12.6	2	5.99*
20.	9	5	-	4	4.6	2	5.99*

\* There is significant difference existing in these items.

The above statistical data showed significant trend in opinions that:

- 1) The 6-3-3-4 education system is meant to equip students with requisite skills and knowledge for life's problem solving.
- 2) Not all secondary schools had completed the construction of their technical workshops.
- 3) There are reports of theft of the equipment supplied to secondary schools.
- 4) Pipe-borne water is very essential for effective work in the science laboratories.
- 5) Electricity supply is necessary for the effective operation of the technical workshops.
- 6) Students' population growth points to the need to start arrangements for more technical science equipment.
- 7) Most of the equipment supplied to school are not being maximally utilized.
- 8) Adequate arrangements were not made by the Committee for the effective take-off of the following senior secondary school level.

Unlike in the case of the following statements, Chi-square tests showed no significance different with regard to the statements which stipulated that:

- 1) Manpower in the various science and technical subjects is the most urgent need of secondary education in the state.

- 2) Making the available qualified technical teachers to float from one school to the other will minimize imbalance in the output of junior secondary schools.
- 3) The registration of technical teachers for more lucrative jobs worsened the technical teachers requirement in Borno State secondary schools.
- 4) Expatriate science and technical teachers should be recruited as a short term measure to supplement indigenous manpower.
- 5) Borno State should re-establish a technical teachers college to solve its teaching manpower needs.
- 6) The short period given to the preparation before the take-off of the new system caused the late completion of the construction of the laboratories and workshops.
- 7) Some of the imported technical equipment still appear strange to some technical teachers who are not used to them in the course of their studies.
- 8) Evidence shows that some of the imported technical and science equipment are fast breaking down.
- 9) Provisions exists in the State for the servicing and maintenance of the imported science and technical equipment.
- 10) Facilities for teaching local crafts in secondary schools abound in Borno State. There is a strong belief that introductory Technology is the only innovation in the Junior Secondary School Curriculum.

## **CONCLUSIONS**

This study exposed among other facts that:

- i. Curriculum implementation of the 3-3 secondary education phase in Borno State had a lot of obstacles and that shortage of the right number and caliber of teachers is among them.
- ii. Adequate stocking of schools with teaching/learning equipment and materials does not improve education Perse because competent and qualified teachers are indispensable to make these facilities functional.
- iii. The 6-3-3-4 policy on Education appeared not to have been well understood by many of those who should explain it to parents and guardians. Consequently, most people are indifferent to the system probably due to lack of proper understanding and perception of the system's scope and significance.
- iv. In some sampled schools, supplied and science equipment were being firmly locked up in stores workshops. The reasons received for such an action included non-installation facilities, fear of thieves, lack of qualified technical teachers, lack of motivation on the part of teachers and students and absence of such amenities as electricity and pipe-borne water to operate some of the machine.
- v. Many graduates from the J.S.S. were not able to identify some practical subject; tools they should have been very familiar with during practical class work. This fact had led some people to conclude that the functional and practical purposes of the education system are not yet being realized.

## **RECOMMENDATIONS:**

In the light of the above conclusions, the following recommendations are been purposed.

- i. The state Ministry of Education should as a matter of urgency establish an Equipment Centre at State level and also in each of the four education zones for

- the up keep and maintenance of school science and technical equipment and materials.
- ii. There is a need for a clear policy or strategy for producing, supervising and regulating manpower in education to conform with the nation's social, scientific and technological aspirations.
  - iii. Efforts should be intensified to correct misconceptions and doubts on the 6-3-3-4 education policy, while enlightenment campaigns should be intensified on the new policies of the 9-3-4 system, for the public to understand the rationale behind its introduction.
  - iv. The State Government should insist on greater care and protection for school equipment and facilities. Greater precaution must therefore be taken to guard school property from thieves, termites and careless handling.

## **REFERENCES**

FGN (1977) National Policy on Education.

Balagun, S.T. (1975) Some current science curriculum Developments! Level and Global Rationale. Unpublished Miniograph. University of Ibadan.

Cole, M.A. (1975) Science teaching and secondary curriculum Development in a supposedly non scientific culture. *West Africa Journal of Education*, XXIX, 313 – 332.

Hirst, P.H. and Peters, R.S. (1975) *The logic of Education*. Routledge and Kegan Paul. P77.