

Administrative Challenges in The Implementation of Senior Secondary School Curriculum in Nigeria

Ede Francisca

*Department of Educational Foundations
Ebonyi State University, Abakaliki*

Abstract

This article paper presents issues on administrative challenges in the implementation of senior secondary school curriculum. It is important here to draw our attention to what curriculum means. Curriculum is an embodiment of all the knowledge skills and attitudes which a nation, through her schools imparts to her citizens. Curriculum also involves the acquisition of skills needed to perform tasks. It embodies the acquisition of requisite attitudes, interests, feelings motions towards self, others, a profession and the environment. The implementation of curriculum has many challenges beginning from the planning. The implemented curriculum is the actual curriculum and represents the interaction between the learner and the learning outcome. The implemented curriculum determines the extent to which educational objectives are achieved. The effectiveness of such achievement depends largely on quality of teachers' mastery of relevant content of school subjects. There is no doubt that implementation of curriculum faces serious administrative challenges ranging from lack of qualified teachers, non-availability of needed materials for curriculum implementation at various levels of education. The issues highlighted in the course of this paper are; curriculum implementation process, implementation, factors that enhance implementation, factors that militate against effective curriculum implementation and stages in curriculum implementation. From the discussion of the points raised on this paper, conclusion and recommendations were made.

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I. Introduction

Curriculum is the way content which embodies structure, organization, balance and presentation of the content in the classroom is designed and delivered. Curriculum is also a set of materials that includes both content and instructional guidelines. The ability to put this curriculum (content and instructional guidelines) into practice in the classroom is curriculum implementation.

Senior secondary education is the education that students receive after junior secondary education and before the tertiary stage. It is comprehensive in nature with a core curriculum designed to broaden students' knowledge and out-look. It has a duration of three years. In Nigeria, the administration and control of senior secondary education is vested by law in the state governments. They carry out their responsibilities through the ministries of education, who exercise administrative and professional duties; while teachers have the day-to-day responsibility for what takes place in the schools under the immediate direction of the school heads. The ministries, through the inspectorate division exercise control, supervision, and guidance in respect of the implementation of National objectives and the quality of education provided. In addition, parents, governing bodies of schools, local education committees, professional organization of teachers, advisory -and consultative councils, equipment manufacturers, and other stakeholders play roles of varying importance in the implementation of educational plans to realize the national objective (Ajayi, 2021).

The term curriculum, according to Osam and Ina (2005), is derived from the latin word *currus*: meaning a running course or race track for chariots. But in the educational use of the word, it means a graded course of different school subjects carried on from nursery school to the University. Thus, all what pupils do or learn at school from the day they are admitted into school, until the day they leave school may rightly come under the term curriculum. Ivowi (2008) view curriculum as a tool designed for educating a person in order to change the orientation, behaviour, actions and values to that of a good person whose concern is not only to develop self but also the world around. To Offorma (2005), curriculum is a structured series of learning experiences intended for the education of the learners. It is what goes on in the school under the guidance of the teacher.

Curriculum is a document, plan or blue print for instructional guide which is used for teaching and learning to bring about positive and desirable behavioural changes in learners. It can be regarded as a road map for the education of the learners. Curriculum is a programme. This includes programme of studies, programme of activities, and programme of guidance. Programme of studies refers to forms of subjects, contents, subject matters and bodies of knowledge. Programme of activities is made up of all the learning experiences presented

to the learners which can be overt or covert, mental or physical, learner oriented or goal oriented. Students learn through activities so the programme of activities facilitates the learning of programme of studies. Programme of guidance is the assistance given to the young and inexperienced members of the society by more experienced persons to help them solve their educational, vocational, and socio-personal problems curriculum can therefore, be taken to mean an instrument by means of which schools seek to translate the hopes of the society into concrete reality.

Curriculum implementation is the actual engagement of learners with planned learning opportunities. Curriculum implementation stage is the stage when in the midst of learning activities, teachers and learners are involved in negotiations aimed at promoting learning. The teacher adopts the appropriate teaching methods and resources to guide learning. The learners on their own are actively involved in the process of interaction with learning activities. Curriculum implementation is the transmission of the planned curriculum into the operational curriculum (Offorma, 2005).

The major implementers of the curriculum are the teachers. They setup learning opportunities aimed at enabling learners acquire the desired knowledge, skills, attitude and values. Without implementation there will be no evaluation and students' learning will not be guided. The students on their own are actively involved in the process of interaction with learning activities

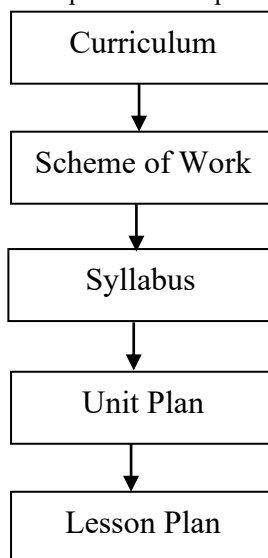
Curriculum Implementation Process

Curriculum according to Etuk, Udosen and Edem (2004) is the organized knowledge which the school presents to the learners in order to achieve predetermined goals of education. Therefore, curriculum implementation is a very important aspect of the curriculum process. If curriculum is not implemented, all efforts expended in the planning are to no avail. The teacher is the dominant figure in curriculum implementation process. He is the final concerning the actual learning opportunities to be provided his lean presented, guided and evaluated for the particular learners involved.

As the ultimate implementer of the curriculum, the teacher must necessarily translate the curriculum into real classroom operation. The teacher therefore needs to focus on the syllabus which is derived from the curriculum.

Thus, while the curriculum represents the total planned programmes of the school for all the school subjects for some years pending revision, the syllabus contains the recommended topics and selected learning experiences chronologically organized to be taught from year to year in such a way that it meets the set educational goals. When the syllabus prepared at the national level reaches the schools, it is split into manageable portions on termly and yearly basis by the subject teachers to produce scheme of work.

The scheme of work is a guide to the teacher. It guides him in making his instructional plans in that it stipulates the specific topics to be covered within a given term. The teacher further identifies closely related subject matter and learning experiences which constitute the unit of work meant to be taught within a few weeks, between two and six weeks. A further split of the unit produces the lesson. A lesson plan is said to be an orderly and sequential arrangement of the lesson on paper. It comprises the subject matter to be taught, the instructional objectives to be achieved and the performance activities of both the teacher and learner in the course of lesson delivery. The events described thus far are the process undertaken by the teacher to implement the curriculum. Hence, the curriculum implementation process is diagrammatically presented here.



A Schematic Representation of the Curriculum Implementation Process

Curriculum Implementation

Implementation according to chambers (1993), is the various steps involved in producing a functional data. Curriculum implementation therefore, refers to the various steps involved in achieving the desired objectives. It is the delivery stage in the curriculum process. Inyang-Abia and Umoren (1995), at this stage all the relevant curriculum inputs are brought in direct contact with the target audience in such a way that through a variety of activities, learning experiences and mastery can be maximally achieved at minimal cost. Curriculum implementation occupies a strategic position as it links the design with evaluation stages that is, the materials and methods are put together to produce desirable learning activities and experience. It imaginatively knit together the instructional content and materials to produce desired out comes and learning experiences for the learners. Mkpa (1987) asserts that, curriculum implementation is the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teaches, and other concerned.

Curriculum implementation needs to start with trial testing of materials before installation. According to Ivowi (2008), the importance of trial testing has been ignored too often in Nigeria. That apart from a few projects like Bendel primary science project, Basic science few-Nigerian secondary schools, Nigerian secondary school social studies project, primary science programme for the Northern states, Nigerian secondary schools Home Economics project, and Nigerian secondary schools science project, all other curricula developed have not under gone the process of trial testing before being installed in schools. Even the current Basic education curricula did not undergo trial testing before their installation in schools in September 2008,

The curriculum content and the instructional materials need to be introduced to the classroom teacher who are the major implementers of the curriculum. This can be done by organizing appropriate orientation workshops and disseminating the innovation to all stake holders using well established dissemination models. Bishop (1985) recommended the Research Development and Diffusion (RDD) model. In this model an idea or innovation is conceived at the center such as a curriculum development center where it is researched, developed, and then diffused into the educational system. Curriculum implementation is the actual engagement of learners in learning activities Ekpo (2006) opine that to implement a curriculum means to teach for the realization of some predetermined aims, goals, and objectives, so care should therefore be taken in carrying it out so as to produce functional members of the society.

Implementation is usually done by teachers who have to interpret a curriculum and decide on how to select the contents of the subject matter, appropriate methods of teaching the contents to the learners, integrate instructional resources with the teaching methods and evaluate the processes and product of then- functions in order to know whether or not the curriculum has been implemented in the! right direction. Teachers' role in effective implementation of the secondary school curriculum cannot therefore be treated with levity, because a good curriculum can be marred at the implementation stage by teachers who are not well informed.

Factors that Enhance Curriculum Implementation

1. Availability and Utilization of Instructional Materials

Successful curriculum implementation depends (to a large extent on the availability and utilization of adequate instructional materials or learning resources. Instructional resources can be defined as all the resources a teacher uses to help explain or elucidate the topic/content/subject to the learner so that he is able to fully comprehend the topic (NTI, 2007). Instructional materials generally make the teaching-learning process easier. They offer reality of experience, provide visual aspects to a process or technique, facilitate the understanding of abstract concepts, save time by limiting the use of wordy explanations and provide opportunity for the learner to manipulate objects in the environment.

Therefore, it is the responsibility of the schools and their teachers to examine their role in identifying, developing, evaluating, purchasing and sharing learning resources. Teachers themselves should improvise learning materials from their homes and the school environment and fill their classrooms with them. They should equally note that the use of instructional materials helps to concretize the learning process. Instructional materials offer pupils and their teachers a good opportunity to relate theoretical knowledge to practical experiences in me class, thus imprinting learnt materials in the minds of the young learners (Nwoji, 2002).

2. Management Support

Effective curriculum implementation is also dependent upon management support at all levels of education, including the basic education level. Mbakwem (2005) enumerates that management support can be given by:

- a. Providing adequate financial resources;
- b. Providing learning opportunities;
- c. Providing supports such as expertise, time and learning resources;
- d. Disseminating information;
- e. Facilitating communication at all levels;
- f. Providing support to teachers, and

g. Developing ways for teachers to network and share ideas (p. 13).

As a matter of priority, management or schools administration should in addition subsidize the cost of procurement of the needed materials for adequate curriculum implementation.

3. Teacher Effectiveness

The teacher is a critical resource for effective implementation and realization of the educational policies and objectives at the practical level of the classroom. It is the teacher who ultimately interprets and implements the policy as represented in school curriculum, which is designed to actualize educational goals (Omojuwa, 2007). The obvious implication of this situation is the fact that the quality of a nation's education can only be as high as the quality of its teachers.

Further, an effective teacher should demonstrate evidence of classroom management. Effanga (2001) counsels that teachers should establish effective classroom climate, student motivation, management of materials and supplies, physical conditions for instruction, use of time, routine and a monitoring system in the classroom for efficient instruction and quality education.

4. The Learner

The curriculum is planned to meet the social, intellectual, physical and integrative needs of the learners. Maduewesi (2003) regards learners as the most precious resource for moulding. Learners are active participants and recipients in curriculum implementation. They have some work to do in the educative process. Most importantly, teachers should not that students should be ready and willing to learn, otherwise teaching becomes a futile exercise and learning will not take place. Besides, people learn in different ways because of individual differences. Secondary, interests, needs, values of the learners differ too. This means that the teacher should employ varied methods or techniques so help him to learn. Without the co-operation of the learners, curriculum implementation cannot be realistic.

Factors that militate against effective curriculum implementation

Curriculum implementation is fraught with a lot of handicaps

1. Curriculum overload

There is curriculum overload at this basic education level. Ivowi (2005) and Anwuka (2005) assert that curriculum overload occurs because of the high number subjects to be offered at the primary and junior and secondary levels of education. At the primary education levels, children are expected to offer eleven (11) subjects. At the junior secondary education level, the young learners are expected to study and offer in the junior secondary school examination twelve (12) to thirteen (13) subjects. These notwithstanding and as earlier noted, some global and emerging issues such as family life education, citizenship, environmental education, HIV/AIDS, drug abuse among others are also introduced as curriculum contents to be learnt by the pupils.

However, Ivowi (2005) noted that the content of our curriculum is satisfactory, though overloaded. Offorma (2006) laments that:

The issue is not only the large amount of knowledge, skills attitudes and values to be presented to the learners, but the availability of adequate time, and resources for the implementation of these content areas. The non-coverage of the content has left the learners to be half-baked as some teachers rush to cover the contents, thereby treating the contents shabbily, while others leave a lot of grounds j uncovered (p .28).

This observation by Offorma succinctly explains the nature of the problem encountered in schools.

2. Large Class Population

Another disturbing issue in curriculum implementation is large class population. The recommended class size of learners according to the National Policy on Education (FGN, 2013) is 30. The Universal Primary Education launched in 1976 brought about increase in school enrolment without adequate teacher production to match the school population (World Bank, 1995, Bajah, 1995 and Nwagwu, 2003). This increase led to overcrowded classrooms which are experienced at all levels of education.

The awareness of the advantages of Education has contributed to overcrowded classrooms as everybody wants to go to school to be educated. Even in many pre-primary schools, a class is made up of 45-50 children when they should be at the most 15 for effective teacher-pupil interaction. In this type of situation, it is either that the proprietors want to maximize profit by not employing enough teachers or that competent teachers are not available for employment or that the available space is not adequate (Offorma, 2006).

3. Dearth of Instructional Materials

Over the years, teachers have indicated that one of the greatest impediments to curriculum implementation is inadequacy of instructional materials. Instructional materials are aids for effective teaching and learning. Nwoji

(2002) views instructional materials as devices that facilitate the transmission to a learner, the facts, skills, attitude and values which promote understanding and appreciation of concepts.

It is evident that no curriculum can be implemented effectively without due consideration of necessary equipment and materials! Unfortunately, there is dearth of instructional materials in basic education level. One of the problems is cost of the materials, and since education is poorly funded, many public schools lack instructional materials. For example, at the junior secondary education level, Introductory Technology programmes require a lot of machines for their effective teaching (Offorma, 2006). Quite unfortunately these essential equipments are not available in the classroom to enhance effective teaching and learning.

4. Teacher Factor:

These deal with the quantity, quality and variety of teachers handling our classroom interaction process. Curriculum implementation cannot be effectively carried out if the teacher variables such as competence, availability, attitude, dedication and remuneration are faulty. No matter how lofty the educational goals are, how relevant the curriculum is, teachers are the determinants of effective curriculum implementation in the school.

The importance of qualified and competent teachers is recognized by the Federal Government of Nigeria (2013) in the National Policy where specialist teachers are recommended for particular subjects at the basic education level. Such subjects include: Mathematics, Science, Physical Education, Language Arts, Music, Fine Arts and Home Economics. Therefore the teachers at the Basic Education Level become the jack of all trades and master of none.

Anwuka (2005) discovered that rather than teach primaries 1-3 all subjects except English in the; languages of the school environment and primaries 4-6 in English, primary school teachers use English to teach all subjects in primaries 1-6. Hence, the avoidance of the use of mother tongue as stipulated in the National Policy on Education depicts teacher incompetence.

Furthermore, it is necessary to explain that an enormous problem of staffing exists at the basic education level. According to the verification exercise carried out by the Universal Basic Education Commission (2000), an additional 275,462 teachers' were needed to teach in the primary schools in Nigeria.

5. Examination Malpractice

One of the major curriculum implementation issues is examination malpractice. In fact, it has eaten deep into the society and these days even parents perpetuate and abate it. Ivowi (2005) confirms that the number of candidates has; continued to overwhelm examiners, and because of poor implementation of curriculum in Schools, arising from so many factors, the battle against examination malpractice is far from being over. Today, electronic techniques are employed in cheating in examinations and that shows the level of sophistication attained by learners in examination malpractice. The implications of this Offorma (2006) enumerate as follows:

Curriculum Theory and Practice-

- Invalid and unreliable data are supplied to the system;
- Learners become lazy as many do not want to work hard (since they can cheat and “succeed” in the examination);
- Indiscipline in schools and the society in general as students do not bother about their academic work, rather, time is spent planning for different evils - absenteeism, cultism, rape, theft, etc.
- Disparity in the set curriculum objectives and the attained objectives (p.31l).

6. Learner Related Issues

In our present contemporary society, our young learners seem to lack interest as a result of the new wave of picking-money-quick even with limited education. Hence, they fail to attend lessons within the first few days/weeks of resumption of classes especially at the beginning of each term. The result is that the prescribed curriculum is not often covered before examinations - a situation that leads to poor performance be it at the primary, secondary or tertiary level. It also encourages examination malpractice in the desperate effort to make up fraudulently the deficiencies of the learners (Mkpa, 2005).

Learners also fail to bring along to school necessary study materials. Teachers Complain about the difficulty of teaching effectively when learners refuse to bring along to school necessary textbooks, workbooks, exercise books and other related materials. This constitutes a hindrance to effective curriculum implementation.

7. Evaluation of Learning:

Evaluation of learning is necessary too in curriculum implementation. A good evaluation focuses on the cognitive, affective and psychomotor behaviours. Evaluation data must be valid and reliable for them to be useful to the educational system. But affective domain is hardly properly assessed by teachers. Anwuka (2005) observes that quite often in stating objectives in lesson plans, teachers state affective objectives, but in evaluating learning outcomes, not much is done to reflect the emphasized affective objectives. Teachers must be

made to understand how to obtain evidence or data on affective outcomes as well as how to record the obtained evidence.

Further, it does appear that teachers are yet to master the continuous assessment skills. Most teachers still emphasize cognitive learning outcomes at the expense of both the affective and psychomotor behaviours and they do continuous testing rather than continuous assessment. All these affect curriculum implementation (Offorma, 2006).

Overview of teachers' task in curriculum implementation

Curriculum implementation is a very serious exercise and its success lies squarely on the shoulders of the classroom teacher. The foremost of the teachers' task is teaching which is intended to stimulate learning.

Broadly, the teacher is an individual who carries out the activity of teaching, he engages in the act of causing people to learn. The teacher further attempts to help learners acquire or change some skills, attitude, knowledge and creates avenues to influence desirable changes in their behaviour (Ikpe, 2005). Teaching is essentially a communication process between the teacher and the taught. Ikegbunam (2006) submits that the success or otherwise of the entire classroom activities, interactions and instruction lies largely on the effectiveness of the teachers' competence. The teacher according to Omojunwa (2007) must be prepared in such a way that he would be able to present a pre-digested, planned, systematic, sequential and controlled content and methodology. He must be prepared to adopt the strategy of management of materials and supplies in order to ensure effective participation of learners for good performance and quality education.

Specifically, the classroom teacher must recognize that his task is not merely to teach; it is to stimulate learning. He must realize that his teaching is a process of causing learning of guiding and directing the activities of his learners in order to produce learning. Hence, the ultimate measure of his commitment as a teacher is the amount of learning that his teaching produces.

A teacher who is philosophically and psychologically sound is also a good observer and evaluator. Through careful observation of his learners' behaviours, he gains a wealth of knowledge that he uses to develop principles and techniques that are fundamental to the effective and efficient learning of his learners. As he progressively proceeds in the guidance and direction of their learning outcomes, he constantly evaluates each learner's learning attainments in terms of the learner's particular needs as well as the needs of his society.

Senior secondary education curriculum

Efforts of government to achieve good curriculum for the senior secondary education started with the organization of the National curriculum conference of September, 1969 held in Lagos. The conference was sponsored by the Nigerian Educational Research and Development Council (NERDC) to provide a forum for the discussion of an appropriate curriculum for the nation's schools. The conference was attended by various stakeholders in education in the country. It was also necessary to hear the views of the masses of people who are not directly engaged in teaching or other educational activities because they have a say in decisions to be taken about the structure and content of Nigerian education, since the school is a micro-cosm of the society. Some of the fundamental proposals made at the conference, provided the foundation for the structure of senior secondary education. The National Policy on Education (2013:18), provides the following as some of the objectives of senior secondary education in Nigeria.

- To provide students opportunity for education of a high level, irrespective, of sex, social status, religious or ethnic background)
- To provide trained manpower in the applied science, technology and commerce at sub professional grades
- To develop and promote Nigerian languages, art and! culture in the context of world's cultural heritage
- To inspire students with a desire for self improvement and achievement of excellence to foster National Unity with an emphasis on the common ties that unite us in our diversity
- To raise a generation of people who can think for themselves, respect the views and feeling of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens
- To provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economy development.

In realization of these objectives, a senior secondary curriculum has been put in place as contained in the National Policy on Education (2013) as follows:-

Group A: Core

English language

Mathematics

A Nigerian language

One of Biology, Chemistry, Physics or Health Science

One of Literature in English, History, Geography or Religious Studies

A Vocational Subject

Group B: Vocational Electives

Agricultural Science	Food Nutrition
Applied Electricity	Home Management
Auto-Mechanics	Metal work
Book-keeping & Accounting	Technical Drawing
Building construction	Woodworks
Commerce	Shorthand
Computer Education	Typewriting
Electronics	Fine Art
Clothing and Textiles	Music

Group C: Non-Vocational Electives

Biology	Health Education
Chemistry	Physical Education
Physics	Literature in English
History	Islamic studies
Geography	Arabic
Bible knowledge	Government
Further Mathematics	Economics
French	Any Nigerian language

The senior secondary curriculum has core subjects and or electives. The core subjects are compulsory for every student. They are basic subjects that will enable student to offer arts or science in higher education. The curriculum also stipulates that every student would select three of the elective subjects depending on the choice of career up to the end of the second year and may drop one of the non-compulsory subjects out of the nine subjects in the last year of the senior secondary course. It therefore means, every student should take six core subjects in group A and a minimum of one and maximum of two from the list of elective subjects in groups B and C to give a minimum of seven and maximum of eight subjects.

Steps in the implementation of senior secondary curriculum

The implementation of the curriculum is a very important level because it is at this stage that all that has been planned at the, federal/state levels will be translated into action. If it is well done, the expectations from education will be realized. Conversely, poor implementation will make a mockery of the entire system. The following steps can be followed in the implementation of a curriculum:

Setting Objectives: The actual task of implementation begins with the setting of objectives. Although the objectives have been set at the national/state level, there is need for a further break down of the objectives into meaningful terms from the national level to the implementation level where the objectives become specific enough for action and for evaluation. For the setting of school objectives, the head of school may present the plans from the ministry of Education to staff, as part of their preparation for the school year. Small committees may be set up to prepare possible specific objectives from those the ministry.

Determining Subject Areas: When the specific objectives have been prepared, there is need to look closely at the subject areas indicated, in order to think of additional learning areas. An examination of the subject areas is incomplete without a close look at the contents, their sequence, and level of difficulty. There should be a link among the contents.

Books and Materials: The suggested textbooks and other materials should be looked at closely. Are there new books or materials that the staff do not know? Or are there other things that the staff need to know?

Unit Planning: A unit plan simply means the amount of work, material, or area that can be finished within a prescribed time. It is sometimes called scheme of work and it is possible to break a topic in the scheme of work into a number of units, each unit being a sub-division of that topic. For each unit, specific objectives should be stated, the teaching-learning approaches and teaching aids should be indicated, and the evaluation of that particular bit of work in the unit should also be stated. Thus, unit planning serves as a useful guide for the teacher and those who may handle a particular class in the absence of the actual teacher.

Lesson Plan: This involves further selection from the unit plan of what can be realized within a class period of thirty five to forty minutes. It will contain the specific objectives, method of teaching, teaching aids, and how to evaluate that small bit of work.

Teaching: The next step in the implementation stage is the teaching which represents the point at which the goods are actually delivered to the students. It is a very important step and every teacher should be mindful of this. If the planning of units and of the lesson have been well-done, there is an assurance that, in the hands of good teacher, the teaching stage will be fruitful.

Evaluation: Finally the curriculum should be evaluated to see the achievement of the stated objectives. The process should begin from the classroom and end up at the ministry level. This will enable the school to assess its own objectives and programme based on the results of evaluation from the various classes. In turn, based on the evaluation results from various schools in a state, the state Ministry of Education will judge whether or not its objectives have been achieved. Based on the results from the various states, the Federal Ministry of Education can decide on the achievement of its goals for the entire educational system.

Curriculum construction and implementation

Curriculum construction refers to the development of curriculum that calls for a lot of decisions. It is quite an involving task (Mkpa, 2018). It is a process of building any particular curriculum design. By means of it there is decision making process in which the main emphasis is the determination of the nature, organization and the orientation of the curriculum design. The curriculum design is made to indicate a structural layout of the curriculum by which construction is based. The design identifies the components of the curriculum. The design states the relationships among the elements of the curriculum as well as the principles of the organization of the particular curriculum. In actual sense, curriculum design consists of the “nature, substance and orientation of the contents of these components as well as the pattern in which they are organized into a curriculum” (Mkpa, 2018) By means of construction, the design is established into a form that could be easily materialized by the intended users. There is the assemblage of the elements of the design and they are built into a pattern that teachers make use of them for educational services. By this, there is the curriculum development for educational practitioners. When a curriculum is constructed and put forward for educational services the next immediate tendency is the implementation of what is set forward. Curriculum implementation is the translation of the prescribed curriculum document into reality (Okorafor, 2022). Accordingly, curriculum implementation involves the means of executing the intended desires of the curriculum planners. The aims and objectives of education as carried and portrayed by the curriculum are executed for effective educational functions through the implementation. Educational curriculum has to be implemented for any level of education so as to ensure total educational functionality. In actual sense, then, the problem is not the building of a high sounding curriculum but the implementation of the curriculum. Curriculum implementation requires the joint efforts of the government, school administrators and teachers. The government and school administrators have significant roles because of their positions in policy making. Such policies could drastically and radically influence the implementation of a set forward curriculum. The teacher is the actual person that makes use of the curriculum and identifies its strengths and weakness. The teacher is the closest to the learner among those concerned with curriculum implementation. The decision of the teacher is the uppermost in the actual curriculum implementation because he is the person that makes direct use of the curriculum. His professional status and quality counts a lot in the overall decision taking about any given curriculum. Thus, the curriculum for any level of education requires the teacher as a chief substance in the decision making about the implementation. However, the Nigerian case is not the ideal type in the sense that despite the fact that the teacher is in the field, he is not seen as the leader in the curriculum construction and implementation.

II. Conclusion

Curriculum is outlined as an official document for learning that should take place in school environment. It is officially developed and made available to schools for implementation which is the actual engage of learners in learning activities. It is usually done by teachers who have to interpret the curriculum and decide on how to select the contents of the subject matter, and as well decide on the appropriate methods of teaching the contents to the learners. The senior secondary school curriculum has core subjects and elective subjects. It is based on these steps on the implementation of curriculum that National Policy on Education emphasises that no education system can be better than the quality of its teachers who are the key players in the implementation of the curriculum at various levels of education.

III. Recommendations

The following recommendations are made in line with title of this paper.

1. There should be proper provision for effective implementation of curriculum at all levels of learning.
2. Teachers should be trained from time to time be acquainted with the curriculum issues in curriculum implementation.
3. More teachers should be employed all subjects in secondary school to enable them implements the content of the curriculum effectively.

4. Functional education depends largely on the implemented curriculum.
5. There should be proper monitoring of the implementation of curriculum to ensure wholistic progress in education.

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