ASSESSMENT OF THE IMPLEMENTATION OF PHYSICAL AND HEALTH EDUCATION CURRICULUM IN JUNIOR SECONDARY SCHOOLS IN KATSINA STATE

BY

MUSA Haruna Saulawa
NCE, F.C.E KATSINA, 1993
BSC ED, B.U.K., 2001
M.ED/EDUC/9660/2009-2010

A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN CURRICULUM AND INSTRUCTION, DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA
NIGERIA

MAY, 2016

DECLARATION

I declare that the work in this thesis entitled "Assessment of the implementation of physical and Health education curriculum in Junior Secondary Schools in Katsina State" has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

_____ _____

Musa Haruna Saulawa **Date**

CERTIFICATION

This thesis entitled "ASSESSMENT OF THE IMPLEMENTATION OF PHYSICAL AND HEALTH EDUCATION CURRICULUM IN JUNIOR SECONDARY SCHOOLS IN KATSINA STATE by MUSA HARUNA SAULAWA meets the regulations governing the award of the degree of master of education (Curriculum and Instruction) of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

_____ _____

Dr. (Mrs.) H.O Yusuf Date
Chairperson, supervisory committee

_____ _____

Dr. A. Guga Date
Member, supervisory committee

_____ _____

Dr. B. Maina Date
Head of Department

_____ _____

Prof. K. Bala Date
Dean, School of Postgraduate Studies

DEDICATION

This work is dedicated to my teachers at all levels of learning.

ACKNOWLEDGEMENTS

I wish to thank God for the opportunity to finish this work. There are many people who helped me in the completion of this work. Specifically, I wish to acknowledge the contributions of my supervisor Late Professor Mohammed Ben-Yanusa, who had used his valuable time with patience in supervising, thus offered corrections and suggestion to see me through the completion of this work. I am also grateful to my supervisor Dr. (Mrs.) H.O. Yusuf for her constructive criticisms, suggestion and correction at various stages of the work to its successful completion. I appreciate the valuable contributions of members of the proposal and internal defence panel Dr. A. F. Mohammad, Dr. A. Guga, Dr. A. A. Dada, Dr. El-Yakubu and Dr. (Mrs.) Ehinmidu. My special thanks goes to my lecturers Dr. B. A. Sawa, Dr, Raliya, Dr. Mayanci, Professor Mamman Musa, Professor I. A. Olaofe, Professor Mohammed Ben-Yunusa (Late) may God Almighty reward you abundantly. I wish to thank my parents, friends, colleagues and family members for their understanding and support throughout my life. I am nothing but your brain child. May God Almighty reward you all. Amen.

ABSTRACT

The study "Assessment of the Implementation of Physical and Health Education Curriculum in Junior Secondary Schools in Katsina State" was aimed to assessing the implementation of the Physical and Health Education Curriculum in Katsina State". This is based on the assumptions that there exist some vacuum in the implementation process as a result of some local peculiarities, which is reflected in the yearly result of students at junior secondary school examination. The basic objectives of the study includes to ascertain whether differences exist in the implementation of Physical and Health Education Curriculum in selected JSS in Katsina state, to determine the perceptions of school administrators, teachers and students on the implementation of the PHE curriculum. The data collected were analyzed using descriptive statistics of frequency, mean and standard deviation, the chi-square statistics was used to test research hypotheses at 0.05 level of significance. The entire four hypotheses were rejected. Therefore, it means that due to many factors the Physical and Health Education Curriculum Implementation has some degree of variations. In conclusion, the study believed that the Physical and Health Education curriculum is not well implemented as stipulated. The study recommended that state ministry of education should mandate its inspectorate divisions and zonal offices to enforce proper implementation of the curriculum. Inspectors and supervisors should be at watch on the subject issue and should be straighten to be taught by qualified teachers, adequate facilities and materials should be made available to all junior secondary schools in the states. Based on this study, it is suggested that State Ministry of Education should encourage seminar and conferences for Stakeholders, Administrators and Teachers on the topic of this work, so as to unified effective implementation of Physical and Health Education Curriculum at all junior secondary school level.

TABLE OF CONTENTS

CHAPTER TWO: REVIEW OF RELATED LITERATURE

LIST OF TABLES

QUESTIONNAIRE TO ASSESS THE IMPLEMENTATION OF PHYSICAL AND HEALTH CURRICULUM IN JUNIOR PUBLIC AND PRIVATE SECONDARY SCHOOLS IN KATSINA STATE.

SECTION A.

Demographic Characteristics

INSTRUCTION: Please tick ( ) whichever response that you feel is appropriate

How old are you? (Indicate actual)_____ (Students only)

Age: (Teachers only) 21-25 years ( )

26-30 years ( ) 31-35 years ( )

36 years and above ( )

Gender:

Male ( ) Female ( )

Qualification (Teachers only):

WASC/SSCE/T.C.II ( )

NCE/Diploma ( )

HND/First Degree ( )

Others (specify) _____

Class of Study

JSS 1 ( )

JSS 2 ( )

JSS 3 ( )

Experience (Teachers only):

1 -5 Years **( )**

6 -10 years ( )

11 years above ( )

In which of the following educational zones is your school located?

Katsina ( )

Funtua ( )

Daura ( )

Mani ( )

Kankia ( )

Dutsinma ( )

Malunfashi ( )

SECTION B

Here are some questions regarding the implementation of Physical and Health Education Curriculum in Junior Secondary Schools. After each question are response options of SA for strongly agree, A for agree, D for disagree and SD for strongly disagree. You are only expected to put a tick ("1) to indicate your response. There is no right or wrong answers and this is not a test of intelligence or ability, but simply to assess curriculum implementation. You should please be as objective as possible.

S/N	STATEMENT	SA	A	D	SD
1	Physical and Health Education curriculum in use is a reflection of the Universal Basic Education curriculum				
2	The curriculum is not being implemented as stipulated in the National Policy on Education				
3	The implementation of the curriculum takes cognizance of cultural values				
4	Implementation of Physical Education curriculum is affected by lack of qualified teachers				
5	The implementation of the Physical Education curriculum is lopsided because emphasis is on theory alone.				
6	The implementation of the curriculum is perceived as too slow				

7	Poor implementation of the curriculum is perceived as the bane of good academic performance				
8	The way the curriculum is being implemented cannot guarantee good academic performance				
9	Students' needs are not considered in the implementation of Physical and Health Education curriculum				
10	Physical and Health Education curriculum is gender biased, so is its implementation				
11	Attitude of school administrators affect the implementation of Physical and Health Education curriculum negatively				
12	School administrators do not give Physical and Health Education curriculum a place of pride in the overall curriculum implementation				
13	Curriculum implementation is at the mercy of school administrators				
14	Physical and Health Education curriculum is haphazardly implemented at the junior school level				
15	Physical and Health Education curriculum implementation at junior secondary level is not encouraged by disposition of government towards the teaching of the subject				
16	Most teachers of Physical and Health Education are not professionally prepared to teach the subject				
17	Inability of most teachers of Physical and Health to adequately interpret the curriculum affects its implementation				
18	Lack of in-depth knowledge of the subject matter by most teachers of the subject is a reason for poor implementation of its curriculum				
19	Students' disposition to the subject at the junior secondary school level places limitations on the implementation of its curriculum				
20	The stereotyped nature of Physical and Health Education curriculum across junior school classes affects its implementation				

LIST OF ABBREVIATIONS

CESAC:	Comparative Education Study and Adaptation Centre
CP:	Centre Periphery
JSS:	Junior Secondary School
PCM:	Proliferation of Centre Models
PS:	Problem Solving
RDD:	Research, Development and Diffusion
SCM:	Shifting Centre Models
PI:	Physical Interaction
PHETIS:	Physical Health Education Teacher's Instructional Strategies
UNESCO:	United Nations Educational Scientific and Cultural Organization
UNICEF:	United Nations International Children Education Fund
UPE:	Universal Primary Education
WAEC:	West African Examination Council
N.C.E:	Nigeria Certificate in Education
B.ED:	Bachelor of Education Degree.

OPERATIONAL DEFINITION OF TERMS

The following terms have been operationally defined in the context of their usage in this study.

Curriculum: This is a planned educational programme that the learner undergoes in the school in order to attain a certain goal (certificate).

Resources: These are items such as pictures, newspapers, magazine, textbooks, charts, board etc. used by teachers to accomplish the method of teaching.

Physical health education Curriculum: Packages offered to the learners in an effort to promote positive learning and acquisition of useful skills.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

In the match towards scientific and technological advancement, nothing short of good performance at all levels of schooling is needed. Kneller (1971) in Wikipedia (2009) states that Education in its broadest sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual (e.g. the consciousness of an infant is educated by its environment through its interaction with its environment); and in its technical sense education is the process by which society deliberately transmits its accumulated knowledge; values and skills from one generation to another through institutions.

Teachers in such institutions direct the education of students and might have draw on many subjects, including reading, writing, mathematics, science and history. The right to education has been described as a basic human right: since 952, Article 2 of the first protocol to the European convention on Human rights obliges all signatory parties to guarantee the right to education. At world level, the United Nations' International convention on Economic, social and cultural right of 1966 guarantees this right under Article 13 (Wikipedia, 2009).

According to Henson (2001), education is the process through which individuals learn to cope with life. On his part, Ughamudu (1992) described education as a systematic development of all the faculties of the individual members of the society in respect of the physical, the emotional, the social and the intellectual. Explaining further, Ughamudu noted that in the physical dimension, education promotes physical development through sports and games, living in healthy environment and eating

balanced diet. Emotionally, education beings to nurture and moderate emotion such as love, hatred, anger, ambitions and kindness among others. Intellectually, it helps the individual improving his reasoning ability. This helps him to adapt to the ever changing society and its values.

Inogie (2010) remarked that education is the means through which the society perpetuates and develop itself culturally, socially and economically. Fafunwa (1990) on his part defined education as the aggregate of all processes by means of which a person develops abilities, skills and other forms of behavior of positive (and sometimes negative) values in the society in which he lives.

Thus to him education is not a single process but a combination of processes. Looking at the dimensions from which the term education can be viewed, Ukeje (2001). Identified three perspectives, namely (a) as a process (b) as a product and (c) as a discipline. Explaining further he noted that a process education is the means through which men acquire past civilization so as to live in the present and plan for the future. As a product, education means change in behavior. As a discipline, Ukeje (2001) noted that education is a body of knowledge that deals with the following questions:

(a) What should be taught?

(b) Why should it be taught?

(c) How should it be taught?

(d) To whom should it be taught?

All these questions point to the fact that education is one instrument every society must sustain, if that society must continue to exist and develop. This is why the National Policy on Education has described education as the ‘instrument per excellence’ for

effecting national development (FRN, 2004). It is the greatest stimulus for development because it trains the required manpower in which other developments depend.

All these phenomena show that no society can or should afford to ignore education under any guise. In recognition of the significant position of education in the life of individuals and the society at large, the United Nations have attached some levels of importance to the education of their citizens, and Nigeria is not an exception.

Secondary education is provided to children aged between 12 to 17 years of age to prepare them for entry into tertiary institutions. The focus is on cognitive development by introducing them to scientific concepts and to especially prepare them to think for themselves, respect others and respect the dignity of labour. This makes learning meaningful in the life of students. Secondary education used to be a five year programme until the late 70s with the introduction of the Universal Primary Education (UPE) when it became six years of two segments, the junior and senior secondary schools under the 6-3-3- 4 system with the current reforms however; the secondary education has further been fragmented. The junior level is merged with the primary education and is well supported by the Governments' effort under the Universal Basic Education (UBE) Scheme. This does not include senior secondary education as the Education Reform Act (2004) of the Federal Government of Nigeria through the Federal Ministry of Education does not seem to touch the three years of senior secondary level. Consequently the reform processes do not affect them.

Learning has many difficult forms and takes place under many conditions. It involves a change in behavior. This is why in a school environment, the curriculum is used to guide what students learn. The curriculum is the arrangement of what the school

wants the school wants the children to learn. There are many definitions of the word curriculum but generally a curriculum is seen as a document that includes all the learning experiences that are to be formally provided for the learner for the purposes of achieving the objectives of the activities. It also includes the materials and methods to be used as well as evaluation as a means for determining the achievement of the objectives. In a sense, curriculum means two things: (i) the range of courses from which students choose what subject matters to study and (ii) a specific learning programme. In the latter case, the curriculum collectively describes the teaching, learning and assessment materials available for a given course of study. It can therefore be described as a total and comprehensive instructional system. The subject matter in the classroom is organized into fields of knowledge such as mathematics, biology, chemistry, geography, English language, social studies, economics government, Commerce and so on. It is through the curriculum that the aims of education are achieved. As the aims and resources of education change to keep pace with the needs of a changing the curriculum changes to meet the needs.

1.2 Statement of the Problem

Curriculum implementation is the actualization of curriculum plans. According to Guga (2007), it is the process of translating curriculum plans into reality. The manner in which a curriculum is implemented determines the success or otherwise of a curriculum plan. Notwithstanding how well articulated the philosophy and objectives of a curriculum are, how well selected and organized the content, regardless of how carefully selected the methods of instruction and instructional materials are, if the implementation and its process are poorly carried out, the success of the curriculum may remain a mirage.

It is a common knowledge that in all countries of the world including Nigeria the national curriculum is universal though its implementation may differ from one institution to another and from one school to the other as diverse methods and techniques exist.

In Katsina state national curriculum in most of the subjects taught in secondary school are known to be implemented with some degree of reservation based on some 'local peculiarities'. The curriculum of Physical and Health Education falls in this category. This is reflected in the yearly results of students at the junior secondary school examination. Questions are being asked as to the reason(s) for this. Could it be that schools do not cover enough areas to enable good performance? Could it be as a result of defective curriculum? Or is this resulting from poor implementation of the enabling curriculum-the Universal plastic Education curriculum? These and many more are the issues why this research work set Out to assess Physical and Health Education curriculum implementation in selected public and private junior secondary schools in Katsina State.

1.3 Objectives of the Study

The study aimed at assessing the implementation of PHE curriculum in junior secondary schools in Katsina State. The specific objectives are as follows:

1. Determine the difference in the perception of stakeholders towards the implementation of physical and health education curriculum in junior secondary schools in Katsina State.
2. Ascertain whether or not students' perceptions differ towards the implementation of physical and health education curriculum in junior secondary schools in Katsina State.

3. Determine whether schools' administrators differ in their perception towards the implementation of physical and health education curriculum in junior secondary schools in Katsina State.
4. Determine the difference exists in the perception of teachers towards the implementation of physical and health education curriculum in junior secondary schools in Katsina State.

1.4 Research Questions

This research work was said to find answers to the following questions.

1. What difference exists in the perception of stakeholders towards the implementation of physical and health education curriculum in junior secondary schools in Katsina State?
2. What is the difference in students' perception towards the implementation of physical and health education curriculum in junior secondary schools in Katsina State?
3. What is the difference in school' administrators' perception towards the implementation of physical and health education curriculum in junior secondary schools in Katsina State?
4. What difference exists in the perception of teachers towards the implementation of physical and health education curriculum in junior secondary schools in Katsina State?

1.5 Hypotheses

On the basis of the research questions raised, the following hypotheses are postulated:

1. There is no significant difference in the perception of stakeholders towards the implementation of the physical and health education curriculum in junior secondary schools in Katsina State.
2. There is no significant difference in the students' perception differ towards the implementation of physical and health education curriculum in junior secondary schools in Katsina State.
3. There is no significant difference in schools' administrators' perception towards the implementation of physical and health education curriculum in junior secondary schools in Katsina State.
4. There is no significant difference in the perception of teachers towards the implementation of physical and health education curriculum in junior secondar schools in Katsina State.

1.6 Basic Assumptions

The following assumptions are made for this study:

1. Junior secondary schools in Katsina State are the same irrespective of ownership in terms of physical and health education curriculum implementation.
2. Students of junior secondary schools in Katsina State may differ in their perception on the implementation of physical and health education curriculum in Katsina State.

3. Schools' administrators share the same opinion on the implementation of physical and health education curriculum in Katsina State.
4. Teachers in public and private junior secondary schools have similar attitude towards implementation of physical and health education curriculum in Katsina State.

1.7 Significance of the Study

Curriculum is the backbone of any educational system especially when properly implemented. This study will therefore be of immense importance to policy makers in the education sector as well as curriculum planners, educational administrators and teachers who can have the insight for investment in the educational sector for profit, while teachers will have solutions to problems of administrators in following different strategies to assess the system thereby making how to implement the school curriculum with ease and administrations will harmoniously work towards achieving educational goal uniformly the relevant personnel alive to their responsibilities. The research work is hoped to be significant to physical and health education teachers who are expected to implement policies formulated for physical and health education programmes. It is also believed that the teachers would be able to identify some of the problems militating against the achievement of some aims, goals and objectives of physical and health education programme. Having first hand information from learners will increase their resourcefulness, dedication and commitment to work thereby make conscious of the desire to achieve the learners aim. Thus, is the goal of the National Policy on Education.

The government will also find this research work useful because it will point out the area where it has come in, such as training and retraining of teachers and provision of

necessary structures, resources and materials that will aid in the effective teaching and learning process in physical and health education curriculum. Thus, it is expected that government will further observe that the subject is crucial for the attainment of the much needed nominal values in order to attain national development.

In the same vein, the curriculum planners will benefit from the study in such a way that when engaged in further review of physical and health education curriculum, other interested groups will be contacted and made to play their role. It is also expected that physical and health education students benefits from the study when they find it necessary to consult in the course of their studies. It is hoped that the research work will serve as an insight to researchers who might consult it in the process of carrying out similar research work in the near future. The study would further contribute to knowledge as its findings would be found useful in Libraries, offices and even homes as students tend to benefit from any improvement in the system as might be discovered in the findings of the study.

1.8 Scope of the Study

The study assessed the implementation of physical and health education curriculum in junior secondary schools in Katsina State. The scope of the study is limited to principals, teachers and students, even though they are not the only stake-holders. The study is thus limited to physical and health education curriculum even though, there are other subjects taught in the schools. The variables in this research work are implementation (independent variable) while physical health education curriculum (dependent variable).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is on the review of related literature, the review was done under the following sub-heading, theoretical framework, secondary education, state of secondary education in Nigeria and public and private secondary schools. Other areas reviewed included curriculum theory and practice, curriculum implementation, prescribed standards for curriculum implementation, learners' environment, teachers' environment, quality of teachers, class and school population and school environment. The review also included organization and administration of public and private secondary schools, quality of a good administrator, empirical studies and summary.

2.2 Conceptual Framework

Several authors have proposed different ways of conceptualizing the ways in which systematic education evaluation should be conducted. Thus, education evaluators have a variety of evaluation models to choose from when conducting their studies. The models are many and can be grouped into four as follows:

a. Goal attainment models
b. Judgmental models emphasizing extrinsic criteria.
c. Judgmental models emphasizing intrinsic criteria
d. Decision-facilitation models.

However, for the purpose of this study, the relevant model is the context, input, process and product (CIPP) model, which falls under the Decision — facilitation models. The CIPP model is considered most appropriate because:

a. It concerns with context. Context centres on planning, which helps to define the relevant environment and the formulation of relevant objectives. This is relevant in assessing curriculum implementation, since the success of any curriculum implementation is tied to the environment created for its actualization.
b. Input which is an important aspect or curriculum implementation is part of the model.
c. Process evaluation is necessary for any on-going programme so as to determine its level of effectiveness.
d. Product evaluation helps in examining the output of a programme, and the noticeable changes in the behavior of beneficiaries.
e. The CIPP model provides a general framework for this study which seeks to evaluate the environment for curriculum implementation (context) the resources-human and material (input) the actual conduct of implementation (process) and the effects of the curriculum in the learners (product).

The CIPP model originated by Brandi (2000) defines evaluation as the process of delineating, obtaining reporting and applying descriptive and process of delineating, obtaining reporting and applying descriptive and judgmental information about some object's merit, worth, probity and significance in order to guide decision making, accountability, disseminate effective practices and increase understanding of the phenomena involved. The model bas four types of evaluation as follows:

a. Context evaluation
b. Input evaluation
c. Process evaluation

d. Product evaluation

Awotunde and Ogundulunwa (2002) agreed that the four types of evaluation provide relevant information for four types of decisions as follows:

a. Planning decision to design objective.
b. Structuring decision of design instructional procedure.
c. Implementation decisions to use monitor and improve these procedures.
d. Recycling decisions of judge and react to the outcomes produced by those procedures.

All these decisions are paramount in the act of evaluation of curriculum implementation in Kaduna State which targets the end product, the students' performance. The proponents of the model recommend that for each of the different types of decisions, a corresponding type of evaluating be used from among the context, input, process and product evaluation stated earlier.

Context Evaluation: This type of evaluation aims at providing a rationale for the determination of objectives. It is the most basic kind of evaluation that defined the relevant environment, describes the desired and actual conditions pertaining to that environment, identifies unmet needs and unused opportunities, and diagnoses the problems that prevent needs from being met and opportunities from being used. The diagnosis of problems enables the evaluator to formulate objectives whose achievement will result in programme improvement. In view of the fact that the assessment of curriculum implementation in Kaduna State aims at programme improvement, which the context evaluation is centred in.

The various methods for context evaluation are primarily descriptive and comparative. The evaluator is expected to describe the status of an educational setting and compare the present, probable and possible system, output. The conclusion made by the evaluator should contain the set of specific objectives for which an instructional programme can be designed and used.

Input evaluation: This type of evaluation provides information for determining how to utilize available resources to achieve the objectives of a programme. The resources required for any programme include both the human and material resources.

Input evaluation involves determining the following:

a. The nature of available capabilities of the programme.
b. The potential strategies for achieving programme objectives identified through context evaluation.
c. Design for implementing a selected strategy.

The goal of senior secondary education can be attained by using input evaluation methods since it seeks to promote, improve and sustain a programme.

Process evaluation: This type of evaluation is used to provide periodic feedback to the managers of programmes that have been designed, approved and are being seen. It is similar to formative evaluation in both aims and processes. Process evaluation has three main purposes which included to:

a. Detect or predict defects in the procedural design or its implementation during the implementation stages.
b. Provide information or programme decisions.
c. Maintain a record of the procedure as it occurs.

Process evaluators monitor the actual procedure in education m order to help educational decision makers anticipate and overcome procedure difficulties. This is similar to the functions of the 6-3-3-4 Implementation Monitoring Committee and also the Inspectorate Units of the Federal and State Ministries of Education's who monitor secondary schools operations.

Production Evaluation: This form of evaluation seeks to measure and interpret attainment as often as necessary in the process of the programme and at the concluding stage. The implementation of secondary school curriculum content like any other educational level requires regular assessment in order to ensure continuous effectiveness and relevance.

Product evaluation utilizes many methods. According to Guga (2003) the methods are:

a. Devising operational definitions of objectives
b. Meaningful criteria associated with objectives
c. Comparing the measurement with absolute or relative standards
d. Making rational interpretations of context and process evaluation.

Generally, the CIPP model emphasizes that evaluations most important purpose is not to prove but to improve indeed, the ultimate goal of this study is not much to prove but it is to provide basic information that would guide improvement efforts in the implementation of senior secondary school curriculum in Kaduna State.

2.3 Concept of Secondary education

In Nigeria, formal education at the secondary school level started in 1859 with the establishment of the Church Missionary Society (CMS) Grammar School Lagos by T.B.

Macaulay By 1914 there were 11 secondary schools in Nigeria all of which were situated in the south. However, over the years, there have been increasing awareness of the need, and demand for secondary education. This has resulted in the mass expansion of this level and indeed, all levels of education in Nigeria. To meet the increasing demand and still, ensure relevance, the National Policy on Education was formulated. The policy which gave attention to every level of education (pre primary, primary, secondary and tertiary) described secondary education as 'education children receive after primary education and before tertiary stage' (NPE 2004). In other words, secondary education as perceived in the policy, embraces all programs provided by post primary institutions, which are not tertiary. Such programmes would then include those run by institutions such as Teachers' Colleges, Technical Colleges, Commercial Colleges and Business Apprentice Training Centres (BATC). In other worlds, what is conventionally called secondary school is only one of the several types that provide secondary education in Nigeria. This agrees with Obayan (2003:11) who observed that over the years, four main strands in the type of secondary education provided in Nigeria emerged.

a. The conventional secondary school, for which the term 'high school', 'grammar school', and 'college' are used interchangeably
b. The secondary commercial school, a conventional secondary schools
c. The secondary commercial school, a conventional secondary school with a commercial' bias.
d. The secondary technical institution, mainly technical colleges an trade centres owned by government and a variety of skill development institutions owned by other bodies.

e. The teacher training college, institutions for the training of primary school teachers, which have since been phased out.

f. There is therefore, a distinction between secondary education and secondary school.

g. While secondary education refers to the kind of education provided by all schools at

h. Secondary level, secondary schools are a type of schools at the secondary level.

However, in line with the clarification provided in the Implementation Guidelines (1988:44) which stated that:

a. All institutions which train post-J-S leavers for certification at Grade II level be called Teachers Colleges.

b. Post-J-S Technical institutions which are vocational-orientated be called Technical Colleges.

c. All post-J-S Schools which comply with the core subjects of SSS as specified in the National Policy on Education be called Senior Secondary Schools;

This study sees secondary education as the education provided in category (C) and therefore, will only focus on senior secondary schools (SSS).

Secondary education as provided in the NPE (1991) is for children aged between 12-18 years. The target group for secondary education (12-18 years of age is within the adolescence stage of development. Adolescence as described by Obayan (2003) is a development transition stage between childhood and adulthood. It is generally considered to begin from age 12 or 13 and to end in the late teens or early twenties. Adolescence is said to be a period of emotional and social development.

Obayan (2003) have further observed that adolescence experience dramatic physical changes such as rapid growth in height, weight, changes in body proportion and forms, and the attainment of sexual maturity. Obayan (2003) in Okeke (1985:1999) has also observed that adolescents are faced with bobbing problems of life such as changes in physical appearance and the organs of the body. Because of both the rapid physical and emotional changes, adolescents, adopt role, engage in experimentation on things like drugs, sex, crime, alcohol and religion, as if asking which of these is really me or fits me? Where do I really fit in? Essentially, the adolescent at this stage is at a cross-road, seeking the right direction to go to. Besides, because of the transitional nature of the adolescent, he has been associated with various needs. Okeke (1985) cited in Obayan (2003) identifies such to include the need to:

a. Develop saleable skills and those other qualities that make a worker an intelligent, efficient and productive participant in economic life
b. Develop and maintain physical fitness, healthy mental alertness, and sound moral conscience.
c. Understand the rights and duties of citizenship in a democratic society, being diligent and competent in the performance of one's obligation as a member of society.
d. Understand the conditions favourable for good family life.
e. Learn how to use their leisure time well and sensibly, balancing activities that yield personal satisfaction with those that are socially useful and desirable.
f. Develop respect for others, appreciate and respect ethical values and principles, ability to work and live cooperatively with others.

Broadly, all the needs can be grouped into three the need for moral, intellectual and physical development. The family and the school apparently best meet these needs. Speaking about the important role of the school, Okeke (2005) noted this: The single most important product a society has is the child: this child stands at crossroads when it attains the age to enter secondary school, what happens to him at this age leaves an indelible mark in his life. The way education is organized and administered at this level is therefore critically important for the way the adolescent grows, behaves and acquires the necessary values and kills for an ordered and functional life.

This assertion by Okeke underscores the dire need to effectively and appropriately implement secondary school curriculum. Discussing the need for moral training, Adesina (1984) observed that when moral training has succeeded, adolescents epitomized all that is beautiful in moral behaviour. When moral training has failed, however, adolescents show a tendency to be divided between their sense of right and wrong and their ability to control and discipline themselves.

Essentially it can be said that any curriculum meant for the adolescent, if it has to make real impact in the life of the beneficiaries, should be implemented such that it addresses not only the intellectual development but must equally take adequate care of physical and moral development. It is also clear from literature reviewed that adolescence is a transitional period. Since adolescence is a transitional period in the life of an individual that involves experimentation, trial and error, therefore, an appropriate environment and appropriate experience need to be provided to afford them the opportunity to embark on the type of experiments that would help them learn positively

and develop the desired characteristics. This has much implication for his learning environment.

Adolescence is a period of perfecting skills that started developing in childhood stage, benefits much from physical exercises and activities. This calls for adequate games and sporting activities that will help the adolescent perfect his physical skills and social skills such as the spirit of cooperation, tolerance, sharing that are acquired through sports in essence, this fact about the adolescent stage explains the content, method, materials of the secondary education curriculum. The actualization of secondary education curriculum if it is to make any meaning; the peculiar characteristics of the beneficiaries must be given adequate attention not only in the planning, but especially in the implementation.

2.4 State of Secondary Education in Nigeria

Different people have provided some insights into the state of secondary education in Nigeria. The comments and observations border on the state of physical environment and facilities, the teacher and academic activities, including library facilities, sports and moral training. Pemida (2003) had earlier summarizing the state of physical facilities in the secondary schools when he noted that the schools are characterized by; Dilapidated structures that are in a state of disrepair, with topless classrooms, lack of desks and chairs, broken down windows and doors and pot-hole blackboards and poorly trained teachers, lack of teaching materials and aids such as texts books and exercise books, chalk, dusters, pencils, and audio-visual aids, inadequate and poor feeding in our boarding schools.

Although some academics were opposed to the idea that academic standards have fallen, there was hardly any objection to the other assertions regarding the poor state of

infrastructure. It should also be noted that while the assertions were valid for all levels of education, the degree to which each level was affected varies from one institution to another. Focusing mainly on boarding schools, Pemida (2003) observed that poor funding of public schools had led to non-availability of functional infrastructure. Where they were available, they were in a state of disrepair. She further noted that there were no adequate classrooms for conducive learning, tables and chairs were not available, libraries and laboratories are empty rooms and there were no current textbooks for teachers. Besides, teachers were not motivated in order to put in their best. Because of those prevailing factors, there was a continuous poor performance in public examinations and the consequent involvement of students in examination malpractice.

Speaking on academic and moral aspects, Okeke (2005) observed that the problems with our secondary education as identified by various people include: A very academic and narrow, not functional but a storehouse of rote learning and acquisition of inert ideas, selective and unrelated to the local experiences of the learners; foreign in content and organization, breeding for indiscipline; riots, moral laxity, disrespect for elders and arrogance, divorced from realities and the needs of the country.

Although it must be admitted that some of these problems related to curriculum content have been taken care of in the various curricular reviews that came up with the 6-3-3-4 system of education, it must be stated that issues of learning resources, indiscipline and moral laxity continue to thrive in our secondary schools.

Writing on the problems of education in Northern Nigeria, Agbale (1998:225) observed that:

In the north there was a neglect of teachers welfare by government, no promotion, no freedom to instill discipline, hatred for western education in some communities, lack of employment after school, lack of teaching and learning facilities, large class/school popu1atim an arm ranging between 200-3 00 students, no desks and chañs, window frames, no school textbooks, no equipment. Trying to describe the state of education in Northern Nigeria, Arewa House (2000) at Northern States Education forum noted that it was characterized by:

a. Low level of enrolment at all levels of education
b. General decay in infrastructure, and limited learning resources
c. Inadequate funding of education which had generated shortage of instructional facilities and very unattractive condition of service for teachers.
d. Serious shortage of teachers
e. Lack of transparency in the management of education.

Baiki (2000) also wrote on the state of education in Northern Nigeria. He observed that by such indices as: Enrolments, dropout rate, performance in international and external examinations and admission rates into higher education, the picture created is of an educational system, (particularly in the northern states), that is operating at a dysfunctional level. He further noted that long military rule has meant operating education without a budget and depending instead, on the whims and caprices of those in authority.

The observation by Agbale (1998) Arewa House (2000) and Baiki (2000) while looking valid are however, theoretical studies and opinions based on either the north or the entire Nigeria, they did not reflect on the specific situation in Kaduna state.

Stressing why the teacher has lost his dignity in the society, Guga (2003) observed that this is due to:

a. Inadequate up to-date instructional materials to work with
b. Inadequate classroom and office accommodation devoid of furniture
c. Salaries and other emoluments of teachers not being paid regularly
d. Indiscriminate transfer of teachers without disturbance allowance
e. Promotion stagnation
f. Ridiculed with court or police cases for trivial issues in school
g. Exploitation, victimization by the supra-ordinate people
h. Teaching profession being governed by favouritism and sentiments
i. Demoralization of teachers' moral.

These observations, though valid did not embrace the entire reasons for the loss of teachers dignity. Some of the reasons can be attributed to the caliber of people employed to teach and the way they teach.

Agbale (1998) discussing the causes of falling standards of education in the north observed that it is largely due to:

a. The presence of lazy and untrained teachers in the teaching service
a. Frequent changes in textbooks and government policies
b. Presence of lazy and uncommitted children in the school system
c. Care free attitude of parents
d. Large school and large population
e. Lack of suitable textbooks
f. Neglect of the teachers welfare by the governments

g. Lack of teaching/learning facilities desks, chairs, relevant textbooks, good workshops and laboratories.

These observations seem to capture the true state of education in the north but they did not show the particular situation in Kaduna State in relation to availability of learning resources

Considering specifically, the state of Vocational and Technical education, Olaitan (2003) observed that this sector of Nigeria's education is faced with the problem of low enrolment for example there was a ratio of 37:1 secondary schools to technical college instead of 3:1 provided in the NPE; inadequate funding, and low public esteem. Besides, there was an overall shortage of technical and vocational teachers. The Ama Panel Report (1988) indicated shortage of 96.4%, the NERDC report (1997) indicated 74% in 23 different subjects; recent NBTE report with particular reference to technical colleges showed a shortage of 78%.

In another study Guga (2003) in a survey of some selected schools spread across the country observed that over 50% of the surveyed schools do not have workshops usually used for Technical and Vocational practical subjects. These studies were however limited to technical education, but did provide a global picture of secondary schools.

From these assertions, one might say that secondary schools in Nigeria are characterized by:

a. Poor infrastructure such as classrooms, furniture, laboratory, and workshops.
b. Inadequate instructional materials like current relevant text books, chalk, dusters, audio-visual materials.
c. Poor feeding in boarding schools

d. Low level of sporting activities
e. Inadequate motivation for teachers
f. Poor performance in public examinations and examination malpractices
g. Poor funding of public secondary schools
h. Low level of discipline
i. Shortage of teachers particularly in the sciences, technical and vocational education.
j. Poor management of resources.
k. Presence of lazy uncommitted and untrained teachers.
l. Large school/class population
m. Low emphasis on vocational and technical education

The situation underscores the extent that students' academic performance could have affected in secondary education all over the country. This study in Kaduna State would be more specifically giving as an example of a deeper picture of actual lapses in the nation.

2.5 Public and Private Secondary Schools

Public school may refer to:

a. State school in the United States and Canada, a school funded with tax revenue and
b. administered by a government or governmental agency
c. Independent school in most of the United Kingdom and the Commonwealth, an
d. Independent secondary school funded by a combination of endowments, tuition fees and other non-governmental funding.

e. Public university, any university operated by the state, as opposed to being a private enterprise.

Private Schools in Nigeria

These are schools established and administered by individuals and or corporate bodies to provide learning experiences along side government owned schools using government prescribed and approved curriculum. Many people like to go to private school in the nation of Nigeria. The city offers many private schools which can cater for those who want to be educated at the Nigerian private schools. Some may want to go to these schools for the standard of education or for the networking link which some feel they are able to build up by attending private school. Some may want the status or the value from attending private school. Some may want a school that is top ranked or high in status or both. They may want a quality education or the status may be more important to them.

2.6 Curriculum Theory and Practice

The organization of schooling and further education has long been associated with the idea of a curriculum. But what actually is curriculum, and how might it be conceptualized? We explore curriculum theory and practice and its relation to informal education.

The idea of curriculum is hardly new-but the way we understand and theorize it has altered over the years-and there remains considerable dispute as to meaning. It has its origin in the running/chariot tracks of Greece. It was literally, a course. In Latin curriculum a racing chariot; currere was to run. Learning is planned and guided. We have to specify in advance what we are seeking to achieve and how we are to go about it.

The definition refers to schooling. We should recognize that our current appreciation of curriculum theory and practice emerged in the school and in relation to other schooling ideas such as subject and lesson.

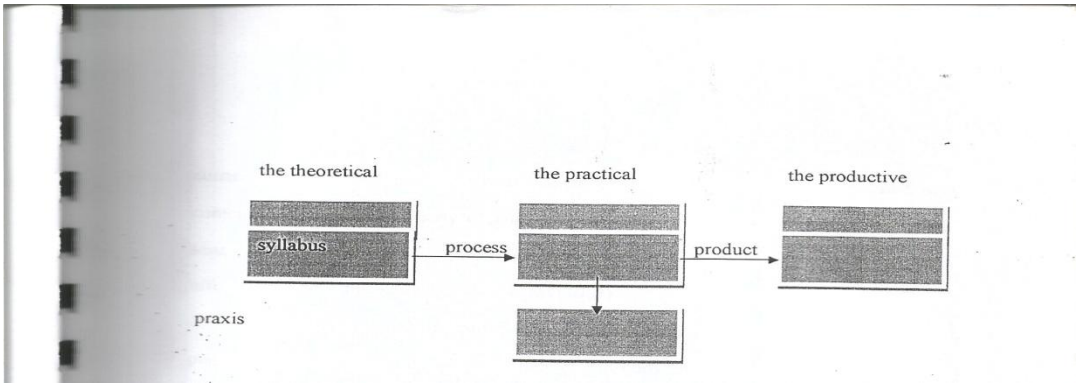
In what follows we are going to look at four ways of approaching curriculum theory and practice:

a. Curriculum as a body of knowledge to be transmitted.

b. Curriculum as an attempt to achieve certain ends in students — product.

c. Curriculum as process.

d. Curriculum as praxis.



It is helpful to consider these ways of approaching curriculum theory and practice in the light of Aristotle's influential categorization of knowledge into three disciplines; theoretical, the productive and the practical.

Here we can see some clear links-the body of knowledge to be transmitted in the first is that classically valued as 'the canon'; the process and praxis models come close to practical deliberation; and the technical concerns of the outcome or product model mirror

elements of Aristotle's characterization of the productive. More this will be revealed as we examine the theory underpinning individual models.

2.7 Curriculum as a Syllabus to be Transmitted

Many people still equate curriculum with a syllabus. Syllabus, naturally, originates from the Greek (although there was some confusion in its usage due to early misprints). Basically it means a concise statement or table of the head of a discourse, the contents of a treatise, the subject of a series of lectures. In the form that many of us will have been familiar with it is connected with courses leading to examinations-teachers talk of the syllabus associated with, say, the Cambridge Board French GSCE exam. What we can see in such documents is a series of headings with some additional notes which set out the areas that may be examined.

A syllabus will not generally indicate relative importance of its topics or the order in which they are to be studied. In some cases those who compile a syllabus tend to follow the traditional textbook approach to the subject, or- consciously or unconsciously- a the shape of a university course in which they may have participated. Thus, an approach to curriculum theory and practice which focuses on syllabus is only really concerned with content. Curriculum is a body of knowledge-content and/or subjects. Education in this sense, is the process by which these are transmitted or 'delivered' to students by the most effective methods that can be devised (Guga 2003). Where people still equate curriculum with a syllabus they are likely to limit their planning to a consideration of the content or the body of knowledge that they wish to transmit. 'It is also because this view of curriculum has been adopted that many teachers in primary schools'. Kelly (1985:7)

claims, 'have regarded issues of curriculum as of no concern to them, since they have not regarded their task as being to transmit bodies of knowledge in this manner'.

2.8 Curriculum as Product

The dominant modes of describing and managing education are today couched in the productive form. Education is most often seen as a technical exercise. Objectives are set, a plan drawn up, then applied, and the outcomes (products) measured. It is a way of thinking about education that has grown in influence in the United Kingdom since the late 1970s with the rise of vocationalism and the concern with competences. Thus, in the late 1980s and the 1990s many of the debates about the National Curriculum for schools did not so much concern how the curriculum was thought about as to what its objectives and content might be.

According to Guga (2003), two American writers, Franklin (1918) and Ralph (1949) dominate theory and practice within this tradition. In the Curriculum, Bobbitt (2010) writes as follows:

The central theory (of curriculum) is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities. However numerous and diverse they may be for any social class they can be discovered. This requires only that one go out into the world of affairs and discover the particulars of which their affairs consist. These will show the abilities, attitudes, habits, appreciation and forms of knowledge that men need. These will be the objectives of the curriculum. They will be numerous, definite and particularized. The curriculum will then be that series of experiences which children and youth must have by way of obtaining those objectives.

This way of thinking about curriculum theory and practice was heavily influenced by the development of management thinking and practice. The rise of 'scientific management' is often associated with the name of its main advocate F. W. Taylor. Basically what proposed was greater division of labour with jobs being simplified; an extension of managerial control over all elements of the workplace; and cost accounting based on systematic time-and-motion study. All three elements were involved in this conception of curriculum theory and practice. For example, one of the attractions of this approach to curriculum theory was that it involved detailed attention to what people needed to know in order to work, live their lives and so on. A familiar, and more restricted, example of this approach can be found in many training programmes, where particular tasks or jobs have been analyzed-broken down into their component elements-and list of competencies drawn up. In other words, the curriculum was not to be the result of 'armchair speculation' but the product of systematic study. Bobbitt's work and theory met with mixed responses. One telling criticism that was made, and can continue to be made, of such approaches is that there is no social vision or programme to guide the process of curriculum construction. As it stands it is a technical exercise. However, it wasn't criticism such as this which initially limited the impact of such curriculum theory in the late I920s and I930s. Rather, the growing influence of 'progressive', child-centred approaches shifted the ground to more romantic notions of education. Bobbitt's long list of objectives and his emphasis on order and structure hardly sat comfortably with such forms.

The progressive movement lost much of its momentum in the last 1940s in the United States and from that period the work of W. Tyler, in particular, has made a lasting

impression on curriculum theory and practice. He shared Bobbin's emphasis on rationality and relative simplicity His theory was based on four fundamental questions

a. What educational purposes should the school seek to attain?
b. What educational experiences can be provided that are likely to attain these purposes?
c. How can these educational experiences be effectively organized?
d. How can we determine whether these purposes are being attained?

Like Bobbirt, he also placed an emphasis on the formulation of behavioural objectives. Since the real purpose of education is not to have the instructor perform certain activities but to bring significant changes in the students' pattern of behavior, it becomes important to recognize that any statement of objectives of the school should be a statement of changes to take place in the students.

We can see how these concerns translate into a nicely-ordered procedure: one that is very similar to the technical or productive thinking set out below.

Step 1: Diagnosis of need

Step 2: Formulation of objectives

Step 3: Selection of content

Step 4: Organization of content

Step 5: Selection of learning experiences

Step 6: organization of learning experiences

Step 7: Determination of what to evaluate and of the ways and means of doing it, (Taba, 1962).

The attraction of this way of approaching curriculum theory and practice is that it is systematic and has considerable organizing power. Central to the approach is the formulation of behavioural objectives-providing a clear notion of outcome so that content and method may be organized and the results evaluated.

There are a number of issues with this approach to curriculum theory and practice.

The first is that the plan or programme assumes great importance. For example, we might look at a more recent definition of curriculum as: ‘A programme of activities (by teachers and pupils) designed so that pupils will attain so far as possible certain educational and other schooling ends or objectives. The problem here is that such programmes inevitably exist prior to and outside the learning experiences. This takes much away from learners. They can end up with little or no voice. They are told what they must learn and how they will do it. The success or failure of both the programme and the individual learners is judged on the basis of whether pre-specified changes occur in the behavior and person of the learner (the meeting of behavioural objectives). If the plan is tightly adhered to, there can only be limited opportunity for educators to make use of the interaction that occur. It also can deskill educators in another way. For example, a number of curriculum programmes, particularly in the USA, have attempted to make the student experience ‘teacher proof’. The logic of this approach is for the curriculum to be designed outside of the classroom or school, as is the case with the National Curriculum in the UK. Educators then apply programmes and are judged by the products of their actions. It turns educators into technicians.

Second, there are questions around the nature of objectives. This model is hot on measurability, it implies that behavior can be objectively, mechanistically measured.

There are obvious dangers here — there always has to be some uncertainty about what is being measured. One only has to reflect on questions of success in one's work. It is often very difficult to judge what the impact of particular experiences has been. Sometimes it is years after the event that we come to appreciate something of what has happened. For example, most informal educators who have been around a few years will have had the experience of an ex-participant telling them in great detail about how some forgotten event (forgotten to the worker that is) brought about some fundamental change. Yet there is something more.

In order to measure, things have to be broken down into smaller and smaller units. The result, as many have experienced, can be long lists of often trivial skills or competencies. This can lead to a focus in this approach to curriculum theory and practice on the parts rather than the whole; on the trivial, rather than the significant. It can lead to an approach to education and assessment which resembles a shopping list. When all the items are ticked, the person has passed the course or has learnt something. The role of overall judgment is somehow sidelined.

Third, there is real problem when we come to examine what educators actually do in the classroom, for example. Much of the research concerning teacher thinking and classroom interaction, and curriculum innovation has pointed to the lack of impact on actual pedagogic practice of objectives. One way of viewing this is that teachers simply get it wrong- they ought to work with objectives. The researcher feels a need to take this problem very seriously and not dismiss it in this way. The difficulties that educators experience with objectives in the classroom may point to something inherently wrong with the approach that it is not grounded in the study of educational exchanges. It is a

model of curriculum theory and practice largely imported from technological and industrial settings.

Fourth, there is the problem of unanticipated results. The focus on pre-specified goals may lead both educators and learners to overlook learning that is occurring as a result of their interactions, but which is not listed as an objective.

The apparent simplicity and rationality of this approach to curriculum theory and practice, and the way in which it mimics industrial management have been powerful factors in its success. A further appeal has been the ability of academics to use the model to attack teachers:

The researcher believes that there is a tendency, recurrent enough to suggest that it may be endemic in the approach, for academics in education to use the objectives model as a stick with which to beat teachers. 'What are your objectives?' is more often asked in a tone of challenge than one of interested and helpful inquiry. The demand for objectives is a demand for justification rather than a description of ends... It is not about curriculum design, but rather an expression irritation in the problem of accountability in education. So what are the other alternatives? Curriculum as process

The curriculum as product model is heavily dependent on the setting of behavioural objectives. The curriculum, essentially, is a set of documents for implementation. Another way of looking at curriculum theory and practice is via process. In this sense curriculum is not a physical thing, but rather the interaction of teachers, students and knowledge. In order words, curriculum is what actually happens in the classroom and what people do to prepare and evaluate. This model is a number of

elements in constant interaction. It is an active process and links with the practical form of reasoning set out by Aristotle.

2.9 Curriculum as Process

Teachers enter particular schooling and situations with an understanding of their role and the expectations others have of them, and a proposal for action which set out essential and features of the educational encounter. Guided by this, they encourage conversations between, and with, people in the situation out of which may come thinking and action. They continually evaluate the process and what they can see of outcomes.

Perhaps the two major things that set this apart from the model for informal education are first, the context in which the process occurs ('particular schooling situations'); and second, the fact that teachers enter the classroom or any other formal education setting with a more fully worked-through idea of what is about to happen. Here the researcher have described as entering the situation with 'a proposal for action which sets out essential principles and features of the educational encounter'.

This form of words echoes those of Lawrence (1975) who produced one of the best-known explorations of a process model of curriculum theory and practice. He defined curriculum tentatively: 'A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice'. He suggests that a curriculum is rather like a recipe in cookery.

It can be criticized on nutritional or gastronomic grounds-does it nourish the students and does it taste good? - and it can be criticized on the grounds of practicality-we can't get hold of six dozen larks' tongue and the grocer can't find any ground unicorn

horn! A like the recipe for a dish, is first imagined as a possibility, then the subject of experiment. The recipe offered publicly is in a sense a report on the experiment. Similarly, a curriculum should be grounded in practice. It is an attempt to describe the work observed in classrooms that it is adequately communicated to teachers and others. Finally, within limits, a recipe can varied according to taste. So can a curriculum. Stenhouse shifted the ground a little bit here. He was not saying that curriculum is the process, but rather the means by which the experience of attempting to put an educational proposal into practice is made available. The reason why he did this, the researcher suspects, is that otherwise there is a danger of widening the meaning of the term so much that it embraces almost everything and hence means very little. For example, in a discussion of the so-called 'youth work curriculum' the following definition was taken as a starting point: 'those processes which enhance or, if they go wrong, inhibit a person's learning'. This was then developed and a curriculum became: 'an organic process by which learning is offered, accepted and internalized. The problem with this sort of definition, as Guga (2003) points out, is that what this does is to widen the meaning of the term to such an extent that it just about becomes interchangeable with 'education' itself More specifically, if curriculum is process then the word curriculum is redundant because process would do very nicely! The simple equation of curriculum with process is a very slap-happy basis on which to proceed.

There is also the need to reflect on why curriculum theory and practice came into use by educators (as against policy-makers). It was essentially as a way of helping them to think about their work before, during and after interventions; as a means of enabling

educators to make judgments about the direction their work was taking. This is what Stenhouse was picking up on.

2.10 Curriculum in Context

To round off this discussion of curriculum further attention needs be paid to the social in which it is created. One criticism that has been made of the praxis model (especially as it is set out by Grundy) is that it does not place a strong enough emphasis upon context. This is a criticism that can also be laid at the door of the other approaches. In respect of the work of Abba (2009) is of some use. She sees curriculum as a particular type of process. Curriculum for her is what actually happens in classroom, that is, 'an ongoing social process comprised of the interactions of students, teachers, knowledge and milieu. In contrast, Stenhouse defines curriculum as the attempt to describe what happens in classrooms rather than what actually occurs. Abba further contends that curriculum as practice cannot be understood adequately or changed substantially without attention to its setting or context. Curriculum is contextually shaped.

First, by introducing the notion of milieu into the discussion of curriculum she again draws attention to the impact of some factors that we have already noted. Of special significance here are examinations and the social relationships of the school the nature of the teacher-student relationship, the organization of classes, streaming and so on. These elements are what are sometimes known as the hidden curriculum. This was a term credited to Jackson but it had been present as an acknowledged element in education for some time before. For example, John Dewey in Experience and education referred to the 'collateral learning' of attitudes that occur in schools, and that may well be of more long-range importance than the explicit school curriculum. He argues it is those things which

students learn, ‘because of the way in which the work of the school is planned and organized but which are not in themselves overtly included in the planning or even in the consciousness of those responsible for the school arrangements. The learning associated with the ‘hidden curriculum’ is most often treated in a negative way. It is learning that is smuggled in and serves the interests of the status quo. The emphasis or regimentation, on bells and time management, and on streaming are sometimes seen as preparing young people for the world of capitalist production. What we do need to recognize is that such ‘hidden’ learning is not all negative and can be potentially liberating. ‘In so far as they enable students to develop socially valued knowledge and skills.., or to form their own peer groups and substructures, they may contribute to personal and collective autonomy and to possible critique and challenge of existing norms and institutions’. What we also need to recognize is that by treating curriculum as a contextualized social process, the notion of hidden curriculum becomes rather redundant. If we need to stay in touch with milieu as we build curriculum then it is not hidden but becomes a central part of our processes.

Second, by paying attention to milieu, we can begin to get a better grasp of the impact of structural and socio-cultural process on teachers and students. As Baiki (2001) argues, economic and gender relations, for example, do not simply bypass the systemic or structural context of curriculum and enter directly into classroom practice. They are mediated by intervening layers of the education system (Baiki, 2001). Thus, the impact of these factors may be quite different to that expected.

Third, if curriculum theory and practice is inextricably linked to milieu then it becomes clear why there have been problems about introducing it into non-schooling contexts like youth work; and it is to this area which we will now turn.

Curriculum as the boundary between formal and informal education Baiki (2001) have argued that the notion of curriculum provides a central dividing line between formal and informal education. They contend that curriculum theory and practice was formed within the schooling context and that there are major problems when it is introduced into informal forms of pedagogy.

The adoption of curriculum theory and practice by some informal educators appears to have arisen from a desire to be clear about content. Yet there are crucial difficulties with the notion of curriculum in this context. These centre around the extent to which it is possible to have a clear idea, in advance (and even during the process), of the activities and topics that will be involved in a particular piece of work.

At any one time, outcomes may not be marked by a high degree of specificity. In a similar way, the nature of the activities used often cannot be predicted. It may be that we can say something about how the informal educator will work. However, knowing in advance about broad processes and ethos isn't the same as having a knowledge of the programme. We must, thus, conclude that approaches to the curriculum which focus on objectives and detailed programmes appear to be incompatible with informal education. In other words, they are arguing that a product model of curriculum is not compatible with the emphasis on process and praxis within informal education.

However, process and praxis models of curriculum also present problems in the context of informal education. Looking back at the models of process and compare them

with the model of informal education presented above then it is clear that similar problem with pre-specification exists here. One of the key features that differentiates the two is that the curriculum model has the teacher entering the situation with a proposal for action which sets out the essential principles and features of the educational encounter. Informal educators do not have, and do not need, this element. They do not enter with a clear proposal for action. Rather, they have an idea for what makes for human well-being, and an appreciation of their overall role and strategy (strategy here being some idea about target group and broad method e.g. detached work). They then develop their aims and interventions in interaction. And what is this element that have been discussing? It is nothing more nor less than what Stenhouse considers to be a curriculum. The older key difference is context. Even to consider the whole hog and define curriculum as process there remain substantive problems. Scholars like Gay and Kerlinger (1986), have argued, curriculum cannot be taken out of context, and the context in which it was formed was the school. Curriculum theory and practice only makes sense when considered alongside notions, like class, teacher, course, lesson and so on. There is the need to look at the language that has been used by the main proponents: Tyler, Stenhouse, Cornbleth and Grundy, to see this. It is not a concept that stands on its own. It developed in relation to teaching and within particular organizational relationships and expectations. Alter the context and the nature of the process alters. One may needs a different ways of describing what is going on. Thus, it is no surprise that when curriculum theory and practice are introduced into what are essentially informal forms of working such as youth work and community work, their main impact is to formalize significant aspects of the work. One of the main outcome of curriculum experiments within youth work has been work, for

example in the field of health promotion, which involve pre-specified activities, visiting workers, regular meetings and so on. Within the language of youth work these are most often called programmes or projects. Within a school they would be called a course.

What is being suggested here is that when informal educators take on the language of curriculum they are crossing the boundary between their chosen specialism and the domain of formal education. This they need to do from time to time. There will be formal interludes in their work, appropriate time for them to mount courses and to discuss content and method in curriculum terms. But people should not fall into the trap of thinking that to be an educator one must adopt curriculum theory and practice. The fact that so many have been misled into believing this demonstrates just how powerful the ideas of schooling are. Education is sometimes more than schooling.

2.11 Curriculum Implementation

Curriculum implementation is expected to occur between component 4 (educational plan) and component 5 (evaluation and revision) of Kellough and Kellough's curriculum development model. Principals need to implement the curriculum with the help of teachers in an actual school and find out if' the curriculum achieved its goal. Implementation refers to the actual use of the curriculum or syllabus or what it consists of in practice. Implementation is critical phase in the cycles of planning and teaching a curriculum.

Implementing the curriculum does not focus on the actual use but also on the attitudes of those who implement it. These attitudinal dispositions are particularly important in educational systems where teachers and principals have the opportunity to choose among competing curriculum packages.

How should curriculum be implemented?

There are two extreme views about curriculum implementation:

a. laissez-faire approach or the "let-alone" approach. This give teachers absolute power to determine what they see best to implement in the classroom. In effect, this allows teachers to teach lessons they believe are appropriate for their classes and in whatever way they want to teach such lessons. There is no firm of control or monitoring whatsoever.
b. authoritarian control. In this view, teachers are directed by authority figures through a memorandum, to follow a curriculum. Teachers have no control or leeway over the subjects they are teaching. The school head exercice absolute power in directing teachers to teach certain subjects in specified ways. In order words, this approach is dictatorial way of imposing curricular implementation in the classroom.

A realistic view of curriculum implementation should be between the two extremes. Teachers are expected to follow the prescribed syllabus exactly and make sure that they do not miss any topic/component. When teachers diligently follow a prescribed syllabus in teaching a lesson, then they are considered to have fidelity of use or fidelity of implementation.

To promote fidelity of use, one need to identify the topics or subjects that need more focus. These subjects are those that are more technical or more difficult. A structured approach to implementation is then followed, one on which teachers are provided clear instructions early on.

On the other hand, some topics allow or encourage teachers to be creative and unique in teaching these topics. Teachers implement personalized variations of the prescribed curriculum, but still be guided by it. This is referred to as adaption to the curriculum or process orientation. Process orientation came as a response to the need to acknowledge different organizational concepts and varying teachers' needs and abilities that would require on-site modification.

2.12 Prescribed Standards for Curriculum Implementation

Curriculum implementation has been noted earlier to involve the interaction of human and material resources with methods and content. It entails the coordination of content, and resources using varying methods in such a way that learners derive required or desired benefit. But because implementation vary in their experience, orientation, philosophy and understanding, they are liable to attach different interpretations to curricular implement. To ensure uniformity in implementation, some minimum standards have been prescribed for the proprietors of secondary schools in Nigeria. These minimum standards according to Nkom (1999:36) can be grouped into three main areas environments to include the learner, the teacher and the physical school environment.

Explaining what these three environments stand for; he further noted that the standards in the learner environment are those that aimed at ensuring the learner attains appropriate maturation levels physically, mentally and psychologically, for entrance or movement from one class or education level to another. These embrace the school age and the school routine.

The teacher's environment concerns with what the teacher needs to be able to perform in his task of assisting the learner to learn. It includes the kind and level of his

training, certification, the number of learners he can cope with and how he is to carry his assignment including writing lesson notes, and how he should be motivated to do his work. That embraces the quality of teachers, method of teaching, number of learners per teacher and teachers' welfare.

The learners' environment as Nkom (1999) further explained includes specifications that are provided based on the curriculum or the activities that are to be undertaken for attaining the goals of the school. The facilities include the physical spaces and how the should be fitted out and furnished. It includes the balance between all the environments; learner — teacher — facilities. It also includes time allocation and time management. It is believed that if each of these ones is appropriately handled, then the learner can be developed intellectually, morally and physically. Literature on each of the environment is examined accordingly.

2.13 The Learner's Environment

The learner, according to Ben-Yunusa (2001), is the direct beneficiary of any curriculum. He is therefore, an active participant in curriculum implementation The environment as noted by Nkom is made up of the school age and the daily routine which must take cognizance of the age, physical, and mental maturation of the learner, and their needs.

2.14 School Age

On the issue of age, the NPE (2004) has stipulated that secondary education is education children receive after primary education and before tertiary education. It is for children between the ages of 12 years and 18 years. This implies that any child who has

not had primary education or its equivalent is not qualified for secondary education. Similarly, any child below the age of 12 years is not matured for secondary education. In other words, under normal circumstances, it is only after a child has attained age of 12, that he would be matured for the tasks that secondary school students are expected to perform. Under normal circumstances, a child above the age of 12 is overdue for secondary education. The implication of this for the school administration is that they should be aware that secondary education is primarily meant for the adolescents/teenagers. Whatever tasks are planned and conducted must be such that will benefit adolescent/teenagers. They must be tasks that such of people can conveniently be involved.

2.15 Daily Routine

The daily routine provides a schedule of school activities at any particular time of the school day. In any particular school day, several events are expected to be carried out by students and teachers. Some of such activities include school assembly and briefing, lessons, games, clubs and societies, prep, bed-check and bedtime. The school is expected to provide a schedule for the guidance of both students and staff. In fact, the daily routine serves as a road-map for the students, indicating where they should be found at each time of the school day, and what they should be doing. Essentially, the daily routine provides the appropriate mix of activities for intellectual, physical and moral growth making sure that none is left or that emphasis is placed only on such as is usual regarding intellectual growth.

The format as provided in the inspectorate Handbook is as shown below:

Name of school:

Table 2.1: Routine of a Full Working Day in a Boarding School

Time	**Activity**
5.00-6.00am	Rising Bell and Prayers
5.30-6.00am	General Cleaning
6.00-7.00am	Preparation for Assembly
7.00-7.30am	General Assembly
7.30-2.00am	Roll-Call and Teaching
2.00-4.30am	Lunch and Siesta
4.30-6.00am	Games/Clubs and Societies
6.00-7.45am	Dinner
7.45-9.00am	Night Prep
9.30pm	Light Out

Source: Katsina State Inspectorate Handbook (1997)

As noted in the routine, time has been allocated to intellectual, moral and physical development activities. The school in drawing its schedule to provide an appropriate balance of activities that would ensure all round development.

a. The age of a secondary school child should not be below 11^{+} years
b. A daily routine which goes beyond academic activities to embrace sports, recreational and character molding activities such as clubs and societies

2.16 Teacher's Environment

The teacher's environment is for effective curriculum implementation as described by Nkom (1999:37). It embraces the training and certification of the teachers, the quality of teachers, the number of learners they can cope with, his method of teaching, involvement in lesson planning, keeping of important records continuous

assessment (C.A.), and his welfare. For each of these variables, we will examine the minimum standards that have been set in the relevant documents.

2.17 Teacher's Personality and Training

The teacher is a pillar in the process of curriculum implementation. As noted by BenYunusa (2001), the classroom teacher forms a cornerstone in curriculum implementation. He is the main force and the last person that ensures that curriculum is implemented according to specification. He decides on what to teach and at what time to teach, even when some kind of teaching scheme may have been provided for him in advance. He interprets the syllabus and breaks it into schemes and lesson plans. He decides on what instructional materials to use, the methodology to adopt, the amount of time to spend on each aspect, the equipment and space to use. On his part, Ukeje (1992) asserted that teachers are the main determinants of the quality of any educational system. The validity of any educational system is dependent on the quality of teaching and the availability of the competent teachers.

On the personality of the teacher, Enesi (2006) has observed that the teacher's personality is very pertinent to effective teaching and learning. His study for example, revealed that:

a. Teachers who consider the plight of students are great facilitators (good/friendly by students' assessment).
b. Teachers who hardly consider the plight of learners inhibit effective teaching and learning (wicked/unfriendly by students' assessment).
c. Friendly teachers provide conducive and less stressful environment and

d. Students taught by friendly teachers have better mean scores performance than those taught by unfriendly teachers.

All these things point to the fact that however good a curriculum plan may be when it has been operated by bad teachers, all the earlier efforts put in to get very good curriculum might as well have been wasted. Owing to the important position of the teacher, it has been asserted that 'no education system can rise above the quality of its teachers' (FRN, 2004). In view of this, minimum standards were set with regards to the teacher and how they would operate the curriculum in order to ensure the attainment of school goals.

In the NPE (2004), it has been provided that all teachers shall be professionally trained. Teacher-education shall continue to be given major emphasis in all educational planning and development. A professional teacher as defined in the Teachers Service Manual, (TSM 1987) is a person who has the register able professional qualification which enables him to be appointed o teach at any appropriate level of recognized education in Nigeria, and who of a sound mind and is mentally alert (TSM 1987). The minimum register able qualification is NCE according to the National Policy on Education. Other qualifications as stipulated by the Teachers Registration Council of Nigeria include B.Ed, BA Ed, B. Sc. Ed, M.Ed, and doctoral degrees along with these qualifications and academic degrees with PGDE/PGCE, higher degree plus earlier stated teaching qualifications. However, 'well' a person can teach, and how long he has been engaged in the teaching job, he can never be said to be a professional teacher until he receives some basic training in the art of teaching and must have been certified accordingly.

The effective date for making NCE the minimum qualification for• entry into the teaching profession, according to the implementation guidelines, was 1998. It means that with effect from 1998, engaging people who are not professionally trained as teachers or engaging people who have less qualification than NCE in teaching, amounts to violation of the set rule. The National Council on Education has set a deadline of 2006 for all teachers to register with it in order to ensure qualitative teaching and learning in Nigerian primary and secondary schools. Teachers' Registration Council of Nigeria (TRCN) has also recognized three professional teacher education programmes for the purposes of registration. These include: Postgraduate Diploma in Education (PODE), Professional Diploma in Education (PDE) and Technical Teachers Certificate (TTC) (TRCN Memo, 2005).

2.18 Quality of Teachers

On the ratio of teachers to students, the Implementation Guideline provide that the recommended student — teacher ratio be two teachers to a class, where a class is understood to be not more than 40 students. Beside the issue of number, some standards have been set with regard to the qualification, quality or category of teachers.

The implementation guidelines provide that there should be:

(a) One graduate to non NCE teacher in schools operating Senior Secondary only.

(b) Three graduates to two NCE teachers in schools operating Senior Secondary and Junior Secondary levels.

(c) One graduate to two NCE teachers in a school operating Junior Secondary only

It is clear that NCE teachers are not expected to teach at the Senior Secondary level, not withstanding their experience.

2.19 Class and School Population

On school and classroom population, in secondary education it has been prescribed that for JS and SS functioning under the same roof, the school population should not exceed students. Similarly, it has been provided that in a normal classroom, students should not exceed 40. On teaching load, a maximum of 24 periods per week has been recommended (Ministry of Education, Katsina State).

2.20 School Environment

The environment includes the physical environment/facilities where school activities are carried out such as laboratory, library, classroom, workshops, games facilities, open and learning resources. It also embraces subject offered and their weight in the timetable, the social climate and the social activities such as clubs and societies, which create room for moral and physical development. The nature of this environment influences the way learning is organized and conducted. For example the number of classrooms for a given population determines whether or not that population can be accommodated on the prescribed standard of 40 students per class.

2.21 Physical Facilities

Table 2 below is an indication of standards for physical facilities including the unit space per student, needed in a secondary school for the smooth implementation of the curriculum.

Table 2.2: Facility Specifications in Secondary Education

	Facility	**Unit Space per Student**	**Dimension**	**Students No.**
0.	General Classroom	1.4sqm. per student	7.2mx3.4m	40
1.	Science laboratories (Intergrated Science, Physics, Chemistry, Biology, Agric. Science) Including preparation room and store.	3.0sqm per student	7.7m x20m	40
2.	Home Economics Room	3.0sqm per student	7.2mx16.17	40
3.	Workshop	3.9sqm per student	7.2mx10.3	20
4.	Technical Drawing Room	2.0sqm per student	7.2mx8.4	20
5.	Student Typing Room	2.5sqm per Student	7.2x13.9m	40
6.	Library	11.2sqm per student	7.2x16m	As appropriate
7.	Guidance and Counseling Office	20sqm per student	3.6 x5.5m	
8.	First Aid/Clinic/Sick Bay	A room should be made available for this purpose		
9.	Assembly Hall	0.5sqm per Student	0.5x no of student	
10.	Cafeteria	Provision may be made for day students as appropriate		
11.	Staff Room	2.5sqm per member of staff		
12.	Principal's office to include toilet and secretary's office	22.5sqm	3.6x5.56m	
13.	Vice Principle's Office	22.5sqm	3.6x5.56m	
14.	Office of accounts and general duties	40sqm	4.2mx9.52m	
15.	Toilets	With toilet	Per 40 students hand basin	
16.	Generator house	This should be provide where needed		
17.	Open (unbuilt-up) area, school farm for agric science	One hectre is the minimum size of land recommended per school in both rural and urban location		

Source: Katsina State Inspectorate handbook (1997).

The table implies that if the curriculum content is to be taught, and if the accompanying activities are to be carried out, there must be these infrastructural facilities:

a. General classrooms, (for general teaching and learning of all subjects)

b. Science laboratories, (for experiments in the teaching of basic sciences)

c. Home Economics Room (for home economics practical)

d. Workshops (for practical in technical subjects such as woodwork, auto mechanic)

e. Technical drawing room

f. Students typing room (for writing practical)

g. Library for study and research

h. Guidance and Counseling office/clinic (to counsel needy students confidentially)

i. First aid/clinic

j. Assembly Hall

k. Cafeteria to take care of students' welfare

l. Staff room where staff retires to when they are not in the classroom

m. Principal's and vice-principal's offices to coordinate the affairs of the school

n. Office of Bursar/Accountant and general duties for financial functions

o. Toilet (for conveniences)

p. Generator to ensure power supply

q. Open space that is un-built for use as school farm and sports field

Synthesizing the facilities, one may categorize them into terms for

a. teaching and learning processes meant to promote intellectual development,

b. Welfare facilities, thus recognizing the fact that in implementing the curriculum the welfare of the teachers and students must be catered for.

c. Office of administration. In essence, it seems to suggest that providing facilities for curriculum implementation should not be limited to those that directly promote academic activities, but also include those that cater for physical moral growth and the welfare of students.

To facilitate the teaching of Physical and Health Education (PHE) and to ensure that games and sports are operational, spaces have been prescribed for various sporting activities. According to Katsina State Ministry of Education, (1997:13) the spaces prescribed in secondary education for games and sports include:

a. Track and field with football field-1.5 hectares

b. Two basketball courts-0.5 hectares

c. Two volleyball courts-0.5 hectares

d. Lawn Tennis courts-0.5 hectares

Besides, there is provision for indoor games such as badminton and table tennis, which can be housed in the assembly hail. Schools that are able, as further noted by Nkom, (2000:46) do include games facilities such as squash, fives, hockey and scrabble,

dominoes, ludo, chess, draughts. This provision is in recognition of the important role sports play in the life of the individual especially the adolescent. As advocated by the United Nations (1978) Charter, cited in Nkom (2000). Every human being has a fundamental right of access to physical education and sports which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sports must be guaranteed both within educational systems and other aspects of social life.

In essence, 'games, and sports have an important role to play in the physical, intellectual, and moral development of the school child, adequate space and equipment must be provided for and be fully utilized for that purpose.

2.22 Subject Offered

To ensure the intellectual, physical and moral development of learners, in the FRN (2004) curriculum content in the form of subject areas has been prescribed. It is believed that if the content is delivered as prescribed and in the manner prescribed, it will ensure the overall development of the learner. Subjects prescribed for both the Junior and Senior Secondary Schools have been outlined. For the Junior Secondary for example, it prescribed that every student shall offer a minimum of 10 and a maximum of 13 subjects; which must include all the core subjects. English, French, Mathematics, Language of the environment, one major Nigerian language, Integrated Science, Social Studies and citizenship education and Introductory Technology; at least one subject each from the prevocational and non prevocational subjects. The pre-vocational subjects include Agriculture, Business Studies, Home Economics, Local Craft and Computer Education.

The non pre-vocational list includes Religious Knowledge, Physical and Health Education, Fine Art, Music and Arabic.

For the Senior Secondary School, it has been prescribed that it should be comprehensive with a core-curriculum designed to broaden pupils' knowledge and outlook. Every student is required is required to offer all the seven core subjects. In all, a Senior Secondary School student would offer a minimum of eight subjects and a maximum of nine. English language, French language, Mathematics, a major Nigerian language, one of Biology, Chemistry, Physics or Integrated Science, one of Literature in English, History, Geography, or Social Studies and a vocational subject. In addition, a student is expected to offer a minimum of one elective and a maximum of two from the list of both vocational and non vocational electives which include:

a. Vocational electives-Agriculture, Applied Electricity, Auto-mechanics, Book Keeping and Accounting, Building Construction, Commerce, Computer education, Electronics, Clothing and Textile, Food Nutrition, Home Management, Metal Work, Technical Drawing, Wood Work, Shorthand, Type-writing, Fine Art and Music.

b. The non-vocational electives include Biology, Chemistry, Physics, Further Mathematics, Integrated Science, Health Education, Physical Education, Literature in English, History.

Observing the list of subjects, it is clear that the policy has provided for broad based education at the Secondary School level but with room for some form of specialization in either the vocational, science or the arts subjects. Besides, when one

looks at the core curriculum, there seems to be much emphasis on languages. For example, out of seven core subjects, three (42.8%) are languages. Although this has its merits, probably, one of the languages e.g. French could be left as an elective, in order to create more room for concentration on the aspect chosen for specialization.

The implementation guideline has provided the weight that the various subjects should carry in the school timetable. Core subjects like English and Mathematics are expected to be allocated, 5 periods of 40 minutes a week in the Senior Secondary School, basic sciences and technical subjects, 4 periods, while others like the general arts allocated 3 periods per week. This is to say that the weight of the subjects in the timetable varies and that to meet the requirement, it is not only the number of periods per week that matters but that the number of minutes for the lessons count.

To cater for the physical development of the child and skill acquisition, the FRN (2004) demanded that the secondary school curriculum be diversified to cater for the differences in talents, opportunities and future roles. The subjects prescribed for the secondary schools among others include Agriculture, Physical and Health Education, Auto Mechanics, Metal and Woodwork, which besides providing basis for intellectual development, also provide physical activities that help to develop the learners physically and in skills. It has also provided for curricular activities like games and sports, clubs and societies. Games and sports in particular provide an avenue for the physical development of the child. They provide an avenue for the secondary school child to event the energy mounting in him, and to build up his body for various skills.

Similarly, in conjunction with clubs and societies, religious teaching and practices in schools, games and sports provide an avenue for social interaction and the building up of moral values such as spirit, competition, cooperation, resects, for rules and regulations of the school.

It may be said that the prescribed curriculum content for Nigeria secondary schools is such that caters for the intellectual, physical and the moral development of the learners. It aims overall development of the learners.

2.23 Recreational Activities that Promote Moral Development

Recreational provides an opportunity for one to relax, refresh and regain some sense of interest in his endeavour. It is probably in view of this that the FRN (2004) provided that:

a. Youth clubs, organizations and school societies are important instruments for character training and shall be positively encouraged.

b. Co-curricular activities form essential part of the child's education and should be actively encouraged.

c. All teachers should be participating in extra-curricular activities as part of their regular duties (Kaduna State Teachers Manual (1987:13).

The FRN has not spelt out the youth organizations and school societies neither has it outlined the co-curricular activities. But as outlined in the Inspectorate Handbook of Katsina State (1988), the clubs allowed in schools include, Religious Organizations-Christian and Muslim, subject organizations. Junior Engineers Technicians and Science

(JETS) club, Literary and Debating Society, Young Geographers and History club. Others include Young Farmers Society, Man '0' Bay, Boys Scouts. It is expected that one evening is set aside for these clubs and societies for students to attend those of their choices.

The Issue to Note is the Fact that:

i. A number of the societies should be allowed in the schools.

ii. The societies should be run in such a way that they promote character training and not for any selfish divisive interests.

iii. All students should be actively involved.

iv. Teachers should be involved in such activities to help ensure that students keep within the limits allowed and that they actively operate in such a way as to ensure the expected goals are achieved.

2.24 Curriculum Materials

Instructional/curriculum materials as defined by Ughamadu (1992:143) are the different kinds of materials, or resources or forms of media that teachers and the entire class use the teaching-learning process in order to make it more effective and productive. Such materials can be classified into printed materials, textbooks, journals, posters; non-printed materials (chalkboard, models, projectors). They are also classified into audio materials (radio, audio-tapes) visual materials (pictures, charts, maps) and audio-visual materials. Another classification is that of projected and electronic materials and non-

projected materials. Whatever the classification, the important thing is their relevance to the teaching- learning situation.

It has been observed by Ughamadu, (1992), and Nkom (1999) that curriculum materials when appropriately used during curriculum implementation increase students' understanding and learning, better what they learn. They also improve the performance of the students' skills that they develop. They enhance learning and improve teachers' competence. They make learning more meaningful. Specifically as noted by Ughamadu, (1992:144) they help to stimulate learners interests, make learning become more concrete, real and immediate, stimulate problem-solving.

All these explain why the National Policy on Education directed that the Federal and State Ministry of Education should be involved in the production of instructional materials.

Some of these materials are for general use while others are limited to their individual subject areas.

2.25 Organization and administration of public and private secondary schools

In line with the above premise; Nwankwo (1982) view organization: "as a process of executive function aimed at ensuring that resources, activities and authority relationships are so coordinated to achieve specific goals and objective" while Ojedele (1998) regards structures of an organization as "the process of logical grouping activities, delineating authority and responsibility, and establishing work relationships that will enable both the organization and the individual to realize their mutual objectives".

This implies that the organization and structure of an enterprise such as education will no doubt effect its administration. The three tier system of administration in Nigeria shows that at the National level there exists the federal ministry of education, and at the state is State Ministry of Education (MOE) and Local Education Authority (LGEAS) at the Local Government level.

The Federal Ministry of Education is headed by Honourable Minister of Education and below him is the Minister of State for Education and Permanent Secretary who are also appointed by the President. The Permanent Secretary is a session career civil servant. To facilitate effective coordination of the functions of the Ministry and facilitate good structural relationships, the Minister is also assisted by a number of units such as internal audit, legal unit, public relations and departments.

Function of the Federal Ministry of Education

The National Policy on Education (2004) section 11 paragraph 90, states the Ministry of Education will be responsible for:

i. The determination of a national policy on education, in order to ensure uniform standard and quality control;

ii. Coordination of education practices in Nigeria;

iii. Advisory services in respect of all levels of education below the university;

iv. Federal inspectorate advisory services to help improve and maintain standard;

v. Planning and research on the national scale;

vi. Coordination of non formal education including adult education, vocational improvement centers, correspondence courses, etc;

vii. Coordination of educational services;

viii. International cooperation in education;

ix. Coordination of national school examinations and relevant teacher examinations testing and evaluation;

x. Establishment of central registry for teachers. To coordinate these activities at Federal level, there exists the personnel management; finance and supply, planning and research and statistics not only for effective coordination but also ensure quality control in education. Furthermore; at state level, ministry of education was established as a satellite of the federal outlook.

According to Ojedele (1998) the control, management, supervision of education at state level rest with ministry of education. The state ministry of education is headed by the Honourable Commission appointed by the Governor. The commissioner is a political head, assisted by the Permanent Secretary who is also appointed by the Governor. In principle, the Permanent Secretary is the professional head and chief accounting officer of the ministry. He is responsible for the organization and daily routine of the ministry.

The function of the State Ministry of Education as contained in the National Policy of Education (1981 and 2004) section 11 paragraph 92 states the following as the functions of the state Ministry of Education.

i. Policy control and administration of education at primary and secondary levels at the state levels;

ii. Planning, research and development of education at state level;

iii. Inspectorate services to improve and maintain standards;

iv. Education services;

v. Coordination of the activities of the school boards and/or local education authorities,

vi. Examination particularly certification of primary school teachers, testing and in order to actualize the functions into reality, especially in the Area of quality control/or assurance the department of personnel, inspectorate, senior secondary and junior implementation task force as well as teacher and high education were established to ensure effective coordination and proper reporting mechanism usually presented at joint Consultation of Education (JCCE), National Council of Education (NCE) in order to determine the way forward on education on annual rotational basis.

Based on this syllogism, below is the organizational and administrative structure of Katsina State Ministry of Education. Table 2.3 organizational chart that the illustrate the relationship between policy design and implementation of education in order to achieve the desire goals of both private and public secondary schools as well as provide an avenue for quality control in line with the school administrators. This kind of relationship is what the administrative chart in Zamfara State tried to articulate. Therefore

the researcher is interested in accessing the relationship between the Ministry of Education and School Administration as well as the consequential effect on promoting effectiveness of schools as an organization.

2.26 Effective School Organization

The participation of teachers in quality assurance depends on the way the School organization and administration was conducted by the school head-teacher, principal or administrators. Every organization is established with specific objectives and for particular goals or, set of goals. How these objectives are met and the goal are attained determine the degree' of success of the particular organization. Our focus, of course is on school as an organization and its administration with emphasis on the concept of effectiveness and how it relates to School as an organization.

It is generic to say people define School effectiveness in relation to the input-output .model. Some of the organizational models of school effectiveness as presented by Okeke (1985), World Bank (2002), Samuel, (2000), Timothy, (2001), Kareem and Guga (2005) are analyzed below:

i. **The Economic rationality model:** Assumes that cognitions function rationality with specific goal. In this model, effectiveness is defined as the productivity of an organization. In the context of the school, effectiveness is measured in term of public's achievement. The emphasis on this model is on output.

ii. **The Organic Model:** Is based on the belief that human organizations behave like biological systems which adapt to their environment. According to this model, flexibility and adaptation are important for the effectiveness of the organization.

School effectiveness may therefore be measured in terms of intake, through meaningful interactions with the community. The emphasis is on input.

iii. **The human relations Model:** Stressed well-being of the individuals within an organization and the importance of consensus, interpersonal relationship, motivation and human-resource development, workers job satisfaction and their involvement within the organization are regarded as effectiveness criteria. What is good about human relations model, it recognizes active participation of workers or teachers in the case of school as a pillar for the success of the organization with element of bureaucracy.

iv. **The Bureaucracy Model:** Is the type of organization where there is a formal structure for the smooth running of the organization and in order to guarantee certainty and continuity, which constitute the effectiveness criteria. This implies that most organizations that have semi-autonomous units, department are likely to deliver according to the organizational goals, while in the contrary such organizations where the leaders/principal's attitude towards the staff are bad, the reverse is the case.

v. **The Political Model:** Tends to emphasize the effectiveness of the parts rather than the organization as a whole. Contacts with outside bodies (parents, school boards, etc.) are regarded as important for the standing of their individual departments, units, or at themselves. Emphasize is on the effectiveness of the parts, rather than the whole.

This implies that no matter for which model the researcher show preference, each of the other models also has its relevance and applicability in terms of active participation of teachers. Therefore, the concept of school effectiveness from the five model presented, can be said to be relevance if carefully implemented within the set-goals and objectives to be accomplished. In the school context, this can be measured in relation to the quality, quantity, equity/equality, fair-play of educational instruction. It is also worthy to mention that effectiveness covers purpose, efforts and accomplishment which resolved round issues like quality, improvement, development, evaluation, monitoring, accountability and performance which are ascertain to be related key concepts.

Effectiveness is measured through school performance, in term of achievement of students, or how well one should performs when compared with another; or in terms of per student expenditure, or in term of the extent to which teachers are given free-hand to make- inputs into school system which desired out-puts are obtained.

All stakeholders in the school system have increasingly recognized the need for their schools to be more effective, partly because of the down turn in the economy and partly because of the pressure put on them by the government for a greater degree of accountability, (Obayan, 2003). It is therefore important that our discussion identifies some of the characteristics of effective schools as this would enable school inspectors/supervisors distinguish between effective schools, and those considered ineffective.

Similarly, according to Theresa (2000), there are many ways of judging the effectiveness of a school such as:

i. Purposeful leadership of the staff by the head-teacher or principal.

ii. The involvement of the heads of department.

iii. The involvement of other teachers and non-teaching staff.

iv. Structured lessons and record keeping.

v. Intellectually challenging teaching and learning.

vi. Work-centered environment (physical, psychological, social, and organizational environment).

vii. Maximum communication between teachers and students and in reverse order;

viii. Efficient and accurate record keeping.

ix. Parental and community involvement.

x. Positive organizational climate.

xi. Production division of labour among teachers, using the principles of each according to his need and each according to his ability.

xii. Good parental report as a result of joint monitoring or individual supervision.

Teacher participation in school activities according to Manga (2005) can be measured in relation to indices of school effectiveness in the following specific areas:

i. **Learning and Teaching:** The indicators of effective learning and teaching include:

- Student motivation.
- Student perception of the purpose and relevance of their work.
- Student ability to work, cooperatively in groups.

ii. **Planning and organizing teaching:** Indicators of effectiveness in this area include:

- Clear objectives for each lesson and for the whole programme.
- Planning each lesson well with illustrations.
- Allowing students to reach outcomes in different ways.
- Matching of methods and tasks to the ability of students.

iii. **Effective Guidance & Counseling:** Indicators of school effectiveness in this area include:

- Appropriate information to student.
- Appropriate confidentiality at all times.
- Appropriate counseling session with the students and parents.
- Appropriate flow of information between school and parent.

iv. **School leadership and school ethos:** Indicators of effectiveness on this area include:

- Leader as motivator
- Leader as father figure
- General well-being of students

- Teacher commitment and morale

- A sense of identity and pride in the school.

From the above perspective of school effectiveness, it is pertinent to point Out those organizations such as private and public schools are complex organizations to manage. This is due to the fact that we now recognize the difficulties of providing them with relevant and usable skills for them to succeed in an increasingly complex society like Nigeria.

While in the past proficiency and success in classroom teaching were important criteria for promotion, today a wide range of skills are seen as necessary skills, (Ovwigbo, 2004). Headship is and seen to involve to a large extent the function of administration, this call for better understanding of principle of organization, administration and staff-organization.

2.27 Elements of School Administration

The principals or school administrators needs to understand that headship entails understanding what constitute the job of a principal should enable him/her to discharge his/her duties and responsibilities more effectively and efficiently. A clear perception of these duties should provide the head with a framework for self-appraisal. It was out of this bedrock, that this unit discussed the school administration and the expected function of school administrators.

It is true that the control of education standard at all levels and in all forms in the country is vested in the federal government (Deborah and Timothy, 2004). In addition, the fare is

involved in the establishment of tertiary and secondary institutions. However, it does not establish and manage primary schools. These are the functions of the State Government and Local Government authorities (Deborah and Timothy, 2004).

Furthermore, the State Government's role in controlling and administration of primary education up to senior secondary is performed by its two agencies. The state ministry of Education and the State Primary School Management Board now transformed into Universal Basic Education Board (FRN, 2004). This means that the permission to open a school by an individual or a group of people has to be brought and obtained from the State Government (FRN, 2004).

Similarly, knowing that in Nigeria, the various needs vary from one school to the other most especially due to the fact that ownership varies (public or private) that is, if a school is owned and run by individuals, local government, private companies, parastatal organization, religious bodies, or local or central government (Manga, 2005).This implies that an authority that stand as the proprietor or state government need to specify the type of mission and vision in order to allow for adequate and proper administration of the school.

Administration is as old as the history of mankind. It came into existence where human- beings became conscious of the fact that the task which an individual cannot handle, can now be carried out in the company of many people. Also, from experience with Agency for Mass Education; where we are faced with the reality that where two or more people are working towards a common goal, they will have different ideas on how

to achieve the goal(s) because of human differences. If each is allowed to adopt his own method, they may find themselves working at cross-purposes.

When the method of one may be leading towards the achievement of the goals, the approach of the other may be working against the achievement of the goal. In such situation, the goal will never be achieved. Therefore, it is necessary for one of them to be coordinator if the goal on which they have agreed is to be achieved. Such coordination is part of administration. Since that time administration has become an indispensable aspect of human life (Dare, 2008). The term administration is capable of various interpretations, just like any other terminology; there is a problem of conscious of definition, because of this complexity. Administration has been defined variously by various specialists in the field (Dare, 2008). For example according to Dare (2008) as contained in Drucker (1999), defines administration as:

i. The coordination of energies of people working on organization, so that they would all work together in unity to achieve organizational goals. This means that administration requires cooperative efforts and unity of purpose (Drucker,1999).

ii. As a professional discipline that avert a move into productive entity Phillipson (2000). This implies that administration is capable of empowering individual socially, economically, psychological and politically.

iii. Furthermore, Branch (2000) define administration as working with people through people to achieve organizational goals. This implies that no organization can exist without people, and this people are endeared with various talents that can be tapped by the leader/principal to achieve organizational goals.

iv. Similarly, (Theresa, 2000) views administration as guidance leadership and control of human and material resources in an organization towards the attainment of its goals v. Educational administration which Adesina (1981) viewed as a systematic arrangement of human and materials and capital resources with programme design to achieve educational goals. This implies that in an educational administration resources must be available in quantity and quality.

v. Similarly, we need to add that Administration occurs in every organization. In the field of education, it is called educational administration, in Business industry, it is called business administration.

From the above, perspectives, school administration was defined by Theresa (2000), Manga (2003) and Esther/Virginia (2006) "as an Art and Science of getting things done on the school system in order to achieve school mission and vision". It uses available Manpower in orderly procedures within and among all levels of authorities in a school to ensure achievement of the school objectives.

The population of school consists of teachers, and non-teaching staff. The current states in various schools show unprecedented increase in both number of schools, student enrolment and the need for infrastructures. This situation brought to school administrators a lot of challenges, often perplex the "unprepared administrators", especially teachers with are more varied in their qualification, background had generated education cost to becoming exorbitant when compare to school facilities, services, the school administration is becoming both complex and difficult to manage and the social

expectations from the school are becoming more demanding. (Theresa, 2000) and (Uvwigho, 2004).

In order to reduce the tension in school administration, the training of school heads, teachers had been deemed necessary in order to equip them with the essential background, principles, theories and techniques of their administrative roles, since school administrator(s) is someone who direct, coordinate and plan the affairs of an organization keeping in mind the vision and mission of the school; whether private or public setting, the basic purpose of the school administration is to facilitate teaching and learning processes. The human and materials resources are coordinated to promote efficiency and effectiveness in the school system, hence the need for understanding the qualities of a good administrator so that, teachers too can evaluate his/her performance in a given period of time.

2.28 Qualities of a good administrator, or principal or head teacher

The need for understanding of the qualities of good administrator cannot be over emphasized. It is true that apart from basic qualification, he/she must be intelligent and resourceful honest and reliable. In line with this, Theresa (2000), Mama (2008) and Dare (2008) highlighted the following indicators/qualities:

- Acquire interpersonal relation skills/knowledge
- Friendly, but firm and respectful
- Kind, warm and responsive to others
- Fair and emphatic

- Courageous and of good morale
- Enthusiastic and dynamic
- Prestigious and responsible
- Punctual and committed
- Patient and hardworking.

This implies that in secondary school system, good administrator need to plan, organize, coordinate, integrate, control, delegate responsibility and authority, communicate, set standard, dispel friction and ensure conflict free secondary school organization.

2.29 Empirical Studies

There are abundant studies on curriculum implementation. For instance, Bouro (2000) examined the effects of teacher's strategies and material resources on the implementation of 1985 curriculum for Senior Secondary Schools in Fine Art. The study focused on 270 SS II and if students offering Fine Art in three northern States of Kaduna, Katsina and Kogi. (a) Two sets of questionnaire (one for teachers and another for students) were used for data collection. Percentages were used in computing the data collected while the Chi-square was used in the analysis of data procured from testing the hypotheses. Major findings were that materials, equipment and facilities were not available in the schools, the time allotted to, and methods used for teaching were found inadequate. (b) He therefore, recommended that untrained art teachers be encouraged to go for Post Graduate Diploma in Education (PGDE), unqualified art teachers should be

sponsored for further training, supply of art equipment and facilities should be taken seriously, art teachers should used excursion or school visits. The study is related to the present study in the sense that it was concerned with some of the variables this study was concerned with teaching strategies and materials. It was however, differed to the extent that it was only focused on the effects of the variables. More so, it was only concerned with the effects the teaching or Fine Art. On its part, this study looks at the implementation in relation to the entire school curriculum. It will therefore, provided a broader picture of the entire school curriculum implementation. This study shall narrow all the gaps the previous study did not cover or bridge.

Kadiri (2004), studied the effects of Interactive Teaching Techniques and strategies on Junior Secondary School Students achievement in Social Studies. The study focused on 240 JS if students sampled from four selected education zones of Kano State. Using pretest chi-square group research design, the study found that irrespective of gender, location, school type, interactive teaching techniques could raise the level of student's performance in Social Studies. The study related to the present study in that it considered one very important aspect of curriculum implementation that this study was concerned with the teaching methods. It has proved the fact that the methods teachers used, affected influenced the level of students understanding. It, however, differed from this study in that it did not look at other variables of curriculum implementation such as resources, time, and teachers. If also did not examine what was operational in the school, which was what this study was basically concerned with. Consequent upon the area left by the researcher, the current study was optimistic to narrow the gaps.

Kwasau (1999) examined the implementation of the 6-3-3-4 Christian Religious Studies (C.R.S) curriculum in selected secondary schools in Kaduna State. The study centered on how the C.R.S curriculum was being implemented at the SS level with particular reference to staffing, instructional techniques, facilities, text materials and mode of evaluation. Data for the study was collected from staff and students of 16 selected schools in Kaduna State. The study revealed that Religious Studies (CR5) teachers' use of group method, story telling and assignments were inadequate in the teaching of C.R.S. Similarly, facilities like libraries, theatres and equipment like projectors, tape-recorders, radio sets, television receivers and video recorders, as well as teaching materials like relevant textbooks, maps, charts, were either inadequate or completely not available. However, classrooms, conference halls and offices were said to be available. It was also observed that qualified teachers were not available. Similarly, in the area of evaluation, teachers restricted themselves to the use of objective and essay tests and assignments. Methods such as project, quiz, and observation were neglected. The neglected areas were considered by the current study and the researcher hoped that that the current study shall narrow or bridge this gaps.

Kwasau (1999) study was similar to the present study since it was concerned with curriculum implementation. More so, it focused on Kaduna State just as the present study. But the variables it focused on, instructional techniques, infrastructural, facilities and materials, staffing, evaluation technique, were only part of the ones investigated in the present study. Besides, it was only concerned with how the C.R.S curriculum was implemented with no attention paid to how the other subjects fared. This however, was concerned with the general atmosphere of implementing the entire secondary school

curriculum. The unmet needs by the by the previous authors were optimist to be met by the current study.

Olorukoba (2001) study on the relative effects of cooperative and traditional methods on the performance of senior secondary school chemistry students had to do with part of the teachers' environment. It revealed that students who were taught using cooperative method performed significantly better in the achievement test, and they retained the concepts in chemistry better. Her study is similar to the present study it looked at one of the variables-teaching method/strategy which this study was also concerned with. It, however, differed in the sense that it was only concerned with two teaching methods as they affected the teaching and learning of chemistry. No attention was paid to other environmental factors such as the quality of teachers, availability and relevance of equipment and facilities, the learner environment which the present study was concerned with. These were the gaps the current study attempted to narrow Hinjari's (1999) study on the planning and management of physical facilities in Adamawa State of Nigeria revealed that the planning and management of senior secondary school facilities were grossly inadequate and that there was a relationship between adequate provision of physical facilities and effective teaching and, learning. Besides, it was observed that some secondary schools did not have adequate of essential facilities for teaching and learning. The study used questionnaire and interview to elicit data from the subject of the study, drawn from teachers, PTA, and students I Adamawa State. Hinjari's study had to do with physical facilities and how they affect teaching, which forms part of this study. The use of questionnaire and interview to elicit data formed part of the instruments used in this study. But beyond the effects of physical facilities on teaching, this study

developed into other variables related to curriculum implementation such as the teachers' personality, methodology, students' environment such as age and the daily routine of the school. The current study is optimistic to fill the gap left by the former author.

Looking at the state of secondary education in Kwara State, Adewara (1999:28-32) (a) adopted the descriptive survey design A total of 586 subjects made up of 260 principals and vice principals, and 59 ministry officials. To collect data, a questionnaire and a structured interview scheduled were used. Frequency distribution analysis' of variance (ANOVA) and the Turkey's method of multiple comparison were used for data analyses. The finding revealed that secondary education in Kwara State was best with myriads of problems that have made it difficult for it to be efficient. The problems according to her can be categorized into resources and facilities. On resources she noted that there was inadequate funding and shortage of teachers and supportive staff to teach core subjects like sciences, mathematics, English, Vocational and Technical Education. On facilities, she noted that there was shortage of classrooms in both urban and rural schools. This has led to congestion in the classrooms and unsatisfactory pupil teacher ratio. For example, average class population ranged from 44-64 students. There was also shortage of facilities such as type-writers or computers, vehicles for the inspectorate staff for routine inspection, no workshops, laboratories. While this provided empirical report and essential highlights on the educational situation, it must be noted that it focused on Kwara State only and the report only covered the period of 1980-1995. What has happened since 1995 cannot be accounted for in the report. The current study is to take care of the previous lapses and the changes necessitated by time.

Kolo (2004), investigated into the readiness of secondary schools in Kaduna State to absorb the products of Universal Basic Education (UBE). Respondents were selected from all the 1 2Educational Inspectorate zones spread over three senatorial zones. They included teachers, parents and students. The study found that number and quality of teachers, library and sanitary facilities, laboratories and workshops, chemicals, textbooks, medical and secretarial facilities were either not available or where available, were inadequate. Although they mainly sought to determine the readiness of the school for UBE products; it was similar to this study in the sense that it actually assessed the readiness of the schools for effective curriculum implementation. It, however, was differed in the sense that, it gave no attention to the actual implementation of the curriculum in the schools, which the present study laid much emphasis on.

Denga (2001) studied teacher's attitude to the implementation of the 6-3-3-4 system of secondary education in Nigeria, the descriptive survey research design was used. The study centered on a sampled population of 985 teachers made up of 645 males and 340 females drawn from an estimated teacher population of about 1,046,400. Some final year students were also selected for interview. The instrument used for data collection were structured questionnaire and structured interview schedule. Frequencies and percentages were used to analyze nominal data. The one-way analysis of variance (CANOVA) was used to test the hypothesis postulated. The main findings showed that teachers were not conversant with various methods of teaching, there was dearth of both human and material resources, teachers, taught in areas other than areas of their specialization, teachers were not oriented in implementing continuous assessment instruments and schemes, classes were over populated, no proper incentives for teachers,

teachers were not sponsored to conferences; government was responsible for the gap between policies and implementation.

The study was related to the present study since it touched the issues of teachers and secondary school curriculum implementation, issues that were central to the current study. It was however differed since it was mainly concerned with teachers' attitude to curriculum implementation at both the junior and senior secondary schools. It did not consider other variables of curriculum implementation such as the environment, instructional resources, other stakeholders like the parents and students. These were variables the current study took into consideration. Consequently, this study will narrow the gaps.

2.30 Summary

The study reviewed the different perspectives of physical and health education and its implementation in junior secondary schools in Katsina State. It also discussed the conceptual frame work, concept of secondary education in Nigeria, state of secondary education in Nigeria, publics and private secondary schools, curriculum theory and practice, curriculum as a syllabus to be transmitted, curriculum as product; curriculum as process, curriculum as context, curriculum implementation, prescribed slanders for curriculum.

Implementation, learner's environment, school age, daily routine, teacher's environment, teacher's personality and training, quality of teachers' class and school population, school environment, physical facilities, subject offered, recreational activities that promote moral development, curriculum materials, organization and administration of public and private secondary schools, effective school organization, element of school

administration, qualities of a good administrator, or principal of head teacher, empirical studies and the summary of the chapter. All these are to look into ways of propounding solutions to the problem of implementation of physical and health education curriculum in junior secondary schools in Katsina State.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

In conducting any valid and reliable research, there are various strategies that can be used to arrive at set of objective results. This chapter contains a description of the methods that were used to conduct this research. Specifically, it contains a description of the research design, population of study, sample and sampling procedure, instruments for data collection, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

The researcher used the descriptive research design. This is due to the fact that the study involved an ongoing programme, desiring extensive study. Within the design, the survey method was used. The method allows for collection of information from large respondents within a limited time frame (Sambo, 2000; Best and Khan, 2007; and Schnieder and Smidts, 2010)

3.3 Population

The population for this research was made up of all junior public and private secondary schools' principals, physical and health education teachers and students in the seven (7) educational zones/zonal inspectorate officers in Katsina State. The population of Junior Secondary School Students in both public and private junior secondary school was 423353 in the year 2011. While there were (272) physical and health education teachers in both public and private junior secondary schools in Katsina State.

Table 3.1 Number of zonal inspectorate in Katsina State

Zonal Inspectorates	Physical and Health Education Teachers
Katsina	84
Daura	35
Dutsin-ma	35
Funtua	42
Kankia	35
Malumfashi	41
Total of seven (7) zonal inspectorates	Total 272

Source: KTSUBEB (2011)

3.4 Sample and Sampling Technique

For this research the total number of 416 subjects was selected as sample for the study. This was an enhancement on the suggestion of Krejcie and Morgan (1970). They suggested that for a population of 100,000 and above a minimum of 384 subjects are good sample. The sample selection was further based on the premises that:

a. The students in the various schools are being taught based on the same curriculum as provided by relevant authorities.

b. The sample and the population shared similar characteristics in the sense that they are operating in Katsina State and are been guided by the same guidelines with common goals.

In view of the nature of the population, a purposive sampling technique was adopted. In doing so samples were selected from the seven educational zones to which Katsina state is divided. Thus four junior public and four junior private schools in each zone were used. In all thirty two junior secondary schools were used as sample. Also ten students from each of the thirty two schools, two physical and health education teachers in each school (since no school has more than two in junior schools) and thirty two Principals (School Administrators) were selected as sample for the study.

Table 3.2: The Distribution of the Sample size

Specification	Sample Size
Principle	34
Teachers	68
Students	340
Total	442

3.5 Instrumentation

To ensure effective and adequate data generation and collection, the Questionnaire instrument was used. The questionnaire was a 30-items questions designed for principals, teachers and students which strived to elicit responses from subjects. It was fashioned around the Likert Rating Scale System. The rating scales do not only

permit respondents to agree or disagree with items, but allows them to indicate the level of their agreement or disagree, as can either Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The questionnaire was made up of two sections as follows: Section A: Demographic Data. While, Section B: Relates to items on the variables of interest as contained in the hypotheses.

3.5.1 Validity of the Instrument

The instruments for this study were submitted to the researcher's or supervisors and some specialists in Curriculum and Institution in Faculty of Education, A.B.U, Zaria for scrutiny, in order to determine its suitability and adequacy, especially in face and content. Their advises, suggestions and recommendations were duly effected, hence the instrument was adjudged to have face and content validity.

3.5.2 Pilot Study

To further validate the instruments of this study, a pilot study was conducted. The three categories of respondents-Principals, Teachers and Students, were involved in the study. A total of 30 students, ten teachers and five principals cutting across the two categories of schools i.e. Private and public were used for the pilot study, taking cognizance of the fact that the subjects of the pilot study did not participate in the main study. The results of the data collected from the pilot study were collated to determine the reliability coefficient of the instruments.

3.5.3 Reliability of the Instrument

The reliability of the instruments for this study was obtained by subjecting responses of the pilot study to a statistical analysis using the Guttman option of split half

techniques. The analysis of the data obtained for the pilot study revealed a reliability coefficient (r) = 0.84. Based on the universally acceptable bench mark (0.50), the coefficient (r) obtained is an indication of the reliability and suitability of the instrument for the study at hand.

3.6 Procedure for Data Collection

The data for this study were collected during the 2nd term of the 2011/2012 academic session. Having obtained permission from respective school principals where the study was conducted, respondents were reached in their various classes. In each case, respondents were introduced to the need for the study and their responsibilities. The respondents were given the questionnaire and were allowed to respond to the instrument independently, after the items were duly explained. Respondents with difficulty were assisted.

3.7 Procedure for Data Analysis

In analyzing the data for this study, both descriptive and inferential statistics were used. Descriptive statistics such as frequency counts, percentages, mean and standard deviation were used to analyze the data on personal information of the respondents. To answer the research questions and provide inference from data, inferential statistics was employed. The Chi-square statistical technique was employed to test the hypotheses, because it ease competition and detail information can be derived from the test and it provides considerable information about how each of the group performed in the study. All the hypotheses were tested for acceptance or otherwise at 0.05 level of significance.

CHAPTER FOUR
DATA PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter presents the results of the data analysis of the work titled "An assessment of the implementation of the Physical and Health Education Curriculum in public and private junior secondary schools in Katsina state. This chapter is divided into four sections. Section one presents the bio data variable distribution analysis, section two answers the research questions, section three presents the results of the hypotheses tested and section four is on discussion. The concluding part of the chapter was on summary of the major findings. All hypotheses in this study were tested at 0.05 level of significance.

Table 4.1: Distribution of Respondents by Ownership of School

Ownership	Frequency	Percentage
Public	246	59.5
Private	170	40.5
Total	416	100.0

Details in table 4.1 showed that 246 of the respondents representing 59.5% are from public owned schools while the rest 170 (40.5%) are from private owned schools, implying that there are more respondents from public schools in this study.

Table 4.2: Distribution of Teacher Respondents by Ownership of School

Ownership	Frequency	Percentage
Not applicable	360	86.7
Public	50	11.9
Private	6	1.4
Total	416	100.0

According to the information in table 4.2 above, out of 56 teachers sampled,(that is 13.3% of the total respondents), 50 of them representing 11.9% of the entire respondents are from public schools while the rest 6 (1.4%) are from private schools. The rest 364 of the respondents are students and administrators.

Table 4.3: Distribution of Students Based on School Type

Ownership	Frequency	Percentage
Not applicable	80	20.0
Public	186	44.3
Private	150	35.7
Total	416	100.0

According to table 4.3 above out of 336 students sampled, 186 of them representing 44.3% of the entire respondents are from public schools while the rest 150

(3 5.7%) are from private schools. The remaining 84 respondents representing 20% of the total respondents are teachers and administrators.

Table 4.4: Distribution of Administrators' Based on School Type

Ownership	Frequency	Percentage
Not applicable	388	93.3
Public	22	5.2
Private	6	1.4
Total	416	100.0

From table 4.4 above it can be seen that out of 28 administrators sampled from all the schools used in the study 22 of them representing 5.2% of the entire respondents are from public schools while the rest 6 (1.47%) are from private schools. The remaining 388 which accounted for about 93% (93.3%) of the entire population are teachers and students.

Table 4.5: Distribution of Students' Respondents by Age.

Ownership	Frequency	Percentage
Not applicable	80	20.0
10-12	87	20.7
13-15	150	35.7
Above 15 years	99	23.6
Total	416	100.0

According to table 4.5 above the 80 (20%) non applicable cases represent teachers and school administrators. Out of 336 students sampled, 87 of them representing 20.7% of the entire respondents are between 10-12 years while 150 others representing 35.7% are between 13-15 years. The rest of them, that is 99 (23.6%) are above 15 years

Table 4.6: Distribution of Teachers and Administrators Respondents by Age.

Age	**Frequency**	**Percentage**
Not applicable	332	80.0
21-25	12	2.9
31-35	48	11.4
36 years and above	9	2.1
Total	416	100.0

The results in table 4.6 above showed that out of 84 teachers and administrators sampled 48 (11.4%) are between 26-30 years while 12 (2.9%) others are between 21-25 years, while 9 (2.1%) are between 31-35 years and the rest 15 representing 3.6% are 36 years and above. The remaining 332(80.0) of the total respondents are students.

Table 4.7: Distribution of Teachers and Administrators Respondents by Qualification.

Qualification	Frequency	Percentage
Not applicable	332	80.0
WASC/SSCE/TCII	2	0.5
NCE/DIPLOMA	31	7.4
HND/FIRST DEGREE	48	11.4
OTHERS	3	0.7
Total	**416**	**100.0**

Table 4.7 showed that out of 84 teachers and administrators sampled in this study only, 2 of them (0.5%) claimed to have WASC/SSCE/TCIJ certificates while 31(7.4%) have NCE/Diploma. Besides, 48 others representing 11.4% claimed to possess are FIND/First degree while the remaining 3 (0.7) claimed to have other types of qualification that are not specified. The rest 336 respondents are students

Table 4.8: Distribution of Student Respondent by Class.

Classes	Frequency	Percentage
Not applicable	80	20.0
JSS1	142	33.8
JSS2	102	24.3
JSS3	92	21.9
Total	416	100

Out of the totaled 336 students sampled, 142 of them (33.8%) of the total respondents are in JSS1 while another 102 (24.3%) are in JSS2 and the rest 92 (21.9%) are in JSS3. The rest 84 (20.0%) respondents are teachers and administrators. However, the 142 in IS I translated to 42.3% of the students, while the 102 in JS 2 meant 30.4% of the students sampled while the remaining 92 in JS 3 accounted for 27.3% of the students.

Table 4.9: Distribution of Teachers and Administrators' Years of Working Experience.

Years of Working Experience	Frequency	Percentage
Not applicable	332	80.0
1-5 years	18	4.3
6-10 years	45	10.7
11 years and above	21	5.0
Total	416	100.0

Out of the 84 teachers and administrators sampled, 18 (33.8%) of them have between 1-5 years of working experience while 45 (10.7%) others have between 6-10 years of experience. The rest 21(5.0%) have 11 years and above. But within this category, 18 with between 1-5 years of experience translated to 21.4% of teachers and administrators' population. Those between 6 and 10 years who are 45in number accounted for 53.6% within that group while, the 21 with more than 10 years experience made up 25%.

Table 4.10: Distribution of Respondents by Educational Zone location the Teacher

Educational Zone	Frequency	Percentage
Katsina	60	14.3
Funtua	60	14.3
Daura	60	14.3
Mani	60	14.3
Kankia	56	14.3
Dutsin-ma	60	14.3
Malumfashi	60	14.3
Total	416	100.0

According to the information in table 4.10 above, each of the seven educational zones in Katsina State (Katsina, Funtua, Daura, Mani, Kankia, Dutsinma and Malumfashi) is equally represented as each of the zone has 60 respondents representing 14.3% each of the sampled respondents.

4.2 Answers to Research Questions

Research Question 1: What difference exists in the perception of stakeholders towards the implementation of physical and health education curriculum in junior secondary in Katsina State?

Table 4.11: Responses from Public and Private School on the Implementation of and Health Education Curriculum on Account of Type of School

Ownership of school	N	Mean	Std Deviation	Std Error Mean
Implementation of PHE	250	15.0480	2.39261	.15132
Curriculum Private	170	8.7353	2.83166	.21718

Details show that implementation of physical and health education differ on account of school. The details show that the level of implementation of physical and health education is higher in public schools than in the private schools, because the mean score level of implementation of physical and health education curriculum is 15.0480 and 8.7353 in public and private schools respectively. It therefore means the level of opinion of respondents from public and private junior secondary schools on the implementation of physical and health education curriculum differ judging from the mean score as could be seen in table 4.11.

Research Question 2: What is the difference in students' perception towards the implementation of physical and health education curriculum in junior secondary schools in Katsina State?

Table 4.12: Perception on the Implementation of Physical and Health Education Curriculum in Junior Secondary School.

Being Implemented	Type	N	Mean	Std Deviation	Std Error Mean
Implementation on how PHE Curriculum is Being implemented	Public	250	15.0480	2.39261	.15132
	Private	170	8.7353	2.83166	.21718

According to the response level as shown in table 4.12 on the perception on how PHE curriculum is being implemented, differ between public and private schools. This is because the perception appears higher in public schools than in private schools. That the mean level of perception on how PHE curriculum is being implemented is 17.1989 and 14.5733 in public and private schools respectively implies difference in level of opinion.

Research Question 3: What is the difference in schools' administrators' perception towards the implementation of physical and health education curriculum in junior secondary schools in Katsina State?

Table 4.13: Public and Private Schools' Administrators Perception on the Implementation of PHE Curriculum in Junior Secondary Schools in Katsina state.

Administrators School	Type	N	Mean	Std Deviation	Std Error Mean
Opinion-on-the-Implementation of PHE Curriculum in Katsina-	Public	22	19,0000	.43644	.09305
	Private	6	17.5000	1.51658	.61614

According to table 4.13 the response level on the opinion on the implementation of PHE curriculum differs between public and private schools' administrators in Katsina State. This is because the opinion as expressed by the administrators in public schools is higher than in private schools. The mean level of their opinions on the implementation of PHE curriculum is 19.0000 and 17.5000 for public and private schools respectively.

Research Question 4: What difference exists in the perception of teachers towards the implementation of physical and health education curriculum in junior secondary schools in Katsina State?

Table 4.14: Public and Private Junior Secondary School Teachers Perception on the Implementation of PHE Curriculum in Katsina state

Teachers school	Type	N	Mean	Std Deviation	Std Error Mean
Attitude-towards-the-Implementation-of-PHE-Curriculum in Katsina	Public	50	19.4800	.78870	.11154
	Private	6	16.3333	.81650	.33333

According to the response level on the attitude of teachers towards the implementation of PHE curriculum difference exists between public and private schools. This is because the mean score for attitude is higher in public schools than in private schools. The mean level of their attitude on implementation of PEE curriculum is 19.4800 and 16.3333 for public and private schools respectively.

4.3 Hypotheses Testing

Hypothesis 1:

This hypothesis states that there is no significant difference between public and private junior secondary schools in the implementation of physical and health education curriculum in Katsina State. To test this hypothesis a chi-square statistic was applied. The results of the test are presented in tables below.

Table 4.15: Chi-square for the Difference between Public and Private Junior Secondary Schools in the Implementation of Physical and Health Education Curriculum

N	X2-cal=(Z-cal)	DF	A	X2-crit	P-val	Decision
416	4.021	415	0.05	0.499	0.000	Significant

A look at table 4.15 above shows that significant difference exists between public and private school respondents in the implementation of PHE curriculum. This is because the result of the independent chi-square statistics showed that the calculated sig (p) value of 0.000 is less than the 0.05 level of tolerance at df 415 while the calculated X2 (z) value of 4.02 1 is higher than the (z) critical value of 0.499. Hence, the null hypothesis which states that there is no significant difference between public and private junior secondary schools in the implementation of physical and health education curriculum is hereby rejected. This means they are all the same in implementation.

Hypothesis 2:

This hypothesis states that there is no significant difference among the students of public and private junior secondary schools in their perception of how physical and health education curriculum is being implemented.

This hypothesis was tested using chi-square statistics, the result is presented on table 4.17 on hypothesis two.

Table 4.16: Summary of Chi-Square Statistics

N	X2-cal=(Z-cal)	DF	A	X2-crit	P-val	Decision
320	4.787	319	0.05	0.497	0.00	Significant

Information from the results of the analysis in table 4.16 above revealed a significant difference between among the students of public and private junior secondary schools, in their perception of how physical and health education curriculum is being implemented. This is because the result of the independent chi-square statistics showed that the calculated X2 value of 4.787 is higher than the table value of X2 which is 0.497. Besides, the probability value of 0.000 as calculated is less than the 0.05 level of tolerance set for testing the hypothesis at df 3l9. Therefore, the null hypothesis is hereby rejected. This means there is significant differences.

Hypothesis 3:

This hypothesis states that there is no significant difference among school administrators in their opinion on the implementation of physical and health education curriculum between public and private junior secondary schools.

To test the Hypothesis a Chi-square Statistical Technique was employed, the Results of which are presented in the Tables Below.

Table 4.17: Summary of Chi-Square on hypothesis three

N	X2-cal=(Z-cal)	DF	A	X2-crit	P-val	Decision
32	52.398	31	0.05	43.8	0.000	Significant

An understanding of table 4.17 revealed that significant difference exists between public and private school respondents in their opinion on the implementation of PHE curriculum in Katsina state. This is because the calculated X2 value of 52.398 as could be seen in the table is higher than the critical value of 43.8 0.05). In addition the result of the independent chi-square test statistics showed that calculated sig. (p) value of 0.000 is less than the 0.05 level of tolerance. Thus, it implies that the null hypothesis which states that there is no significant difference among school administrators in their opinion on the implementation of physical and health education curriculum between public and private junior secondary schools is hereby rejected. This means there is significant differences.

Hypothesis 4:

This hypothesis states that there is no significant difference between teachers in public and private junior secondary schools in their attitudes towards implementation of physical and health education curriculum.

Chi-square Test Statistics was used to Test this Hypothesis Results of which are Presented in the Tables Below.

Table 4.18: Summary of Chi-Square Statistics on hypothesis four

N	X2-cal=(Z-cal)	DF	A	X2-crit	P-val	Decision
64	117.856	63	0.05	101.9	0.000	Significant

According to table 4.18 above significant difference exists between public and private school teachers in their attitude towards the implementation of Physical and Health Education curriculum in Katsina state. This is because the result of the independent chi-square statistics showed that calculated probability (p) value of 0.000 is less than the 0.05 level of tolerance. Besides, the calculated X2 value of 1 17.856 is higher than X2 critical (101.9). Therefore the null hypothesis stating that there is no significant difference between teachers in public and private junior secondary schools in their attitudes towards implementation of physical and health education curriculum is hereby rejected.

4.4 Summary of Findings

The major findings of this research work are as follows;

1. The result shows that, according to location of schools there is significant differences in the implementation of PHE curriculum in junior secondary schools in Katsina state.
2. That inadequate facilities and equipments militate against effective implementation of PHE curriculum in junior secondary schools Katsina state.
3. It was found out that lack of qualification and interest of teachers affects the implementation of PHE curriculum in junior secondary schools Katsina state.

4. Result shows that junior secondary school administrative setup affect the implementation of PHE curriculum in junior secondary schools Katsina state.

4.5 Discussion of Findings

The results of hypothesis one revealed that significant difference exists between public and private school respondents in the implementation of Physical and Health Education curriculum. This according to Adewara (1999) such difference is a product of a number of factors prominent among which are infrastructure, personnel and location. He had argued that that size of school also contribute to a possible difference that are observable between the two categories of school. He maintained that private schools are better off in infrastructural development than public schools because of the competition they are opened to.

Besides, Baiki (2001) was of the opinion that the quality of staff in private schools is far better than what is found in public secondary schools particularly in the Northern part of Nigeria. Talking about the effects of strategies and material resources on curriculum implementation Buoro (2000) submitted that private secondary schools are better equipped in terms of teaching/learning support materials than public secondary schools.

However, Brandi (2000) in Wikipedia (2011) argued in favour of public secondary school particularly in developed environment as better off in developmental indices than private secondary schools. All of these positions may have added together to bring about the significant difference between private and public secondary schools in the

implementation of Physical and Health Education curriculum in Junior Secondary School Katsina.

Results of hypothesis two revealed that significant difference exists between students of public and private junior secondary schools in their perception of how physical and health education curriculum is being implemented. This may have been so when this position is viewed from the submission of Adesina (1984) that individual perception of what is seen and or what is felt about a given phenomenon is a product of the individual's inner mind rather opinion that may be held by majority about a subject matter.

Furthermore, Dreucker (1999) maintained that perception is more of a function of understanding, evaluating and anticipating abilities of an individual about an object or process, rather than a function of growth, development and maturity as determined by age and interaction as determined by experience. This reasoning may be further justified on the basis that interaction and maturity do not guarantee incorporation of what is experienced what is observed, into one's cognitive structure. This is because such incorporation requires higher level of intelligence to comprehend and to predict and perceived phenomenon was also reported that significant difference exists between public and private school respondents in their opinion on the implementation of Physical and Health Education urricu1um in Katsina state. According to Manga (2005) differences are to be expected where the programme of study in a particular subject area is need-based compared with the programme based on general principles. It is possible that implementation of Physical and Health Education curriculum in public schools is need-based because it is an examination subject whereas in private schools implementation ay be based on general principles. Such difference in programme technique is capable of

bringing about significant difference between the two categories of school as found in the present study. Besides, facility/equipment and teaching aids management in each of the type of school is another reason why difference may have occurred. This is because facilities could be well- maintained in private school better than is done in public school because of the notion that in public school belong to the generality of people and could be treated anyhow. It is often seen as 'common wealth'.

Significant difference exists between public and private school teachers in their attitude the implementation of Physical and Health Education curriculum in Katsina state. This finding is in line with an earlier one by Gbala (1998) in his proposition according to who differences are expected in attitude to implementation of any academic programme based on the amount of diligence introduced into the day to day activities that could ensure success in any endeavours. The difference thus established in this hypothesis should therefore be seen as a direct influence of the attitude in implementation process as carried out by each group of teachers dictated by end product expectation. Besides, another reason for the difference may be because most private secondary schools are not known to employ qualified teachers of Physical and Health Education, resultant effect of which is given the subject to any teacher who show interest in sports rather qualified one to teach the subject. This in itself is capable of bringing about difference in teachers' attitude towards the implementation of Physical and Health Education curriculum as found in this study.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMFNDATIONS

5.1 Summary

The purpose of this study was to assess the implementation of Physical and Health Education curriculum in public and private junior secondary in Katsina.

To carry out this study four research questions are raised from which four hypotheses are formulated. The major instrument used to collect relevant information for this study was a questionnaire designed and validated for its face and content validity.

The population of the study comprised of school administrators (principals), teachers and students of selected public and private junior secondary schools in Katsina State. The population for the study was all the public and private junior schools in the state, while the sample was 416 who were given questionnaire to fill.

The data collected were analyzed using descriptive statistics of frequency and mean and standard deviation and chi-square statistics to test the hypotheses at 0.05 level of tolerance. All of the four hypotheses tested are rejected.

5.2 Conclusion

From the findings of this study, the following conclusions are drawn that both public and private respondents believe that the curriculum is not being implemented as stipulated in the National Policy on Education. Poor implementation of the curriculum is perceived as the bane of good academic performance.

Physical and health education curriculum implementation at junior secondary school level is not encouraged by the disposition of government towards the teaching of

the subject. Inability of most teachers of physical and health education to adequately interpret the curriculum affects its implementation. Most teachers of physical and health education are not professionally prepared to teach the subject.

5.3 Recommendations

Based on the findings from this study, the following recommendations were made:

a. Since the result of the study shows that respondents from public and private junior secondary schools believe that the curriculum is not being implemented as stipulated in the National Policy on Education, the supervising ministry in the state (Ministry of Education) should mandate its inspectorate division to enforce compliance.

b. Since poor implementation of the curriculum is perceived as the bane of good academic performance, efforts should made through the monitoring unit of the Ministry of Education that implementation is strictly adhered to.

c. Government should endeavour to strengthen the Physical and Health Education Division of the Ministry in order to enhance the teaching of the subject at the junior secondary school level in the state.

d. The state Ministry of Education! Teaching Service Board should employ and assign qualified teachers to teach the subject to ensure that Physical Education teachers are able to adequately interpret the curriculum.

e. The state Ministry of Education! Teaching Service Board should strive hard to employ only professionally qualified teachers to handle the teaching of the subject

at the junior secondary level in order to give students a good starting point in the subject.

5.4 Suggestions for Further Studies

The study can be replicated in other states in the North Central, North West geopolitical zone of Nigeria.

i. Evaluation of infrastructural facilities on the implementation of physical and health education curriculum in junior secondary schools in Zamfara State.
ii. Assessment of stakeholders' attitudes in the implementation of physical and health education curriculum in junior secondary school in Jigawa State.

5.5 Contribution to Knowledge

This study has contributed to knowledge by the following:

- it has proved that uncertified PHE teachers or physical health education teachers cannot teach most aspect of physical and health education curriculum
- It also pointed out that most uncertified teachers have problem in regard to the implementation of physical and health education curriculum in Junior Secondary School in Katsina State.

REFERENCES

Abba, G. (2009). *Stakeholders Assessment of Millennium Development Goals (MDGs) Capacity Building of Basic School Teachers for the Implementation of Universal Basic Education in Nigeria,* unpublished M. Ed. Thesis University of Ilorin.

Adesina, S. (1984). *Introduction to education planning*, Ife-Nigeria: University of Ife Press.

Adewara, S.I. (1999). *Planning Process and Implementation of Secondary Education in Kwara State, Nigeria,* 1980-1995. Doctoral Dissertation, ABU, Zaria.

Agale, C. (1998). Curriculum Objective for Effective Teaching; Onitsha. African Educational Publishing Company.

Ajayi, B.O. (1998). *The Relevance of Motivation in the Life of Industries*. The Administrator 6 (3).

Arewa House (2000). *Towards the improvement of education in Northern Nigeria Agenda foundation,* Kaduna

Atoyebi, O.A. (2010). *Foundations of scientific research in education* Abuja: Fulbright Integrated Services.

Kreejie, B. (1971). *Evaluation and Research Report in Education*, Crown

Baiki, A. (2001). *A lost of education in Northern Nigeria*. The Teachers Chronicle

Ben-Yunusa, M. (2000). *Issues in Curriculum*, Zaria Sankore Educational Publisher co. Ltd

Ben-Yunusa, M. (2001). *A management of discipline in the Nigeria Educational System*. Unpublished Conference papers.

Be-Yunusa, M. (2001). Issues on Curriculum. University Press Limited Zaria, Kaduna State.

Branch, T. (2000). *Curriculum Concepts, Theories and Practice*, Ibadan-Nigeria Justice-Jaccon Press & Publishers Ltd.

Brandi, V.R. (2000). *Implementation of Secondary School Curriculum* http//wwwlwilipedia.com printed on (2001).

Buoro, E. A. (2000). *Effects of strategies and material resources on the Columbus*; Ohio, CT Merrill Publishing co.

Coleman, E. (1999). *Curriculum Planning for Teaching Secondary Schools*. White white Publishers Rutledge. Ltd, London.

Dare, M.O. (2008). *Hand out on EDAP 702*: *Quantitative Methodologies in Educational Administration and Planning* (Unpublished lecture Note ABU, Zaria)

Debora, A, Ogwu, M., & Philips. H. (2004). *Establishment of Private Tertiary and Secondary Institutions*

Dreucker, P. (1999). *The Effective Executive Bra Ed*. London, Pan Books Press Ltd. Enesi, A.O. (1996) *Effects of Multi-dimension Learning Variables on '0' level Education in Africa* (SEIA) Kampala, Uganda Education, U. Ibadan

Enesi, O. (2001). *Social Studies Methods for Nigerian Teachers*. Ibadan University Press Ltd.

Enesi, O. (2005). *The Importance of Implementation of Social Studies Curriculum at Junior Secondary Schools Level.* Social Studies Quarterly 1 (1) 48 — 56.

Enesi, O. (2006). Social Studies Curriculum for Secondary Schools. Kaduna; Nigeria. Joyce Publishers 2nd Edition.

Fafunwa, B. (1990). NCE/DLS Course Book on PHE Cycle I Model 2, by NTI, Kaduna, Nigeria.

Federal Republic of Nigeira (2004). National Policy on education. Abuja-Nigeria: FME.

Fredrick, N (1986). *Foundations of behavorial research* New York Host, Rinchart and Winston Inc.

Gay, J.R. (1976). *Educational Research Competence for Analysis and Application*. New York CT Merrilin Publishing coy Third Edition

Gbala, D. O. (1998). *Falling Standard of Education. Causes and Solution* in Habibu Angulus Sani: Educational Renascence in Northern Nigeria Editorial Copy

Guga, A. (2001). *A Critical Assessment of Senior Secondary School Curriculum Implementation in Kaduna state*. Doctoral Dissertation, ABU Zaria.

Inogie, A. I. (2010). *A New Paradigm for Teacher Preparation in the 21st Century in N. Onyegegbu and Eze (Eds) Teacher Preparation and the Vision 20: 2020 in Nigeria*, Enugu Timex Publishers.

Kadiri, A. (2004). *Teaching Techniques for Junior Secondary Schools. Teachers guide*. Amana publishers Kaduna.

Kaduna State Teachers Manual (1987) Revised Edition

Katsina state Inspectorate Handbook (1997) Government Printing Press, Katsina. Nigeria pp. 47

Katsina State Ministry of Education. Implementation guideline (1988) Edition.

Katsina State Universal Basic Education Board (KTSUBEB) 2011.

Kareen, A.B & Guga, A. (2005). *Fundamental of human relations*, K & G Publishers, Zaria, Nigeria.

Kolo, F.D. (2004). *Secondary Education in Nigeria* (SEIN) Kaduna state Draft

Krejcie, G. (1971). *Understanding curriculum Concept,* New York Bincherte and Winston inc. 3rd edition.

Kwasau, J.N (1991). *The Implementation of the Christian Religious Knowledge Curriculum in some selected Secondary Schools in Kaduna State.* Published M.ed Thesis ABU, Zaria.

Lawrence, I. (1975). *An Introduction on Curriculum Research and Development.* London. Heinemann Education books limited.

Mama, A. (2008). *Evaluation of Curriculum in Selected Secondary Schools in Kaduna State.* Unpublished M.Ed

Manga, L.G (2005). *Effective Organization and Management of School*. Nigerian journal for education, (1 & 2). University Press Ibadan.

National Policy on Education (1998) FME, Abuja.

Nkom, A. A. (1999). *Instructional Communication for Effective Teaching in Secondary Schools in Kaduna State.* Nigeria Bi-shian publishers Zaria.

Nwakwo, J. I. (1982). *Educational administration and supervision*. Institute of Education, University of Ibadan Press Nigeria.

Obayan, P. (2003). Major Challenges to the Development of Secondary Schools Curriculum Onitsha Uni world Educational Pub. Ltd

Okeke, A. A. (2005). *The Research Process in Education*. New York Binchert and Winston Inc.

Ojadele, G. (1998). *Organizational Structure*. Global Printing Press, Kaduna.

Olaitan, T. (2003). *Implementation of the 1985 National Curriculum for Senior Secondary Schools in Fine Arts.* Doctorial Thesis. ABU Zaria.

Olorukuba, A. (2001). *Curriculum Studies.* Lagos Longman Press Nigeria Ltd.

Oyedele, P. K. (1999). *Leadership Styles and Effective Supervision of School* Paper at the 3''National Conference of National Association of Educational

Pemida, R.O (2003). *Some Selected Problems of Nigeria Educational System*. A Paper at the 3rd Edition National Conference of National Association of Educational Managers, ABU, Zaria. PP.17

Practical Guide for School Heads, (2004). Revised Edition. Garki, Abuja: Ya-Byanga. publishers Ltd.

Sambo, B. (2000). *Curriculum Implementation in Secondary Schools*. Ibadan Nigeria: Unity publishers limited.

Samuel, I. (2000). *Teachers Effectiveness and Students' Academic Performance in Public and Private Secondary Schools in Nasarawa State*, Nigeria unpublished.

Shavelson, R.J. (1991). *Statistical Reasoning of the Behavioral sciences* Boston: USA Allyn & Bacon Inc.

Teachers Registration Council of Nigeria MEMO (2005)

Theresa, S.M.N. (2000). *School Organization in Nigeria*, Lagos Olatunji Publishing Press Ltd.

Timothy, O. (2001). *Development and Validation of Academic Performance*. 5 – Factor Inventory, Ibadan Journal of Education Studies, Pp 1, 2, 321, 334.

Ughamadu, K.M. (1992). *Curriculum*: *Concept, Development and Implementation*. Onitsha: Emba Printing and Publishing co.

Ukeje, B.O (2001). *Educational Administration*, Enugu: 41h Dimension Publishing Company Ltd.

Ovwigho, V. M. (2004). *Educational Administration and Planning in Nigeria: Concepts, Theories and practice,* Ibadan Justice-Jacon Press & Publishers Ltd.

World Bank (2002). *Assisted Primary/Secondary Education Project.* Abuja, (CR: 3 346 - UN) Unpublished document.