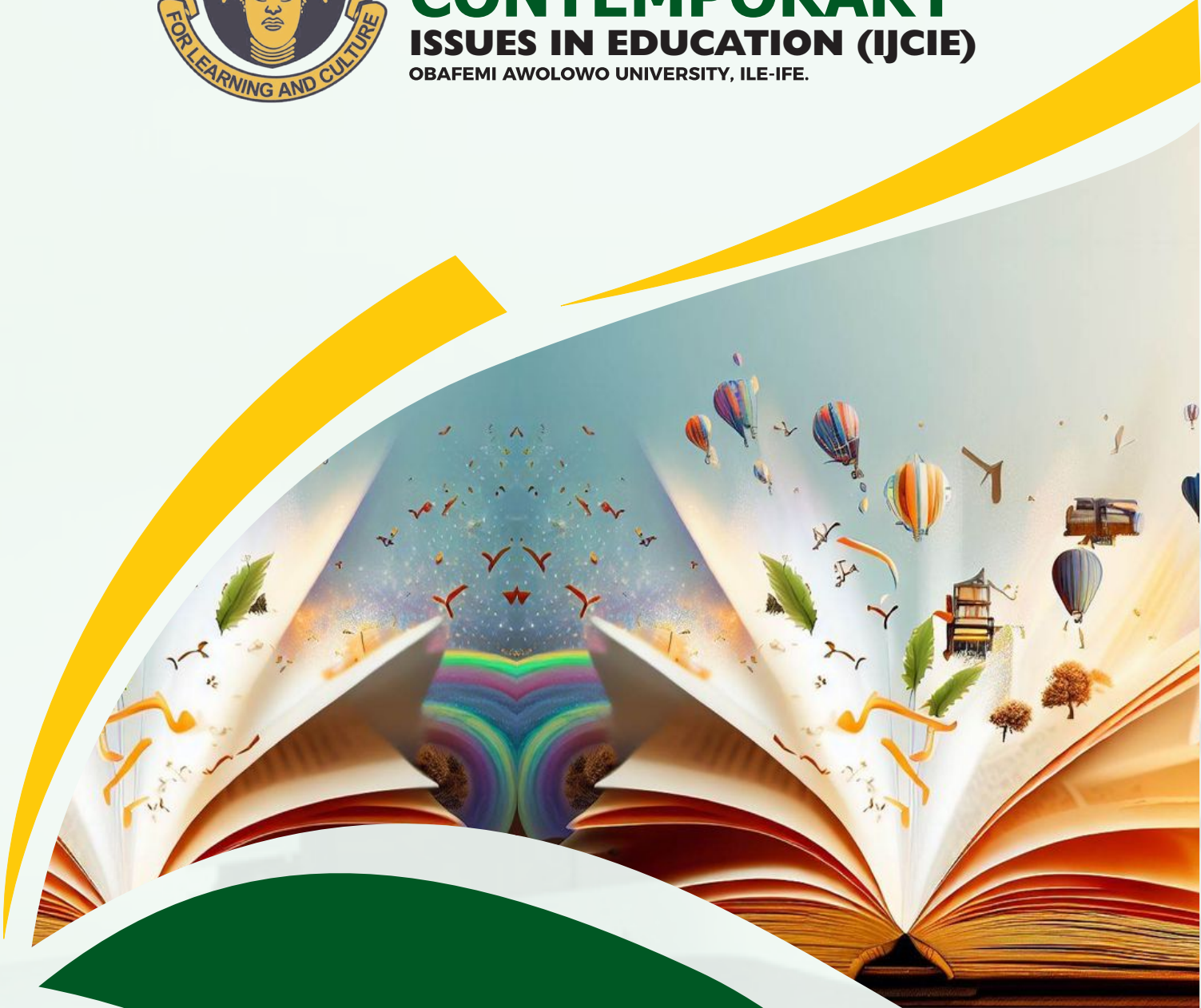




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POVERTY CUM SECONDARY SCHOOL CURRICULUM CHANGE AND ITS IMPLEMENTATION FOR THE ATTAINMENT OF QUALITY

ADEGBITE DORCAS OLAYEMI, Ph.D

School of Education ,

Department of Educational Foundation and Curriculum Studies
Emmanuel Alayande University of Education, Oyo, Oyo State, Nigeria.

E-mail: adegbitedo@eauedoyo.edu.ng; yemozone68@gmail.com

Tel: 08035295282, 07075464914

Abstract

The study examined the place of the generative artificial intelligence in the face of poverty level in the Nigerian secondary schools? curriculum. It was to see the classroom activities and specifically the learning materials used by the students. This was with the view to improving teaching and learning activities in Social Studies curriculum. A survey research design was adopted with observation type for the study. The population consisted of junior secondary school I-III Social Studies students and teachers in Oyo State. A sample of 1,500 was drawn from the population for the study. Random sampling technique was used to select 1,400 students, 100 randomly selected Social Studies teachers. Data for the study were collected using an instrument named: "Observation Checklists for Social Studies Curriculum Implementation"(OCSSI). The items covered the content in the teachers? schemes of work, curriculum as well as the learning materials used by the students in the classroom teaching. The data gathered were analysed using percentages and descriptive statistics. The results showed that the implementation of Social Studies was in line with the National Social Studies curriculum with the positive relationship ($r = 0.795$) between Social Studies content and the actual implementation in classroom teaching. It was concluded that if the constraints of shortage of learning materials is addressed by the parents, Social Studies curriculum could be better implemented. Recommendations were made like; parents should ensure needs of their children in school are adequately provided. Government should assist learners who are less privileged in meeting with the demands of classroom activities in providing for the learners.

Keywords: Change, Civics, Curriculum, Implementation, and Social Studies

Introduction

A dynamic society is developmental and progressive. One of the factors responsible for such is education. Education is a process by which worthwhile features are acquired for self and national fulfilment. Adegbite, (2018) says, prospective nation require dynamism in its system all through, for development, progress and survival. For a growing society where education remains a key factor, there is the need for change, innovation and reformation in the school curricula, to enhance perpetual development of the society. However, the economy state of Nigeria reveals the inability of some parents to send their children to school and some that do are unable to provide adequate learning materials to their children, because they are poor (National Bureau Statistics, 2012). Olatomide (2012) opined that concise and universally accepted definition of poverty is elusive largely because it affects many aspects of the human conditions, including physical, moral and psychological. Different criteria have, therefore, been used to conceptualize poverty. Most analyses follow the conventional view of poverty as a result of insufficient income for securing basic goods and services. Others view poverty, in part, as a function of education, health, life expectancy, child mortality and the likes.

Poverty is a state of being poor. In the economic term, Poverty is the human condition of being unable to obtain or provide a standard level of food, water and or shelter for you or your family. It could be absolute poverty which appears at the goods and services someone cannot obtain to satisfy their family. It could also be a relative poverty which appears to be the context of the need, in comparing one social group to others. Jonathan, Edward and Eliana, 2015 opined that, poverty could be seen as the art of losing sense of lacking access to a level of income

and wealth that would allow an individual or family to meet a prescribed set of basic needs the loose sense of lacking access to a level of income and wealth that would allow an individual or family to meet a prescribed set of basic needs. In the philosophical literature there has been much discussion of poverty. In the sociological term, according to ThoughtCo, poverty is a social condition that is characterized by the lack of resources necessary for basic survival or necessary to meet a certain minimum level of living standards expected for the place where one lives. Why does poverty exist, and why are people poor, and how do poor people end up being poor? Being poor could be natural, individualistic or by stratification. To be poor may be in terms of health, material things or financial. Financial poverty calls for examining the degree of income and expenditure of a family. Of course, there are three classes of people in the Nigerian society and it suggests to us that their finances cannot be the same. However, people of the same country, but of different income are to go to the same market to purchase same items. A poor family may definitely provide nothing to her wards other than less quality. More so, education in Nigeria is expected to develop the intellectual to appreciate their local and external environment and as well as to acquire both physical and intellectual to be self-reliant and useful members of the society (Federal Republic of Nigeria {FRN}, 2021, p.36). How could the above statement be met in a field of poverty? More so, Nigeria as a state aspires to meet up with the world education standard technologically but the aspiration is yet to be met.

However, knowledge explosion calls for educational reform-a basis for curriculum change. Curriculum as it were according to Oliva, (1997) in Adegbite (2014) is referred to as what is taught in schools which includes; a set subjects, content, a program of studies, a set of materials a sequence of courses, a set of performance objectives and a course of study. Curriculum change implies, restructuring of learning experiences which includes addition of new ideas or expunging of ideas from the structure of the curriculum. The change and improvement will affect the status quo. For instance, the 6-3-3-4 system of education in Nigeria was changed to 9-3-4 system of education, and lots more. In curriculum change, the policy makers believe

themselves that the change will bring improvement and as such, they pursue it for goal achievement. Supports of the administrators significantly contribute to the goal achievement of any educational reforms Adegbite, (2012). Series of curriculum reforms, innovations and change evolve as a result of various national demands. Social studies curriculum emerged into the Nigerian education programmes over five decades ago due to the quest of its relevance (Adeyemi, 2020). Traditional subjects like; civics, Geography, history, inherited from the colonial education were seen to be impertinent to the needs of the Nigerians. Hence, Social Studies came up after independence to fill the gaps, so that the desired social orientation needed for growth and development could be fostered. Social Studies is a subject designed for individuals? equipment in understanding the social values, to develop knowledge, skills, attitudes in realizing and solving any social problems that may emerge for self-fulfilment and for the larger society. However, noticeable moral decadence in the Nigerian society such as, laziness, theft, bandit, insurgency, and the likes, calls for questioning the national objectives of Social Studies curriculum whether or not the objectives are potent. Social Studies came up after independence to fill the gaps, so that the desired social orientation needed for growth and development could be fostered. Social Studies is a subject designed for individuals? equipment in understanding the social values, to develop knowledge, skills, attitudes in realizing and solving any social problems that may emerge for self-fulfilment and for the larger society. Thus, Civics was scrapped from the school curriculum but its content and ideas were fused into other various Social Sciences; especially, Social Studies. Yet, the story remains the same despite the curriculum change /innovation/reform. The belief for the replacement of Civics with Social Studies was that if children were properly taught the values identified in Social Studies, when they grow older, they would behave properly and in accordance to the social values expected of a Nigerian citizen. Unfortunately, it was realized that Social Studies too, seem not to have realized its objectives. As such, Adeyemi (2003) in Adegbite (2012), state that the content of Social Studies curriculum is very much relevant to the

national objectives. However, Nigerian youth are observed to be exhibiting unruly conducts like: thuggery, violence, armed robbery, theft, prostitution etc. which negate the objectives of Social Studies. Meanwhile, it is expected that change be implemented at the invention of new curriculum but contrary to the expectations.

Individuals that are expected to be productive turn out to be dependent, notorious, and even useless depicting that the expected goals and objectives of Social Studies are not being achieved. Moreover, observation reveals that the attitudinal display of the youth being the products of both Social Studies and Civics negates the national objectives. Meanwhile, Ehindero (2010), explains that deflation in the educational innovations would yield undesirable results leading to problems in the communities e.g., violence, secret cults, examination malpractice, dropping test scores, theft etc.

Now, is it the change in curriculum the problem with the youths or the syndrome of poverty? There is the need to look inward, apart from the students, what has been the contributions of other education stakeholders since Curriculum implementation is all encompassing. It involves the teachers, students, government, parents, materials and the likes. Putting the curriculum into operation through an agent (the teacher) the teacher selects and mixes various aspects of knowledge contained in a curriculum document, scheme or syllabus. What learners are to be taught which is packaged in the curriculum are constructed by the teachers in the syllabus schemes of work and lessons to be delivered to students for behavioural change in accordance with the societal expectations.

Thus, what could be responsible for goal failure in the change in curriculum? There is the need to assess the contributions of the parents in the area of provision of learning materials to ensure effective teaching and learning to attain quality in education.

Poverty, according to the National Bureau of Statistics (2012), is multi-dimensional and no single indicator can capture all the aspects of poverty. We define poverty based on the availability of certain basic needs such as food, clothing, shelter, sanitation facilities, pipe-borne water, education, good healthcare and access to information. Statistically however, we determine

poverty based on income and/or consumption, which assigns numbers to living standards and makes it easier to describe poverty level. The National Bureau of Statistics (NBS) captures poverty rates across Nigeria with three different approaches (1) Absolute Poverty Approach; (2) Relative Poverty Approach; and (3) Dollar per day. In presenting Absolute Poverty measurement, the cost of basic needs approach to measuring poverty is used with three key steps: (a) Food basic minimum needs required to satisfy daily needs. This caloric threshold is set at 3,000 calories per person per day. (b) Non-food needs and (c) Aggregation of food and non-food to derive the absolute poverty line. Absolute poverty is preferred internationally because it is easier to compare poverty rates across countries. Relative Poverty measurement on the other hand is based on household expenditures. Per capita expenditures that are less than two-thirds of the poverty line are considered to be poor, while those above are non-poor. Relative measure has been the NBS official poverty measure, but this will change to absolute measure, so we can compare Nigeria's poverty rates with other countries. Ogwumike, (1989) opined that Poverty in its absolute terms is more pronounced and endemic in developing nations like Nigeria. The author further said that most of the programmes / Policies failed to achieve their desired objective due to lack of commitment on the part of the government, corruption and bureaucratic bottlenecks. Suggestive measures are that Government should refocus their policies on poverty (Umo 2012, and Muktar 2011). The Millennium Development Goals assessment report 2015 put it that the number of Africans (excluding North Africans) living below the poverty line rose from 290 million in 1990 to 376 million in 1999 and 414 million in 2010

Statement of the Problem

Assurance of quality education is guaranteed when the curriculum is effectively implemented. Many students are without learning materials in the classroom, and probably due to poverty state of the family. More so, knowledge explosion globally calls for financial uprightness, but any short of it leads to low quality educational produce/products. Many of the Nigerian school children could not meet up with the standard

because their parents are unable to supply their school needs, Also, many youths are seen with unruly behaviours (hooliganism, theft, fighting etc.) contrary to the objectives of Social Studies. It is therefore necessary to ensure effective teaching and learning of Social Studies to achieve desirable outcomes. Thus, the need to find out what the contributions of the parents have been for effective Social Studies implementation to meet with the societal expectations.

The purpose of the study was to assess the curriculum content in line with the national objectives of Social Studies. Also, to find out the extent to which parents have been contributing to the effective teaching and learning by way of providing learning materials to their children in school in Oyo state secondary schools, Nigeria. Specifically, the study was designed to answer the below objectives questions:

1. Is Social Studies curriculum content in line with the national objectives?
2. What has been the contributions of parents in meeting the needs of the learners for effective implementation of Social Studies curriculum in the secondary schools?

Research Method

This study adopted the survey design which afforded the researcher to describe events

and situations the way they are. The population for the research comprised all the curriculum planners in the field of Social Studies Oyo, Oyo State. The sample consisted of 140 selected Social Studies teachers and students who were selected in intact class, in twenty-seven schools in Oyo state. One instrument was used for the study, namely: ? Observation Checklists for Social Studies Implementation? (OCSSI). With this instrument, with three sections of 5 items each was used to collect data from the teachers. The instrument was used to collect data on the relevance of the schemes of work, lesson notes and diaries with the curriculum content. Also, oral interview was conducted with the students by the researcher and with the assistance of the teachers on the area of learning materials. This was with the view to ascertaining the level at which the parents make provisions for the learners? needs for the implementation of Social Studies. Validation of the research instrument was done by the experts on face and content validity. The instrument which was also tested for reliability using the test-retest method yielded a coefficient of 0.74 showing that the instrument was reliable for the study. Data collected were scored and total scores were calculated for analysis. Descriptive statistical and percentages were used for the results.

Results and Findings

Table 1

Relatedness of Social Studies content and actual implementation in Classroom teaching

No of schools	No of students in class	Students' without learning materials	%	Students with learning materials	%
1	50	50	100	0	0
2	80	80	100	0	0
3	54	52	92.3	2	07.7
4	72	60	83.3	12	16.7
5	40	40	100	0	0
6	64	64	100	0	0
7	35	35	100	0	0
8	68	64	94.1	4	5.9
9	80	80	100	0	0
10	85	85	100	0	0
11	45	45	100	0	0
12	83	70	84.3	13	15.7
13	60	60	100	0	0

No of schools	No of students in class	Students' without learning materials	%	Students with learning materials	%
14	50	50	100	0	0
15	50	50	100	0	0
16	35	35	100	0	0
17	40	40	100	0	0
18	40	38	95	2	05
19	40	40	100	0	0
20	45	45	100	0	0
21	46	46	100	0	0
22	46	37	80.4	9	19.6
23	35	35	100	0	0
24	36	36	100	0	0
25	30	30	100	0	0
26	56	56	100	0	0
27	30	30	100	0	0
Total	1, 400	1, 358	97%	42	03%

From the result in Table 1, it can be observed that in all the schools, students notes and textbooks were checked. The overall result indicated that 97% of the students were unable to present

learning materials of notes and textbooks while only 3% of the students were able to present notes and text.

Level of relatedness	Relatedness of Scheme, Diary with the Curriculum		Relatedness of Classroom Teaching and the Lesson Plan with the Curriculum	
	Frequency	Percent	Frequency	Percent
Not related	1	2.0%	0	0.0%
Fairly related	3	6.0%	18	36.0%
Very related	46	92.0%	32	64.0%
Total	50	100.0	50	100.0

Table 2 shows the level of implementation of the Social Studies content in line with the National Social Studies curriculum. It can be seen from the table that most of the teachers' schemes (92% of the cases) were much related to the curriculum while only 6% were fairly related. Only 2% of the cases were not related. In the course of the actual classroom teaching 64% of the teachers taught in line with the content that was listed in their lesson plans while 36% taught fairly well in relation to classroom teaching with the content listed. In fact, none of the teachers in the observed schools taught what was not related to the content listed in the lesson plan.

Discussion

The results show that the scheme of work was accurately written and classroom teaching was effectively done in relation to the schemes. These findings buttress those of Olakulehin (1989), Adeyemi (2003), and Adegbite (2012)

who concluded in their studies that the content of Social Studies curriculum is very much relevant to the objectives of Social Studies. Results therefore show that the implementation of the Social Studies content was in line with the national objectives. Finding also revealed that 97% students had working materials like; textbooks, exercise books and other writing items to work with adequately while only 3% students had adequate materials to work with. Needs and interest of the learners are essential maximally for effective teaching and learning (Ehinder, 2006).

Conclusion

It was concluded that the implementation of the Social Studies content was in line with the curriculum. However, if the constraints of lack of learning materials was addressed by the parents, Social Studies curriculum be better implemented. Therefore, the following recommendations were suggested

Recommendations

Knowledge grows daily and as such people's mind and personality are to develop. When society experiences an average or low quantity of products in the system, there is the need to make things better which calls for reformation.

Therefore, parents should endeavour to play their role as a key stakeholder of education in enhancing positive change in the lives of their children. This could be done in meeting the educational needs of their children as they provide them with writing and reading materials. Payment of school fees and many other financial demands should be provided. Government should assist learners who are less privileged in meeting with the demands of classroom teaching and learning in providing for the learners. Teachers can give their quotas too, as they make some improvisations of some materials for the learners where necessary. Parents should know that when learners are sent to school without adequate materials to work with, it is like going to the river without a fetching instrument. Thus, a short fall in one of the sources of curriculum planning and designs affects others and thereby results to undesirable education outcomes.

Teachers' orientations should be renewed and if otherwise, students could lack new knowledge. They prefer imbibing in old ideas which may no longer be relevant to the existing situation. Thus, a changing society calls for advancement and education are the position for the reformation. Leaders are to shun leadership vague directions and they are to be useful in discharging societal expectations but full of personal prophesies in discharging their responsibilities. There will be a need to change policies. Also, there are issues in the society that in its complexity, in which education serves as the only tool to shed light to/give understanding. Issues like: wrong leadership, general indiscipline, mal-adaptive behaviors among youth and the likes. People need to be informed and reformed from their mediocrity syndrome to sustain effectiveness and efficiency.

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