

## Implementation of Junior Secondary Schools Curriculum in Nigeria Problems and Way Forward

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**Annotation:** Junior secondary school education in Nigeria is one of the sub-components of basic education. The curriculum of junior secondary schools in Nigeria is faced with many problems of implementation in Nigeria. This paper examines problems facing the implementation of junior secondary school curriculum in Nigeria. Primary and secondary data were employed in the paper. The secondary data were sourced from print and online publication. This paper identified inadequate funding, inadequate professional teachers, inadequate infrastructural facilities, inadequate instructional materials, poor supervision, corruption, and ineffective capacity development programme and insecurity problem as the problems preventing effective implementation of junior secondary school in Nigeria. To address these problems, the presenters hereby recommended the following; increase in the funding of junior secondary school, employment of more professional teachers, provision of adequate infrastructural facilities, instructional materials, Security in all junior secondary schools. Corruption in the ministries and school should be fought with anti-corruption agencies in the country, teachers in junior secondary schools should be exposed to constant training and retraining programme and junior secondary schools should be supervised constantly.

**Keywords:** Curriculum, Junior, Secondary, School, Education, Implementation, Problems.

### 1.0 Introduction

Basic Education is the education given to children aged 0-15 years. It encompasses the Early Child Care and Development Education (0-4) and 10 years of formal schooling. Early Child Care and Development Education however is segmented into ages 0-4 years, situated in day care or crèches, fully in the hands of the private sector and social development services, whilst ages 5-6 are within the formal education sector (NPE, 2013).

Junior Secondary Education is the education which a child receives immediately after primary education. The objectives of Junior Secondary Education are to: Provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement; develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities; inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; and inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, colour, ethnic and socio-economic background (NPE, 2013).

The Curriculum for Junior Secondary Education shall be as follows: English Studies. One Nigerian Language, Mathematics, Basic Science and Technology, Basic Science Basic Technology, Information technology, Physical and Health Education. Religion and National Values, Christian Religious Studies, Islamic Studies, Social Studies, Civic Education and Security Education. Pre-Vocational Studies, Home Economics, Agriculture, French Language, Cultural and Creative Arts, Business Studies and Arabic (optional). For effective teaching and learning at the Junior Secondary Education level, the teacher—student ratio shall be 1:35 (NPE, 2013).

The junior secondary school curriculum was designed to produce students that can fit into the society or transition to the senior class which is the senior secondary schools.

The junior secondary schools curriculum since formulated has been faced with challenges of implementation. This paper is aimed to discuss the problems facing implementation of junior secondary school curriculum in Nigeria.

## 2.0 Conceptual Framework

### 2.1 Concept of Curriculum

There are many definitions of curriculum. For Offorma (2005), curriculum is a planned learning experiences offered to a learner in school. It involves three components such as program of studies, programme of activities and program of guidance. In recent time, human activities and life have become highly industrialized and technical hence the meaning of the term curriculum has also been changed to meet the needs of society and different causes of studies. Curriculum in fact is an organized plan of course outlined with the objectives and learning experiences to be used for the achievement of the objectives of education. Okudishu (2013), sees curriculum as the combination of instructional practices, learning experiences, and students' performance assessment that are designed to bring out and evaluate the target learning outcomes of a particular course. A detailed plan for instruction set by policy-makers. A selection of information, segregated into disciplines and courses, typically designed to achieve a specific educational objective. As applied to education, curriculum is the series of things that students must do and experience by way of developing abilities to do the things well that adults do in life; and to be in all ways the people that they should be.

Etymologically, the word curriculum was coined from the Latin word "currere" meaning "race course", referring to the course of deeds and experiences through which children grow to become mature adults (Collins English Dictionary, 2003). Curriculum is the set of courses and their contents offered at a school or university. A curriculum is prescriptive and is based on a more general syllabus, which merely specify what topics must be understood, and to what level to achieve a particular grade or standard. That is, a curriculum may be referred to as all courses offered at a school. According to Kelly (2003), "Curriculum is all the learning which is planned and guided by the school, whether it is carried out in groups or individually, inside or outside the school". In other words, curriculum specifies in advance what we are seeking to achieve and how we are to go about it. Offorma (2005) sees curriculum as a planned leaning experience offered to a learner in school, adding that it is a program of studies made up of three components program of studies, program of activities and programme of guidance. Hence the meaning of the term curriculum has also been changed to meet the needs of education of different courses of studies. Blenkin (2012) defined curriculum as a body of knowledge contents and or subjects. That is, curriculum is the process by which knowledge and skills are transmitted or delivered to learners by the most effective methods that can be devised. Curriculum is an organized plan of course outlined with the objectives and learning experience to be used for achievement of these objectives. In a wider perspective, it is a way of preparing individuals to become productive citizens and useful member of the society to which they belong. Thus, curriculum is a tool of education to educate and humanize the whole man. Modern interpretation sees the curriculum as all the knowledge and experience got by a child in and out of the school walls, either on the time table or outside it i.e. the experiences the learner has regardless of when or how they take place (Akinsola and Abe, 2006). Jeffs and Smith (2010) argued that the notion of curriculum provides a central dividing line between formal and informal education. Recognizing the fact that some informal educators adopted curriculum theory and practice as a desire to be clear about content, and the approaches to the curriculum which focus on objectives and detailed programmes appear to be compatible with all round development of the learner. Prescriptive view of a curriculum is defined as a plan for action or written document that includes strategies for achieving desired goals or ends. In other words, curriculum means a written description of what happens in the course of study. Considering curriculum as the course of experiences that form human beings into persons, Kelly (2008) affirmed curriculum as 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. This assertion recognizes the current appreciation of curriculum theory and practice emerged in the school and in relation to other schooling ideas such as subject and lesson. In this wise, curriculum could be seen in four ways as follows: i. Curriculum as a body of knowledge to be transmitted. ii. Curriculum as an attempt to achieve certain ends in students. iii. Curriculum as process. iv. Curriculum as praxis. To achieve any of the above-mentioned, effective implementation of a well-planned curriculum cannot be overstretched.

### 2.2 Concept of Curriculum Implementation

Concept of Curriculum Implementation Many educationists that have discussed the issue of curriculum implementation in Africa identified it as the major setback for attaining goals of education in Africa (Obanya, 2007). Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabus and subjects (Chikumbi & Makamure, 2005). Mkpá (2007) defined curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned. That is, curriculum implementation demands concerted efforts of end-users of the curriculum for its effective implementation at all levels in order to achieve the desired goals. Garba (2004) described curriculum implementation as putting the curriculum into work for the achievement of the goals for which the curriculum is

designed. In his conception of curriculum implementation, Okebukola (2004) defined it as the transition of the objectives of the curriculum from paper to practice. That is, only effective curriculum implementation ensures achievement of the objectives for which the curriculum was designed to attain. Ivowi (2004) supported the assertion by defining curriculum implementation as the translation of theory into practice, or proposal into action. According to Onyeachu (2008), "Curriculum implementation is the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined efforts of teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environments". At this juncture, it could be said that putting the curriculum into operation requires an implementation agent. The teacher is identified as the agent in the curriculum implementation process. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabus, scheme of work and lessons to be delivered to students. The above definitions show that effective curriculum implementation involves interaction within the teachers, learners and other stakeholders in education geared towards achieving the objectives of education. Obanya (2004) defined implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. Obanya (2007) contends that effective curriculum is the one that reflects what "the learner" eventually takes away from an educational experience. Obanya noted that in many cases, there would be gap between the intended curriculum and the learned curriculum and defined effective curriculum implementation as concerned with narrowing such a gap as much as possible. Of course, this is the focus of this study. The adequacy of qualified teacher and infrastructural facilities are reviewed to see how they influence curriculum implementation in Nigeria secondary education. The importance of teacher in curriculum planning, development and most importantly implementation cannot be over-emphasized. Teachers most at times are not involved during policy formulation even though they are expected to implement this curriculum. A major setback in effective curriculum implementation is the problem of unqualified teachers especially specialist teacher in area like ICT and technical subjects. In recent times, curriculum is designed up to implementation without adequate manpower to translate these documents into reality. Ajibola (2008) pointed out that most of the teachers are not qualified to teach the subject introduced in the curriculum. Amugo (2007) studied the relationship between availability of expert teacher and implementation of secondary school curriculum in Nigeria. Her study consisted of 50 secondary school teachers who were randomly selected from the population of teachers in Lagos and Imo state. She hypothesized that there will be no significant relationship between availability of teachers and curriculum implementation in Nigeria and that available specialist teacher only use theory methods in their classroom work without the practical aspect. The result of the study shows that there exists a significant relationship between the availability of subject teacher and implementation of skilled based secondary school curriculum in Nigeria. Amugo, therefore concluded that quality and quantity of teachers in Nigerian schools significantly affect the implementation of curriculum in Nigeria schools, especially at the secondary school level.

Mkpa (2007), defined curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned. That is, curriculum implementation demands concerted efforts of end-users of the curriculum for its effective implementation at all levels in order to achieve the desired goals. Akudolu (2011), curriculum covers educational goals, the content or fact to be learnt, the learning experiences, outcome of learning encounters and the learning environment. Garba (2004) viewed curriculum implementation as putting the curriculum into work for the achievement of the goals for which the curriculum is designed. In his conception of curriculum implementation,

### **3.0 Problems Militating Against Effective Implementation of Junior Secondary School Curriculum in Nigeria**

There are many problems facing the implementation of junior secondary school curriculum in Nigeria. Some of these problems include; inadequate funding, inadequate professional teachers, inadequate infrastructural facilities, inadequate instructional materials, poor supervision, corruption, ineffective capacity development programme and insecurity problem.

#### **3.1 Inadequate Funding**

Funding is very important in the school curriculum implementation. The implementation of school curriculum depends on the quantities of funds available for its execution. Funding is key to the successful implementation of schools curriculum. It has been observed that educational funding in Nigeria is poor and inadequate to meet up with education demand. Nwagwu (2003) reports that this serious shortfall and inadequacies in education funding manifest in overcrowded classrooms, equipped workshops, libraries and laboratories, where they exist at all. We also have a lot of indiscipline, frequent strikes and poor job productivity due to low morale and poor job satisfaction among school personnel; and un-conducive learning environment for students. Adeleke (2014) did a study and concluded that inadequate funding is a major challenge facing administration and management of junior secondary schools in

Nigeria.Ifeanyi,Ogunode, &Ajape, (2021) observes that the causes of inadequate funds in public universities in Nigeria include lack of political will to implement UNESCO 26% for education, poor internally generated revenue, corruption and insecurity problems as causes of shortage of funds in the public universities while the effects of shortage funds in the administration of universities includes; inadequate infrastructural facilities, inadequate manpower, poor quality of education, strike actions and brain-drain.

### 3.2 Inadequate Professional Teachers

For effective implementation of curriculum in educational institutions, the teachers must be must possess the right skills, knowledge, experience and right qualification. Teachers are key factor to be considered when talking about the curriculum implementation in any educational institution. Adesina (1980) submitted that inadequate teaching and non-teaching staff is a bane to successful implementation of curriculum in education sector. Research has it that many junior secondary schools in Nigeria do not have adequate professional. Also, Independent Newspapers (2019) reports that there was a deficit of 135,319 teachers at the Early Childhood Care Development Education, 139,772 deficit in primary schools and 2,446 shortage in Junior Secondary Schools across the nation.Lassa (2007) views the teacher as the key element to proper development of the child and consequently they are needed in greater number in all the secondary schools. There are shortages of qualified teachers in Nigerian schools. Ahmadi, &Lukman, (2015) observed that for any programme of the curriculum to be properly implemented, the implementer must be adequately qualified. In Nigeria, it is unheard of that most secondary schools do not have adequate qualified teachers. In most cases, teachers are compelled to teach subjects that are not their areas of specialization. It is sad to see that many teachers teaching in Nigerian junior secondary schools are not professional teachers. In term of qualifications, it have been observed that Nigerian educational institutions lack qualified professional teachers (Ogunode, 2021).Lassa (2007) opined that the so called teachers are not professionally qualified. They may have the knowledge of the subject but lack relevant teaching method.Osunyikanmi, (2018) and Ogunode, (2021) posited that the statistics obtained from the Human Development Index of 2016 revealed that Nigeria did not have sufficient qualified teachers in primary schools. Only 66 percent of teachers in Nigerian primary schools were trained to teach. That is, about two out of every five teachers in Nigeria were not qualified to teach pupils. Education is in disarray as people without requisite skills are being employed to transfer knowledge to hapless children.Adeogun (2006) observed that high student teacher ratio in most public schools. This is as a result of non-recruitment of additional teaching staff to meet up with the increase in the enrolment, which in turn has negative effect on effective implementation of the school curriculum.

### 3.3 Inadequate Infrastructural Facilities

Ogunode &Agor (2021) defined school infrastructural facilities as to social capital within the school environment. They include school buildings/complexes such as classrooms, tables, exam hall, chairs, auditoria, desks, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, farms, gymnasia, central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc., Institute/centers' specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities, etc., and Boards e.g. interactive, magnetic, screen and chalk, etc., ICT that is computer laboratories and services, network connectivity, multi-media system, public address system, slide, and video projectors, and Ergonomics furnishing in laboratories, libraries, and lecture rooms/ theaters, moot courts, and studios, etc. Students' hotels or accommodation include Boys and Girls hostels; municipal/physical infrastructure i.e. power supply, water supply, good road networks, sports, health and sanitation, staff schools, security facilities, etc. The importance of school infrastructural facilities in the realization of educational goals cannot be underestimated. School facilities aid the delivery of the teaching and learning process in the schools. The school offices provide a conducive working environment for teachers, the classrooms help the learners to learn while the school fence protects students, the teachers, and school administrators from criminals. The school plant protects the entire human resources from the sun, rain, heat cold, and snow. Emetarom (2003) submitted that "school facilities can be said to be the physical and spatial enables of teaching and learning which will increase the production and attainment of desired results".Ivowi (2004) established that to ensure that curriculum must be effectively implemented, infrastructural facilities, equipment, tools and materials must be provided sufficiently while Nwagu (2004) concluded that quality of education that the children receive bear direct relevance to the availability and lack of physical facilities and overall atmosphere in which learning take place. Osifila (2004) in his study discovered that there is a significant relationship between adequacy of physical plants; and teachers' effectiveness and students' academic performance. Ogunode &Agor (2021) conclude that inadequate funding of secondary schools, poor infrastructural facilities planning, poor qualities of infrastructural facilities, institutional corruption, ineffective monitoring and evaluation of infrastructural facilities, increased in student population, damages of facilities by students of secondary school are causes of inadequate infrastructural facilities in Public Secondary Schools in Gwagwalada area council of FCT.



### 3.4 Inadequate Instructional Materials

Inadequate instructional materials is another challenge hindering effective implementation of junior secondary schools in Nigeria. Ahmadi, & Lukman, (2015) viewed instructional facilities as those basic structures and facilities necessary for effective teaching and learning in the school. Facilities are plants, equipment, buildings, furniture which enable teachers to deliver effective teaching thereby leading to attainment of behavioural objectives. Ahmadi, & Lukman, (2015) cited Dike (1987) defines instructional materials as alternative channels of communication which a teacher can use to compress information and make them more vivid to his learners. Legist (2020) observed that instructional materials are ways and means of making the teaching and learning process easy, more meaningful and understandable. Resource Materials and Facilities It's obvious that no meaningful teaching process can be provided without resources and facilities. This factor significantly changes the whole picture of what happens right now. The Ministry of Education has problems providing necessary resources to the all educational institutions in Nigeria. In some schools, students have to pay for their books and even supply their schools with necessary equipment. Ahmadi, & Lukman, (2015) and Babalola (2004) noted that instructional materials are designed to promote and encourage effective teaching/learning experiences, and also is resource materials to curriculum implementation. Ahmadi, & Lukman, (2015) cited Ajayi (2009) who in a study on "relationship between availability of instructional materials and curriculum implementation in Nigerian secondary schools, discovered a significant level of relationship between the two. Ahmadi, & Lukman, (2015) and Anyakogu (2012) opined that a relationship did exist between the availability of school facilities and implementation of school curriculum. As he put it without the availability of instructional materials in the schools the skilled based curriculum will not be effectively implemented in Nigeria, youth would lack skill acquisition and economic empowerment.

### 3.5 Poor Supervision

Curriculum needs an effective supervision to realize its objectives. Curriculum must be supervised to fully accomplish its goals. Curriculum implementation fails because supervision is weak. Supervision helps teachers to improve professional and aid the teachers in curriculum implementation. It is unfortunate that supervision in Nigerian educational institutions have been ineffective especially at the junior secondary schools level. Ogunode, & Ajape, (2021) submitted that the present situation of supervision in schools as reported showed there has not been thorough supervision of schools in recent past decades. The present situation shows that instructional supervision of education at every level of education is weak. Educational supervision in the Nigerian educational system has not received maximum attention from the government. Asemah (2010) sees supervision as a way of advising, stimulating, guiding, improving, refreshing, encouraging and overseeing their operations in order for the supervisors to be successful in their task of supervision while Kamindo (2006) viewed supervision as leadership for the improvement of instruction and ultimately student learning. Ezekwensili, (2007), observed that in many schools are ineffective supervision of personnel and instructional materials. Umar, Hauwa'u and Nura (2017) also carried a study that examined some problems or constraints of the supervision of education in secondary schools in Nigeria. The paper disclosed that: poor communication, unqualified and untrained supervisors, lack of materials resource, inadequate supply of personnel, financial constraints, poor human relation, administrative problems, political instability, low teachers morale, indifferent attitude of ministry of education officials to the supervision of instruction among others.

### 3.6 Corruption

Corruption is another problem facing the curriculum implementation in Nigerian junior of secondary schools. Corruption has penetrated the Nigerian educational institutions. Funds released for curriculum implementation programme in many states, ministries of education and agencies have been mismanaged, looted or misappropriated by some educational officers and school principals. The high level of corruption in the ministries of education across the state government is responsible for ineffective supervision of secondary school education in Nigerian states. Ogunode (2021) disclosed that Socio-Economic Rights and Accountability Project (SERAP) reports high levels of corruption in public institutions in Nigeria for the past 5 years. Of the five major public institutions surveyed, the police emerged as the most corrupt, with the power sector identified as the second most corrupt in the country today. Other public institutions identified as corrupt by 70 percent of Nigerians surveyed are the judiciary, education and health ministries. The survey reveals that the level of corruption has not changed in the last five years. The funds made available for the curriculum implementation sometimes end up in private pocket. Public funds made for the provision of educational services have been diverted and mismanaged. Ogunode, Josiah, & Ajape, (2021) opines that corruption has penetrated into the educational institutions in Nigeria, especially the public universities and the effects of corruption on the public university administration in Nigeria include reduction of funds for administrative functions, shortage of infrastructural facilities, shortage of academic staff, poor quality of education, resources wastage, increase in administrative cost,

hampering development of public universities and resulting to poor image of public universities in international communities.

### 3.7 Ineffective Capacity Development Programme

Ineffective capacity development programme remains a major challenge that has threatened the attainment of effective curriculum implementation in Nigerian educational institutions especially in the junior secondary schools. It has been a bane to educational development in the country. A major constraint to attaining effective curriculum implementation in Nigerian junior secondary schools is ineffectiveness in the capacity development programme which made many teachers and non-teaching staff to be ineffective in their services delivery. Capacity development programme makes teachers to be confident, enriches teacher's knowledge and increased performance skill, creates greater efficiency and effectiveness, increases productivity and leads to higher mastery of skills. Training presents a prime opportunity to expand the knowledge base of all teachers in term of curriculum implementation, lesson note planning and lesson presentation, but many employers find the development opportunities expensive. Training and development provides both the schools and teachers with benefits that make the cost and time a worthwhile investment. Ogunode (2020) observed that most teachers have some weaknesses in teaching, classroom management and curriculum implementation in their school. A training program will allows them strengthen those skills that each teacher needs to improve. A development program brings all teacher to a higher level so they all have similar skills and knowledge. This helps reduce any weak links within the schools who rely heavily on others to complete basic work tasks. Providing the necessary training creates overall knowledgeable teachers who can take over for one another as needed, work on teams or work independently without constant help and supervision from others. The major problems affecting the training of teachers are inadequate finance and corruption. Many institutions of junior secondary schools in Nigeria were unable to send their teachers for constant training on curriculum implement skills and methods. . Ogunode, (2021) observed that poor training of teachers in Nigerian school is among the factors responsible for poor performance in the sectors.

### 3.8 Insecurity Problem

Insecurity problem is another factor preventing effective curriculum implementation of junior secondary schools education in Nigeria. For curriculum implementation needs a peaceful environment for it's to achieve it' objectives. No any meaning curriculum implementation cannot take place an unsecured environment. Insecurity have affected curriculum implementation, schools administration, suspension of academic work. Elaeb (undated) observed that Insurgency and security situations has forced many universities, polytechnics, colleges of education, secondary and primary schools to close down in north-east region of Nigeria because the learning environment are no longer safe for learning. Aina (2012) posited that anywhere students were not able to attend schools regularly for fear of bomb explosion or kidnapping will not be able to interact socially and this will affect their learning. Many brilliant students who should have been an asset to the academic institutions had been killed by terrorist while many had suffered untold hardship in the hand of kidnapers which later affected them both emotionally and academically. Ogunode (2021) identified loss of manpower in educational institutions, poor quality of education, destructions of infrastructural facilities, brain-drain, closure of educational institutions, discouragement of educational pursuit by children, internal displacement of learner' reduction of private investment in education and inadequate funding of education as the impact of insecurity on school administration in Nigeria. Cable (2019), observed that the United Nations Educational, Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria's northeast since the start of the insurgency in 2009. In the 2018 UNESCO global education monitoring report (GEM), the UN agency said 19,000 teachers have been displaced in the region, affecting access to education. "In north-eastern Nigeria, as of late 2017, there were 1.6 million IDPs, including about 700,000 school-age children, as a result of violent attacks on civilians by Boko Haram, which began in 2009," the report read in part. "Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers. Reports show it had killed almost 2,300 teachers by 2017. "The latest education needs assessment found that out of 260 school sites, 28% had been damaged by bullets, shells or shrapnel, 20% had been deliberately set on fire, 32% had been looted and 29% had armed groups or military in proximity."

### 3.9 Lack of Motivation

Ofoegbu (2011) described teacher motivation as those factors that operate within the school system which if not available to the teacher would hamper performance, cause stress, discounted and frustration all of which subsequently reduce student quality output. That is, in order to improve performance on the part of students, teachers must be motivated. Ugwu (2005) affirmed that for a worker to live up to expectations, such worker must be motivated. Teacher can be motivated by realizing the need to regard teachers as the number one worker to be catered for in terms of prompt payment of salaries, promotion and payment of other allowances and remuneration. Non-motivation of teachers affects their performance. When teachers' salaries, allowances and other entitlements are not given to them, they cannot

implement the content of the curriculum. For instance, Nigerian Union of Teachers (NUT) embarked upon five weeks strike to demand for Teachers' Salaries Structure based on the promise made by the government for the past seventeen years. Ipaye (2012) argued that the prime motive of men going into a career is to obtain the resources to meet his psychological needs and support family among others. Unfortunately, teachers' monthly take home salaries and allowances are very poor and unattractive, and as such cannot sustain them in the face of the rising cost of living.

#### 4.0 Non-involvement of Teachers in Decision-making and Curriculum Planning

For set objectives of Junior secondary school education to be achieved, teachers must be involved in decision-making and planning of curriculum. Obinna (2007) observed that in most cases teachers are deliberately neglected when major decisions on education and matters concerning their welfare are taken. Ugwu (2005) affirmed that relevance of a curriculum is determined only when it is implemented. In other words, the relevance of any curriculum depends on the extent to which the classroom teacher is able not only to interpret the curriculum but to implement it. Mkpa (2007) remarked emphatically that as an important person in the programme of curriculum implementation, the teacher must be involved in all stages of the curriculum process. Lack of involvement of teachers, according to Akuezuilo (2006) equally hinders the curriculum whose key implementers are not well oriented to the teaching of such curriculum. Alao (2011) carried out a study on the effective implementation of Nigeria secondary school curriculum. Two hundred (200) sample were used to respond to questionnaires constructed in order to find out whether the Nigeria secondary school system is well implemented or not. The response showed that 160 of the sampled student-teachers were of the opinion that the curriculum of Nigeria secondary school curriculum lacks effective implementation, while 40 respondents agreed that the curriculum is effectively implemented. This result corresponds with the assumptions widely held by Adams and Onyene (2011) that the Nigeria secondary school curriculum implementation, which is the focal point in curriculum design, does not give the students the necessary skills to earn a living in the society. In support of the above finding Adeleke (2006) believes that one of the problems of Nigeria secondary school curriculum content is effectively finishing of a product (implementation), which is saddled with teacher's responsibility. Adeleke opined that the poor implementation of the secondary school curriculum in Nigeria has caused the missing link between the goals of Nigeria education and the achievement of the goals

#### 4.2 Recommendation

To address all this challenges, this paper recommended the following:

- a) The government should increase the funding of junior secondary school education in Nigeria;
- b) The government should provide adequate infrastructural facilities in all junior secondary across the country.
- c) The government should employ more professional teachers and deploy to all junior secondary schools across the country;
- d) The government should fight all forms of corruption in the Ministries, departments and agencies of education through the various anti-corruption agencies in the country;
- e) There should be an effective monitoring and supervisory team for all junior secondary to ensure implementation of junior secondary policies;
- f) The government should provide adequate instructional materials to all junior secondary school education in Nigeria;
- g) The government should provide adequate security in all junior secondary across the country.
- h) The government should ensure that teachers in junior secondary schools are exposed to constant training and retraining to improve their teaching skills and knowledge.

#### Conclusion

This paper discussed problems facing the implementation of junior secondary school curriculum in Nigeria. Inadequate funding, inadequate professional teachers, inadequate infrastructural facilities, inadequate instructional materials, poor supervision, corruption, ineffective capacity development programme and insecurity problem were identified as the problems preventing effective implementation of junior secondary school in Nigeria. To solve these problems, the paper recommended the following; increase in the funding of junior secondary school, employment of more professional teachers, provision of adequate infrastructural facilities, instructional materials, Security in all junior secondary schools. Corruption in the ministries and school should be fought with anti-corruption agencies in the country, teachers in junior secondary schools should be exposed to constant training and retraining programme and junior secondary schools should be supervised constantly.

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