



Lastly, citizenship education provides the kind of learning experiences and opportunities which help develop the individuals to improve their ability to understand and accept the customs, standards, traditions and cultures of the group of which they are members, and to cooperate and participate activity with the group.

### **CONCLUSION AND RECOMMENDATION**

Citizenship education provides a vital role in nation-building, it does not only reveal the broad aims of the country and impart the right type of values, attitudes, beliefs, norms as envisaged in the social studies content, but also encompass the preparation and equipping the young students into positive minded citizens that can contribute to nation-building.

Based on the conclusion as above; the following recommendation are made:

- Citizenship education as a vital tool for nation, cohesion and national identity should be taught in Nigerian schools to foster Nigerians' national cohesion and identity.
- The various potential characterized in citizenship education is obviously elicited in the social studies content, thus, the social studies discipline due to its macro-scopic content and sole-aim of teaching citizenship education, should be effectively disseminated by qualified social studies teachers to help teach citizenship education in Nigerian schools.
- A successful attainment of the citizenship education is attributed to the social studies teachers who pose a social consultants, doctors and instructors characterize with the zeal to explore, identify and solve man's problems. Thus, the ministry of education should be impartial in recruiting social studies teachers.
- Incessant social studies syllabus change should be discourage but establishment of a standard syllabus that will suit civic education should be encouraged.



- There should be pride in teaching social studies not picking up the teaching of social studies as an occupation just to earn a living but to disseminate citizenship values, skills and knowledge.

## REFERNCES

- Meziobi, K.A and Meziobi, K (2013) a primer of social studies trends and teaching patterns in Nigeria. Owerri: Acada peak publishers.
- Okogu, J.O & Umudjere, S.O (2015) Social studies education as a tool for checks. And balances to political irregularities and Franchise Nigeria. International Journal of Advanced legal Studies and Governance Governance 5
- Osakwa, E.O & Itedjere, P.O (2005). (EDS). Social studies for tertiary students in Nigeria Benin: Justice Jeco press and publishers Ltd.
- Gerry, J.& Una, O. (2008)(Eds) Some challenges for citizenship Education in the Republic of Ireland. Education for citizenship and Diversity in Irish Contexts. Institute of Public Administration Dublin GENEVA: UNESCO.
- Bassel, A. (2006) Teacher Reflection on the challenges of teaching citizenship education in Lebanon: A Qualitative pilot study institution of education: University of London. Vol. 2 NO. 2
- Ndubuisi, J.H (2010). The roles of citizenship in the development of a nation. Journal of Art and culture, 71-101.
- Vandima, M.T (1997) Education of teachers. A must for a new social order (vision 2010) a conference paper presented at the school of education Federal polytechnic, Mubi.
- NERC (1983) Social studies methods for teachers London Collins and sons Ltd.
- Osakwe, E (1983) Citizenship education, the turbid of social studies. Review 2G.
- A .D' ondua, A.E (1998) Social studies in the Tertiary Education level (universities and colleges of education in the 21<sup>st</sup> century. A paper presented at the social studies Teachers, Association of Nigeria (SOSTAN) At Delta state University Abraka Delta state.
- Van G (2018) Organizing plurality in contemporary Democracy.Massonet Com, Paris.
- Westheimer, & Kahne, (2004) what kind of citizen: for Democracy. American Educational Research journal'
- Veugelers,H.(2008) teachers views on citizenship in secondary education in Netherlands. Educating Research, 5(1).



## ABSTRACT

Curriculum implementation forms the foundation pillar that propels a nation to achieve its educational aims, goals and objectives. It is a task of national building which demands the support and contributions of stakeholders from within and outside the school. A descriptive survey method was adopted. The paper

# C

## LASSROOM TEACHER: A BEDROCK FOR CURRICULUM IMPLEMENTATION

**AHMED SHEHU**

*Department of Curriculum and Instruction, School of Education, A.D. Rufa'I College of Education, Legal and General Studies Misau, Bauchi State*

## INTRODUCTION

Curriculum implementation is the process of executing educational policies or structure into classroom practices for the growth of individual and the society at large. There are many factors, participants or stakeholders who in one way or the other contribute to that effect. Sa'idu (2018) broadly grouped these participants in to two: **(i) those operate outside the school** which comprises of Institutes of Education, Education Commissions and Boards, Federal Government Agencies and Parastatals like Nigeria Education Research and Development Council (NERDC), National Teachers' Institute (NTI), National University Commission (NUC), National Commission for Colleges of Education (NCCE), Joint Admission and Matriculation Board (JAMB), West African Examination Council (WAEC), National Examination Council (NECO) such bodies engage in research work, training of personnel, planning and production of materials that facilitates any changes introduced. **(ii) those operate within the school** - these include the learner, teacher,



*reflected on some conceptions of education, curriculum and curriculum implementation. A special consideration on the roles of a teacher as a bedrock for curriculum implementation were fully explored. Recommendations on how to improve the process of curriculum implementation were also presented.*

**Keywords:** *Classroom, Teacher, Bedrock, Curriculum, Implementation.*

supportive staff, head of school, Parents and Teachers' Association (PTA).

### **Focus of the Paper**

The focus of this paper is on the teacher who is the cornerstone, the ultimate interpreter and implementer of the curriculum. Before going far, it is pertinent to briefly consider some related concepts that will subsequently lead to a clear understanding of the topic under discussion. Thus, in the proceeding pages, the following sub-headings will be examined:

- reflections on the concepts of education as an agent for transformation;
- examining the concepts of curriculum as a means for achieving educational goals;
- exploring the roles of classroom teacher as a bedrock for curriculum implementation;
- conclusion with some recommendations

### **Reflections on the Concepts of Education as an agent of Transformation**

Education denotes the overall process through which all experiences, are being transmitted from one human generation to another human generation. These experiences could be knowledge, values, norms, skills, customs and traditions. In a similar way, Olorundare (2018), maintains that education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another through institution.



Another educationalist by name Obasi (2018) recognizes that education comprises all the series of instruction and discipline which is intended to enlighten the understanding, correct the temper, form the manners as well as habits of youths, and fit them for usefulness in their future stations. He further confirms the purpose of education as the preservation and transformation of the cultural heritage to the youths. Meaning that the good elements of the culture must be inherited, maintained, and passed on to the younger generation.

Also contributing on the concept of education in relation to societal transformation, Ukeje (2000) reflects that education is, perhaps, the greatest and most effective instrument man has invented and developed for his continued development and progress or unwittingly destruction. The reason for this, according to him is because education is so powerful that it can heal or kill, it can build up or tear apart, and it can lift up individuals or societies for improvement.

The philosophy of education in Nigeria also belief that education as a veritable tool for national development and social change; for the promotion of progressive and united Nigeria; maximizing creativity and skill acquisition of the individual for self-fulfillment and general development of the society. It further confirms that education is compulsory and a right of every Nigerian; in respective of gender; religion; color; ethnic background; social status; and any individual peculiarities notwithstanding; and it should be qualitative, comprehensive, functional and relevant to the needs of the society. (FGN,2014).

Okam (2014) demonstrates that based on of the above philosophy of education in Nigeria that the five main national objectives were derived.

These are:

1. a free and democratic society;
2. a just and egalitarian society;
3. a united, strong and self-reliant country;
4. a great and dynamic economy;
5. a land full of bright opportunity for all citizens.



Furthermore, that the quality of education at all levels should be organized and planned towards inculcating the following values:

- i. respect for the worth and dignity of the individual;
- ii. faith in man's ability to make rational decisions;
- iii. moral and spiritual principle in inter-personal and human relations;
- iv. shared responsibility for the common good of society;
- v. promotion of the physical, emotional and psychological development of children, and
- vi. acquisition of competences necessary for self-reliance.

Besides, the followings are the national educational goals;

- a. the inculcation of national consciousness and national unity;
- b. the inculcation of right type of values and attitudes for the survival of the Nigerian society
- c. the of the mind in the understanding of the world around, and
- d. the acquisition of appropriate skills, the development of mental, physical as well as social abilities and competences as equipment for the individual to live in, and contribute to the development of the society.

How can these purposes – aims, goals and objectives be realized?

### **Examining the Concepts of Curriculum as a means for achieving Educational goals**

As earlier stated in the foregoing reflections that education is the instrument for developing mankind and society. Of course, this is a fact and cannot be disputed. But how? Once the aims and objectives of education of any country are identified and formulated, they will be translated into an official document called curriculum. In order to fully actualize the potentials and contributions of education towards realizing its aims, goals and objectives, there is need to planned, organized and developed a curriculum. Therefore, this portion of the paper, considers a number of curriculum concepts with a view to examine its status as a tool for accomplishment of educational aims, goals and objectives. Duru (2018) demonstrates that



curriculum is a popular word in education literature. It is associated with education because of its relevance in achieving the educational aims and objectives of any country.

The term curriculum originated from a Latin word *currus* or *currere* which means to run. It is essentially used for a race course or race track, that is, a course in which competitors (horse riders) race to reach a target. Consequently, it came to mean a course of study covered by students in their struggle to get a certificate, diploma, NCE, degree etc.

Based on the above revelations, most curriculum scholars particularly **traditionalist, conservative or discipline doctrine advocates** equated the concept of curriculum with course content or subject matter taught in schools. For instance, Elis-Cristensen (2011) visualizes curriculum as all courses offered in a school. Similarly, Okam (2014) sees curriculum as a subject matter, content area or a discipline being rendered by a teacher or an authority within the framework of a classroom in order to achieve instructional objectives. Contributing on the same perspectives, Ibe (2018) submits that curriculum refers to the lessons and academic contents taught in a school or in a specific course or programme.

Another scholar that shares the same view is Anene&Okwudishu (2012) opined that curriculum refers to a defined and prescribed course of studies which students must fulfill in order to pass a certain level of education like primary, secondary or tertiary institutions

On the other hand, the **progressives** maintained that curriculum is much more than a list of topics or subjects to be covered by an educational programme. Hence, they view it in a wider perspective. For example, Ezeahurukwe (2018), visualizes that curriculum is a written document that contains the planned and organized learning activities implemented through the combined efforts of the teachers and school administrators which is targeted at the learners to get the expected knowledge and understanding; develop skills, attitudes and values that will guide their effective functioning in the society.

In the same vein, Ivowi (2008) sees curriculum as a tool designed for educating a person in a bid to change his/her orientation, behavior, actions



and values to that of good person whose concern goes beyond developing self but also to develop the world around him/her.

Curriculum according to (Bilbao, Lucido, Iringan & Javier, 2008). comprises the total learning experiences that are designed and intended for a child in school and in society. Tylor (1966) cited in Ibe (2018) defines curriculum as all the learning which are planned or guided by the school, whether it is carried in groups or individually, inside or outside the school.

Another educationalist, Offorma (2009) sees curriculum as an educational programme. This programme is in three parts, namely; **(i) programme of studies (ii) programme of activities; and (iii) programme of guidance.**

The programme of studies comprises all the formal subjects offered in schools and courses offered in institutions of higher learning; the programme could involve services rendered in terms of the acquisition of content and subject matter, knowledge, skills, values, attitudes, facts and ideas.

The programme of activities are those services or activities which are often regarded as co-curricular or out-of-class activities that have the potential of enhancing the academic capability of the students. These activities can be physical, mental, overt or covert; they embrace all activities performed by students in order to enhance their understanding and mastery of a given curriculum content.

The programme of guidance involves the assistance, service, guide and directions given to the experienced students or learner in order to solve his problems; all these activities and services usually possess educational, vocational and socio-personal dimensions and orientations

Tanner & Tanner (1975) defined curriculum as planned and guided learning experiences and intended outcomes formulated through a systematic reconstruction of knowledge and experience under the auspices of the school for learners' continuous and willful growth in personal-social competence.

In addition, Obiefuna (2018) describes curriculum as planned and unplanned concept, content, skills, work habits, means of assessment, attitudes and instructional strategies taught in the classroom and the variety of school





activities in and out of class that influence present and future academic, social, emotional and physical growth of students.

In summary, the **traditionalist** viewed the concept of curriculum as a list of topics or subjects taught by teachers and learned by students for the purpose of achieving instructional effectiveness. While, the **progressives** considered the concept of curriculum as all learning experiences with a variety of activities (within and outside the school) undergone by students under the guidance of a school in order to achieve broad goals, and specific objectives

Therefore, it is clearly demonstrated from the above conceptions, regardless of the school of thought one supports, that curriculum serves as a vehicle through which the educational aims, goals and objectives are attained.

### **Exploring the Roles of Classroom-Teacher as a Bedrock for Curriculum Implementation**

After a successful planning, organization and documentation of educational aims, goals and objectives of a country into a curriculum. The next line of action is the distribution of the new curriculum to schools for implementation. However, there are many stakeholders who in one way or the other influence the execution of the curriculum package into action as earlier elaborated in the introductory part of the paper. However, the most influential among them is the classroom teacher. In order to advance this assertion, an attempt will be made to consider some conceptions that explore the roles of a teacher as a bedrock for curriculum implementation. Curriculum implementation is the actual translation of educational programme, structure, or policies at the level of classroom by a teacher through effective coordination of the various components of curriculum. This implies that it is the duty of the teacher to use his experience and understanding in the interpretation and organization of relevant content, methods, and other resources and activities for the purpose of achieving classroom effectiveness.



Contributing to the influential nature of teachers towards effective dispensation of their subject matter for the purpose of achieving instructional objectives, Ughammadu, (2006) reiterated that effective and functional curriculum implementation requires an “agent” who is the teacher. The teacher selects and translates the curriculum in to syllabus, scheme of work and lesson plans to be delivered to the learner who is the main figure/target in the curriculum implementation process. The teacher achieves this through the effective interaction of his personality, skills, knowledge, learning materials, learning environment and the learner.

Another scholar, Mkpa (2009) cited in Shehu (2018) contributed that " a teacher is both the fulcrum on which everything revolves and the key that unlocks the door of freedom from the chains of ignorance and dungeon." He expatiates further that "the teacher is a helper, facilitator and a role model; he creates enabling environment for the actions and activities in the classroom which brings about a desirable change in learners' behavior."

Teachers by virtue of their training in the field of curriculum planning, development and implementation, are bound to carry out their professional duties of curriculum delivery for the overall national development. Ezeahurukwe (2018), demands that there is need for the increase of responsibility on the part of the teacher in the development of education towards achieving general socio-economic development of the nation. According to him, this is because the teacher is the major player in the business of education which plays a major role in contributing to a whole array of economic, social and cultural development of a nation.

Amadi (1993) describes teachers' role in implementing a curriculum "as that stage of curriculum process and system whereby all the relevant curriculum inputs are brought in to direct contact with learners through a wide variety of activities, so that learning experiences and mastery can take place at a minimum cost. The teacher is the only agent bound to employ a variety of pedagogical skills and strategies, book and book materials, instructional materials, e-learning resources etc. all these are brought into play in order to promote learning. The better these elements are applied, the more



interesting the lessons become and so the desired changes in the student's behavior are achieved".

Similarly, Offorma (2009) confirms that classroom is the teachers' clinic where curriculum implementation takes place as he delivers his lessons on daily basis. She further reflects that it is the arrangement of the pre-planned curriculum through assessment of the facilities, resources and environment to ensure that the planned curriculum is implemented without problem. In his contribution, Akuma (2011) opines that curriculum implementation is the actual engagement of students with planned learning opportunities. This is the stage, when in the mist of learning activities, the teacher and his students are involved in negotiations aimed at promoting learning. The teacher adopts the appropriate teaching methods and resources to guide learning. The students on their own are actually involved in the process of interaction with learning activities or learning opportunities.

From the foregoing considerations, it has been established on the final analysis, that no other agent but the teacher who interprets, selects and organizes relevant learning experiences, instructional techniques, and other operational resources towards achieving the curriculum objectives.

### **Conclusion**

No matter how well a curriculum is planned, if is not properly implemented, its stated objectives could not be achieved. Dele (2015) observes that it is one thing to plan a good curriculum and another thing not to implement the planned curriculum well. Therefore, teachers should rise up to their obligations as pointed out by Abdullahi (2014), Kanno (2004) cited in Shehu (2018) that the success of any curriculum significantly depends on the extent to which the classroom teacher is able not only to interpret the curriculum but also to implement it. They added that teachers are the ones who ultimately control not only the change, but also the degree of change that take place in any curriculum. Unfortunately, our schools especially at the basic and post basic levels are severely faced with inadequate number of qualified teachers, as such, semi-trained and untrained people are employed to cheat rather than to teach. Therefore, there is need for a



holistic effort to be taken in order to address this issue for the growth and development of individual and the society at large.

### **Recommendations**

- The process of curriculum planning, organization and development should be thoroughly pursued towards producing well planned, relevant and functional curricula for all levels.
- Our schools should be funded and well equipped with all the infrastructural / instructional facilities for a effective curriculum implementation.
- Teachers should be encouraged and supported through in-service training, conferences, workshops and seminars in order to be updated and relevant to the new instructional skills.
- Teachers' working condition should be improved by giving them an attractive and favorable remuneration
- .Other participants, stakeholders or agents in the process of curriculum implementation should also be encouraged and supported towards achieving curriculum objectives.

### **References**

- Akuma, N. (2011). Curriculum and the new Teacher. *Nigerian Journal of Curriculum Studies*, Vol. 18, No. 1, 19-24
- Amadi, I.E. (1993). *Curriculum Development, Implementation and evaluation: The Nigerian experience*. Owerri University Press Plc.
- Dale, W (2015), Effects of Broken Home the performance of Secondary School Students in Jos North Plateau State Nigeria. *Journal of Education* 2(5)
- Duru, V.N. (2018), Exploring the Schon Model Curriculum Dissemination: In Kanno, T.N. and Nzewi Issues in Curriculum Development and Implementation in Nigeria. (A Book of Readings in Honour of Prof. U.M.O Ivowi) Foremost Educational Services Ltd. Lagos.
- Ezeahurukwe, J.N. (2018), Teachers Registration Council of Nigeria (TRC) and Curriculum Implementation in Schools: in Kanno, T.N. and Nzewi, M.U. Issues in Curriculum Development and Implementation in Nigeria. (A Book of Readings in Honour of Prof. U.M.O Ivowi) Foremost Educational Services Ltd. Lagos.
- Federal Republic of Nigeria (2013), *National Policy on Education*. Lagos: NERDC
- Ivowi, U. M. O. (2008), Curriculum and Total Person. A paper presented at the Annual Conference of CON, Abuja Sept. 17<sup>th</sup> – 20<sup>th</sup>



- Mkpa, N. D. (2009) Teaching Methods and Strategies: in U. M. O. Ivowoy et al. Curriculum Theory and Practice: A publication of the Curriculum Organization of Nigeria (2009)
- Okam, C.C. (2014). Capitalizing on the Realities of the MDGS in Overcoming Dilemmas of Nation Building in Africa: Issues and Challenges. A Paper Presented at the African Development Conference NTI, Kaduna. April, 2014.
- Olorundare, A.S. (2018), Philosophical Underpinning of Curriculum Development. in Kanno, T.N. and Nzewi, M.U. Issues in Curriculum Development and Implementation in Nigeria. (A Book of Readings in Honour of Prof. U.M.O Ivowi) Foremost Educational Services Ltd. Lagos.
- Ukeje, B.O. (2000), *Teacher Education in Nigeria: Current Status, 21<sup>st</sup> Century Challenges and Strategies for Improvement*. In C.T.O. Akinmade, et al (eds) *Improving Teacher Education in 21<sup>st</sup> Century Nigerian Challenges and Strategies*. Dept. of Arts and Social Science Education. Faculty of Education University Jos.
- Sa'idu, S. (2018) The Barriers of Curriculum Implementation in Nigeria: in Kanno, T.N. and Nzewi, M.U. Issues in Curriculum Development and Implementation in Nigeria. (A Book of Readings in Honour of Prof. U.M.O Ivowi) Foremost Educational Services Ltd. Lagos.
- Shehu, A. (2018), Teachers' Perception on the Implementation of the New Economics Curriculum in Bauchi Educational Zone, Bauchi State. Unpublished Master's Thesis, Department of Education, Umar Musa Yar'adua University Katsina, Katsina State
- Ughammadu, K.A. (2006), *Curriculum: Concepts, Development and Implementation*, Onasha: Lincel Publication.