

Assessment of Primary School Teachers' Challenges in Implementation Curriculum in Bauchi State

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DOI: [10.56201/ijee.v10.no4.2024.pg288.296](https://doi.org/10.56201/ijee.v10.no4.2024.pg288.296)

Abstract

The study aims at assessing primary school teacher's challenges in the implementation of curriculum in Bauchi State. Determining the mode in percentage frequency in the use of field trips/education visits within the local environment in the process of instruction, and mode in percentage frequency of difficulty class teachers face in implementing the primary school curriculum were among the objectives of the study. Survey descriptive research design was used for the study. Multi-stage random sampling technique was used to select a sample of 500 primary school teachers. Teachers Challenges in Implementing Primary School Curriculum Questionnaire (TCIPSCQ) was constructed and used for the data collection. A reliability coefficient of 0.81 was obtained as the stability of the items. The data were analyzed using descriptive statistics (Charts, frequency count and percentages) in addition extracts from the written statements of the respondents were used. The mode in percentage frequency of the use of field trips/educational visits by the primary school teachers in the process of instruction is 56%; the mode in percentage frequency of school difficulty faced by teachers in implementing the curriculum is 39% i.e., 165 of the teachers endorsed that most of the content of the curriculum is not relevant to the textbooks in use, were among the findings of the study. Recommendations made from the study include the Bauchi State Universal Basic Education Board sponsor and encourage teachers to organize field trips/educational visits; and the urgent need for a review of the curriculum to address teachers' difficulties in curriculum implementation.

Keywords: Primary School, Curriculum, Curriculum Implementation

Introduction

A primary school is a place where formal education is given to children 6-12 years. It is therefore a place where the foundation for future education is laid. Solid and sound primary education could be a determinant of the child's subsequent success in future education i.e., Junior Secondary School (JSS) education. The objectives of primary education as spelt by the Federal Government National Policy on Education [FGN(NPE,2023)] include among others, *calculating permanent literacy, numeracy and ability to communicate effectively; laying a sound basis for scientific, critical and reflective thinking and instil social, moral norms and values in child. In pursuance of these objectives, primary education shall be compulsory, free universal and qualitative with a pupil ratio of 1:35.*

The curriculum is the total sum of all experiences provided to the learners under the guidance of the school (Igaravidez, 2015). It also refers to all the activities designed to provide pupils/students with learning in a given education system (Mabunde, 2023).

The curriculum for primary education shall be as follows; Primary classes 1-3, English; one Nigerian language; Mathematics; Basic Science and Technology; Religious and national values; Cultural and Creative Arts; and Arabic (optional). While in primary classes 4-6 subjects that include Vocational studies and French language were added in addition to all the subjects 1-3. (NPE, 2023). However, achieving the primary education objectives as outlined by the NPE depends on the proper implementation of the primary school curriculum. For this reason, the success of any curriculum depends on how prepared the teacher is for its implementation.

Curriculum implementation involves the daily classroom activities that the teacher is involved in that monitor pupils'/students' progress, and evaluate the performance of the pupils/students. Moreover, learning in itself is influenced by teachers (Rose, 2008) and this shows how important teachers are in the process of curriculum implementation at any given level of education. The teacher needs to understand the contents included in the curriculum and know the best practices in its delivery to pupils (Rose). Understanding the content included in the curriculum and knowing the best practices in its delivery to pupils remains a challenge to primary school teachers. According to Olurunleke (2014) no matter how well the curriculum is planned, if it is not properly implemented the desired results cannot be achieved.

Literature documented in various (Rose, 2008; Domike and Oday 2014; Olurunleke. 2014; Mandukwini, 2016; Sabola, 2017; Gasvi, et al.,2019 and Mabunde, 2023) studies revealed that primary school teachers face problems in the implementation of curriculum that include shortage of teaching and learning resources; lack of instructional materials relevant to the content in the curriculum; curriculum too bulky and content too abstract and most of the teachers are unfamiliar with the content. These were acknowledged. However, most of these studies except studies were carried out in other countries. However, there is a need to have a similar study to come up with an understanding of the problems faced by the primary school teachers in implementing curriculum in Bauchi State and offer possible recommendations based on the findings from the study.

Given this, the study aims at assessing primary school teacher's challenges in the implementation of curriculum in Bauchi State. Specifically, the study determined mode in percentages:-

- i. Frequency in the use of field trips/education visits within the local environment in the process of instruction.
- ii. Frequency of parents visits to the school (class) concerning the progress of their children.
- iii. Frequency of school inspectors visits to the class and class teacher narrative comment on observation/curriculum given by the inspectors.
- iv. Frequency to which the school head teacher checks teachers' lesson notes, a record of work and pupils' daily register of school attendance.
- v. Frequency of the major difficulty class teachers encounter in the process of teaching.
- vi. Frequency of measures the class teacher uses in dealing with disciplinary matters in the class.
- vii. Frequency of difficulty class teachers face in implementing the primary school curriculum.

Research Questions

The following research questions guided the study:-

- i. What is the mode in percentage frequency in the use of field trips/educational visits in the local environment in the process of instruction?
- ii. What is the mode in percentage frequency of parents' visits to school concerning the progress of their children?
- iii. What is the mode in percentage frequency of school inspectors' visit to the class teacher and class brief narrative comment on observation/ correction given by the school inspectors?
- iv. What is the mode in percentage frequency of the school head checking teachers' lesson notes, record of work and pupils' daily class register of attendance?
- v. What is the mode in percentage frequency of the measures the class teacher used in dealing with disciplinary matters in the class?
- vi. What is the mode in percentage frequency of difficulty class teachers face in implementing the primary school curriculum?

Methodology

Survey descriptive research design was used for the study. However, an effort to get data on the exact population of the study from the Bauchi State Universal Basic Education Board (SUBEB) could not be made available. However, the Multi-stage random sampling technique was used in two stages. *Stage 1*: this involved selecting five Local Government Areas (LGAs) that include Bauchi, Bagoro, Darazo, Dass and Katagum from the 20 LGAs of the State. While *Stage 2* involved selecting a sample of 500 primary school teachers i.e., 100 from each sampled LGAs.

Teachers Challenges in Implementing Primary School Curriculum Questionnaire (TCIPSCQ) was constructed and used for the data collection. The TCIPSCQ was constructed by one of the co-

authors of the study who was an associate professor in the curriculum study. The TCIPSCQ consists of two (A and B) sections . The scoring format involved frequency count for the selected response continuum for items 7, 8, and 9. Themes using sub-themes, and code were used to obtain the frequency count.

The data for the study were administered, collected and summarized by all the 65 (41 males, 24 females) Post Graduate Students (PGS) for the 2023/2024 Academic Session offering the General Course Educ 691(Educational Statistics) from the Faculty of Technology Education ATBU, Bauchi. Two weeks were used for the administration, collection and summarization of the TCIPSCQ items. The administered, collected and summarized data of the study constituted the continuous Assessment of the course Educ 691. For this reason, all the PGS were used as the research assistants for the study.

At the initial stage of the TCIPSCQ items construction, it consists of 15 items. However, the items were reduced to nine after going through face validation. the validated items were pilot-tested using 50 primary school teachers from Ganjuwa LGA. A reliability coefficient of .081 was obtained as the stability of the items.

The data were analyzed using descriptive statistics (Charts, frequency count and percentages) addition that

extracts from the written

statement of the respondents were used.

Results

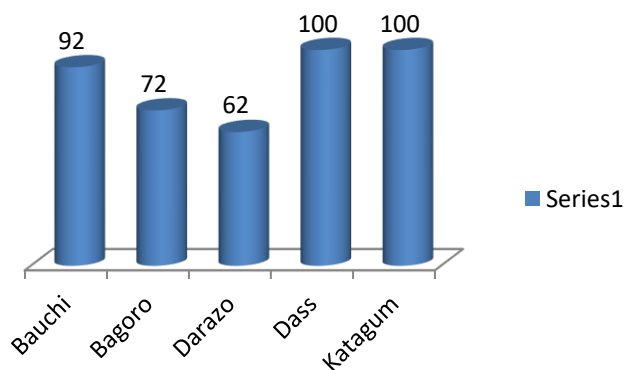


Figure 1: Summary of the returned TCIPSC Questionnaires from each of the five sample LGAs.

Figure 1 above shows the bar chart of the 426 (85%) returned answered questionnaires out of the 500 (100 per LGA) administered questionnaires from each of the five LGAs on which the data analysis was based.

Table 1: Summary of TCIPS Questionnaire Items as used in the Data Analysis of the Study

Response	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
Frequently	116	109	151	331	317	343
Percentage	27	26	35	77	74	80
Occasionally	237	233	238	80	93	63
Percentage	56	54	56	19	22	15
Never	73	84	37	15	16	20
Percentage	17	20	9	4	4	5
Total Resp	426	426	426	426	426	426
Per cent	100	100	100	100	100	100

Table 1 above shows the various responses and percentages on the

Six-item questionnaires were obtained from the returned 426 questionnaires.

Table 2: Responses on Difficulty Encountered by Primary School Teachers in the Process of Teaching

LGA	Teaching Facilities	Classroom Manag/Control	Communication	None	Total
Bauchi	54	11	16	11	92
Bagoro	52	30	9	9	100
Darazo	38	15	4	15	72
Dass	32	10	3	17	62
Katagum	61	31	4	4	100
Total	237	97	36	56	426
Percentage	56	23	8	13	100

Table 2 above shows the various responses and percentages of the primary school teachers' difficulties encountered in the process of instruction.

Table 3: Measures Taken by Teachers in Dealing with Classroom Disciplinary Matters

Measures	Bauchi	Bagoro	Darazo	Dass	Katagun	Total
Verbal Disciplinary	16	28	24	5	24	97(23%)
Nonverbal Disciplinary	54	48	40	47	64	253(59%)
Counselling	22	24	8	10	12	76 (18%)

Results in Table 3 above show the various measures taken by primary school teachers in dealing with disciplinary problems in their classes.

Table 4 Responses on Difficulties Face by Teachers in Implementing the Curriculum

Nature of the Difficulty	Bauchi	Bagoro	Darazo	Dass	Katagun	Total
Bulkiness of the Cur	23	41	24	19	38	145(34%)
Content Not Relevant to Textbooks	37	32	32	22	42	165(39%)
Content too abstract	17	24	11	9	12	73(17%)
No Difficulty	15	3	5	12	8	43(10%)

Responses in percentage frequency on various difficulties encountered by the teachers in implementing the curriculum are shown in Table 4 above.

Findings

- The mode in percentage frequency of the use of field trips/educational visits by primary school teachers in the process of instruction is 56%.
- The mode percentage frequency of parent visits to school is 54%.
- The mode in percentage frequency of school inspectorate visits to school is 56%.
- The mode percentage in the frequency of dealing with the disciplinary case in the class is 59% i.e., 253 teachers use None Verbal Disciplinary Measures.
- The mode in percentage frequency of school difficulty faced by teachers in implementing the curriculum is 39% i.e., 165 of the teachers endorsed that most of the content of the curriculum is not relevant to the textbook in use.

Discussion

In the discussion of the result of the study, the limitation on extracts from the remaining frequency in percentages apart from the mode in percentages on items seven, eight and nine must be acknowledged. The discussion of the study was based on 426 (85%) out of the 500 administered TICPS questionnaire items. The pie chart in Figure 1 shows the number of returned questionnaires from each of the five sample local Government Areas.

To achieve objective 1 of the study, research question 1 was answered and the result was shown in Table 1. From the result in Table 1 under item, it was shown that 116 (27%) of the primary school teachers *frequently* used field trips/educational visits in the process of classroom instruction; 237 (56%) used it *occasionally* while only 73(17%) claimed that they *never* used field trip/educational visit in the process of instruction. The finding from this revealed that the mode in percentage frequency of the use of field trip/educational visits by the primary school teachers in the process of instruction is 56% i.e., 237 teachers *occasionally* use field trip educational visits in the process of classroom instruction.

Research question ii of the study focused on the mode in percentages frequency of parents' visits to the school concerning the progress of their children was answered, and the result was tabulated in Table 1 under item 2. The result in Table 1 under item 2 was used to achieve objective ii of the

study. From the result (Table 1 under item 2) it was evident that 109 (26%) of the teachers admitted that parents *frequently* visit the school: 233 (54%) said the parents visit *occasionally*; while only 84(12%) admitted that parents *never* pay a visit to their school. Findings from this show that the mode percentage frequency of parent visits to school is 54% i.e., 233 of the primary school teachers admitted that parents occasionally visit the school to monitor the progress of their children. However, El- Nokale, et al 2011 urged that parent involvement through school visits predicts a decline in problems in behaviours and improvement in social skills but does not predict a change in pupil achievement.

Objective iii of the study was achieved by answering the corresponding question search question iii. The result of answering research question iii was shown in Table 1 under the item and from the result, it was revealed that 151(35%) admitted that school inspectors *frequently* visit their school, 238 (56%) endorsed that the school inspectors visit was *occasionally* while only 37 (9%) said the school inspectors *never* visit their school. The finding from this revealed that the mode in percentage frequency of school inspectorate visits to school is 56% i.e., 238 endorsed that school inspectors occasionally visit their school. The finding contradicts Sabola (2017) who observed that primary school teachers were not given adequate supervisory support by school inspectors. Extract reads: *The inspector advised me to always try to evaluate the pupils at the end of each lesson to assess whether the objectives of the lesson have been achieved.; I was advised to pay attention to classroom management and control; I was encouraged to plan the lesson, use lesson notes and where there are no teaching aids I shall improvise.*

To achieve objective vi of the study, the corresponding research question vi was answered and the result was tabulated in Table 3. From the result in Table 3, the three categories of measures Verbal Disciplinary Measures (VDM); None Verbal Disciplinary Measures (NVDM); and Counseling Measures (CM) used in dealing with disciplinary cases in the class revealed that 97 (23%) of the teachers use VDM, 253 (59%) uses NDVDM while the remaining 76 (18%) uses CM in dealing with disciplinary cases in their various classes. The finding from this revealed that the mode percentage in the frequency of dealing with disciplinary cases in the class is 59% i.e., 253 teachers use None Verbal Disciplinary Measures. Extract reads: *I instruct the offender(s) to sweep the class during breakfast; for the stubborn, noise makers and misbehavers during the cause of the lesson, usually I order them to either wash the school toilet or kneel down but hardly use a cane to punish my pupil.*

The last research question vii was answered and the result is shown in Table 5. The result in Table 5 is shown in Table 5. The result (Table 5) was used to achieve objective seven of the study. From the result (Table 5), frequencies in percentages of various difficulties faced by the teachers in implementing the curriculum show that bulkiness of the curriculum 145 (34%) of the teachers attribute the difficulty they face to the bulkiness of the curriculum; 165 (39%) to content of the curriculum not relevant to the textbook in used; 74 (17%) to content of the curriculum to abstract while 42(10%) admits that they face no difficulty. Findings from this show that the mode in percentage frequency of school difficulty faced by teachers in implementing the curriculum is 39% i.e., 165 of the teachers endorsed that most of the content of the curriculum is not relevant to the

textbook in use. The finding is in agreement with Domike and Oday (2014) who observed from their study that some of the content of the curriculum used by primary school teachers is irrelevant. Similarly, it is in support of Mabunda (2023) who recommends that the content of the curriculum should be relevant and updated. Extract reads: *The textbook in use does not tally with the curriculum content; the textbook I am using to teach the class does not tally with the curriculum outline topics moreover; some of the topics in the curriculum are too abstract.*

Recommendations

- Bauchi State Universal Basic Education Board to sponsor and encourage teachers to organize field trips/educational visits within the school's local environment.
- Open Day School Visit to be organized and encouraged by the school Head on a termly basis.
- Comments on observations/corrections given to teachers by school inspectors are to be strictly adhered to.
- Urgent need for a review of the curriculum to address teachers' difficulties in curriculum implementation.
- Primary school Headteachers to be involved in planning and review of the school curriculum.

Conclusion

The study focused on the assessment of primary school teachers' challenges in implementing curriculum in Bauchi State. The study offered direction for action that could address these challenges in its recommendations drawn from the findings of the study. A sample of 500 teachers was used for the drawn from five out of the 20 LGAs of the State. However, the analysis of the study was based on the data of 426 (85%) returned questionnaires. However, the analyzed data provides a deeper insight and understanding of the major challenges faced by teachers in implementing the primary school curriculum which need to be addressed by Bauchi State Universal Basic Education Board.

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