

ASSESSING CURRICULUM INNOVATION IN ONDO STATE SENIOR SECONDARY SCHOOLS: A STUDY ON TYPES, TEACHER ATTITUDES, AND INVOLVEMENT

BY

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Abstract

This study investigates curriculum innovation in Ondo State Senior Secondary Schools, focusing on types of innovation, teacher attitudes, and the effectiveness of teacher involvement. The study adopted a survey research design, 300 secondary school teachers selected through purposeful and random sampling participated in the study. Researchers' self-designed questionnaire was used for data collection, and the collected data was analysed using descriptive statistical tools of frequency count and percentage. The findings revealed different types of curriculum innovation that have been instituted in Nigerian Senior Secondary Schools including methods of delivery, content changes, introduction of new subjects and administrative policies. However, on teachers' attitudes towards curriculum innovations in Nigerian Senior Secondary Schools findings reveal a gap between curriculum innovation and its effective implementation as most teachers lack access to documented guidelines and necessary materials for teaching innovative aspects of the curriculum, with many also unaware of the innovative objectives introduced into curriculum. While there is a general willingness among teachers to teach innovative content, a significant portion still prefers the old curriculum and struggles to adjust to new methodologies. Furthermore, findings indicate that teachers are not effectively involved in the process of curriculum innovation at the Senior Secondary School level in Nigeria, as many feel excluded and believe their classroom expertise is not adequately considered. The study concludes by emphasising the need for improved guidelines and support for teachers to effectively implement curriculum innovations in Nigeria. Recommendations include provisions of implementation guidelines, material resources, inclusive collaboration and professional development.

Keywords: Curriculum, Innovation, Teacher, Attitudes, Involvement

Introduction

Education is the bedrock of development and cornerstone to the progress of a nation, and curriculum development is important to educational success and consolidation to a nation building. Curriculum innovation is an essential component of education reform. Nations invest huge amount of time and resources on designing what ought to be learned in schools in order to enhance social consciousness and attain economic improvement. Curriculum innovation in education is pivotal for preparing students to meet the demands of a rapidly evolving global landscape. In Nigeria, the Senior Secondary School (SSS) curriculum has undergone several reforms aimed at enhancing educational outcomes and better preparing students for both higher education and the workforce. However, the implementation and impact of these innovations can vary significantly across different contexts.

Since independence in 1960, Nigeria has at several times designed and implemented new curriculum that could adequately prepares its children for adulthood. But it seems that the desired expected results have not been attained (Omojuwa, 2010). In Nigeria, as in many other countries, the senior secondary school curriculum is a crucial stage in preparing students for higher education and their future careers. Assessing the effectiveness and impact of curriculum innovation in Nigerian senior secondary schools is therefore of great significance, particularly investigating types of curriculum innovation that have been implemented in the past, as well as teachers' attitude and involvement being the implementers of the innovation would have great impact on the present and future curriculum innovation.

Recent curriculum reforms in Nigerian Senior Secondary Schools focus on integrating new educational paradigms that emphasize critical thinking, problem-solving, and the application of knowledge in real-world contexts. These innovations often include the incorporation of technology, updated pedagogical strategies, and a shift towards competency-based learning. Despite these advancements, the effectiveness of such innovations largely depends on teachers' attitudes towards the changes, their level of involvement in the implementation process, and the types of innovations adopted.

Studies have shown that teachers' attitudes towards curriculum changes play a crucial role in the success of educational reforms. Positive attitudes can lead to more effective implementation and better educational outcomes, whereas resistance or negative attitudes can hinder the adoption of new practices (Ajemunigbohun & Banjo, 2022). Moreover, teachers' involvement in the development and execution of curriculum innovations is essential for aligning educational practices with reform goals. Research indicates that when teachers are actively involved in the innovation process, the reforms are more likely to be implemented successfully and sustained over time (Alsubaie 2016).

The types of innovations being introduced in Nigerian Senior Secondary Schools range from curriculum content modifications to pedagogical and assessment changes. These innovations are designed to address specific educational needs and challenges within the Nigerian context, including the need for greater relevance to local and global economies, improved students' engagement, and enhanced their learning outcomes (Sangoleye & Akaraonye, 2019).

Despite these efforts, there is a need for a comprehensive assessment of how these innovations are perceived and implemented across various schools. Understanding the dynamics of teachers' attitudes and involvement, as well as the specific types of innovations being adopted, is critical for evaluating the effectiveness of these reforms and making necessary adjustments.

This research aims to assess curriculum innovation in Nigerian senior secondary schools by exploring the types of innovations being implemented, investigating teachers' attitudes towards innovation, and examining their level of involvement in the curriculum change process. By gaining insights into these aspects, this study seeks to contribute to the ongoing efforts to enhance the quality and effectiveness of the senior secondary school curriculum in Nigeria. The findings of this research can inform policymakers, school administrators, and educational stakeholders in making evidence-based decisions and implementing meaningful changes to improve students' learning experiences.

Objective of the Study

The general objective of the study is to find out the fundamental reasons responsible for the frequent occurrence of curriculum innovations at this level of education in Nigeria. Specifically, the objectives include to:

- (i) ascertain types of curriculum innovation instituted in Nigerian Senior Secondary Schools;
- (ii) examine the attitudes of teachers towards curriculum innovation in Nigerian Senior Secondary Schools;
- (iii) determine the involvement of the teacher in the process of curriculum innovation at the Senior Secondary School level;

Research Questions

The study will provide answers to the following research questions:

1. What are the types of curriculum innovation instituted in Nigerian Senior Secondary Schools?
2. What are the attitudes of teachers towards curriculum innovation in Nigerian Senior Secondary Schools?
3. Are teachers effectively involved in the process of curriculum innovation at the Senior Secondary level in Nigeria?

Literature Review

The concept of Curriculum

Rooted in the Latin term for a chariot racecourse, 'curriculum' signifies any educational path or course of study within a defined timeframe, encompassing learning plans, study periods, sports activities, and cultural events. Various experts provide distinct definitions. Wiles and Bondi (1988), define curriculum as "a plan for learning, containing assumptions about the purpose of education and having a definite structure through which the vision of planners can be translated into learning experiences." Tanner and Tanner (1980), define curriculum as "the reconstruction of knowledge and experience systematically developed under the auspices of the school (or university) to enable the learner to increase control of knowledge and experience." Doll (1986) defines the curriculum as "the formal and informal content and

process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of that school.

Furthermore, curriculum has been described as a checklist of anticipated educational objectives, in this regards, Shao-Wen (2012) defined curriculum as a mechanism for attaining particular educational aims and objectives. In a similar context, Glatthorn, et al. (2019) as described as a collection of plans designed to direct educational processes within schools, often documented at various levels of specificity. The implementation of these plans occurs in the classroom, as perceived by learners and noted by an observer; these experiences transpire within a learning environment that also affects the acquisition of knowledge. Curriculum has also been described as all experiences students encounter in school or the classroom, including both intentionally taught content and those shared unintentionally or informally (McComas, 2024). A curriculum involves planned and directed learning experiences and learning outcomes developed by the meticulous reconstruction of information and experiences under the auspices of the school, aimed at the learners' intentional progress in personal-social competence.

The concept of curriculum refers to the overall framework and plan for learning, encompassing the content, instructional methods, assessments, and the organization of educational experiences. It serves as a guide for teachers, administrators, and policymakers to determine what knowledge and skills should be taught, how they should be taught, and how students learning will be evaluated. A well-designed curriculum ensures that students receive a comprehensive and coherent education. Curriculum is a complex concept, it is a detailed amalgamation of vision and structure, serving as a comprehensive plan for learning that reflects societal views on the purpose of education.

Curriculum can be viewed from different perspectives: Curriculum as a Product: Focuses on a document or plan consisting of courses and syllabi, providing a concrete structure to follow. Curriculum as a Programme of study: Considers the entire learning programme of a school or college, extending beyond formal courses to include various learning opportunities. Curriculum as Intended Learning Outcomes (ILOs): Emphasizes the outcomes or what is to be learned, linking directly to objectives. Curriculum as Planned Learning Experiences: Shifts the focus to the experiences of learners, considering the actual learning that occurs as an outcome of planned situations. The three domains: Cognitive, Psychomotor, and Affective encompass knowledge, skills, and attitudes, portraying the curriculum as a dynamic embodiment shaping citizens through educational institutions. This educational construct, aiming to prepare individuals for various life aspects, underscores the dynamic and integral role of curriculum in societal education (Wiles and Bondi 1988, Tanner and Tanner 1980, Doll 1986).

One of the key aspects of curriculum development is relevance. A curriculum must be relevant to students' lives, their future goals, and the needs of society. As stated by Dewey (1916), "Education is not a preparation for life; education is life itself." By aligning curriculum with real-world applications and contemporary issues, students can develop the knowledge, skills, and attitudes necessary to thrive in a dynamic and interconnected world. Furthermore, a curriculum should be based on research and evidence-based practices. Hattie

(2009) emphasizes the importance of using high-impact instructional strategies that have been shown to have a positive effect on student learning. By incorporating proven pedagogical approaches and leveraging the latest educational research, curriculum developers can create effective learning experiences that lead to meaningful student outcomes.

In addition to relevance and evidence-based practices, the development of a curriculum requires input from various stakeholders, including educators, students, parents, and community members. This collaborative approach ensures that the curriculum reflects the values, aspirations, and unique needs of the educational community. Moreover, curriculum implementation should be responsive to the evolving needs and demands of a rapidly changing society. As technology advances and new knowledge emerges, curriculum developers must continually update and modify the curriculum to ensure its ongoing relevance and effectiveness. It is important to note that the concept of curriculum is not limited to the formal education sector. It also extends to various other contexts, such as vocational training, adult education, and lifelong learning. In these settings, the curriculum is designed to address specific learning objectives and cater to the diverse needs of learners.

Meaning of curriculum innovation

Curriculum innovation refers to the process of making intentional and meaningful changes to the design, content, delivery, and assessment of educational programs to better meet the evolving needs of learners and society. It involves introducing new ideas, approaches, and practices to create more relevant, engaging, and effective learning experiences. Mintrom (2000) defines the term “innovative” as “ideas or practices that are new within the context of the school.” More clearly stated, an innovation is “an idea, practice, or object that is perceived as new by an individual or other unit of adoption” (Rogers, 1995:10). According to University of Zimbabwe (1995), curriculum innovation is any improvement that is deliberate, measurable, durable and unlikely to occur frequently. It is the creation, selection, organisation and utilisation of human and material resources in ways that result in higher achievement of curriculum goals and objectives (University of Zimbabwe, 1995:68). Curriculum innovation refers to the intentional and systematic development of new approaches, content, and pedagogical strategies aimed at improving students' learning outcomes and increasing their engagement with the curriculum. It involves a deliberate shift from traditional teaching methods towards more student-centred and experiential learning approaches.

There are several reasons why curriculum innovation is necessary. First, it is essential for staying up-to-date with advancements in knowledge and technology. As society progresses, new information emerges, and new skills become relevant. For example, advancements in fields like artificial intelligence and digital technology have created a demand for innovative curriculum that prepares students for the future workforce (Yanti, et al 2023). By integrating these emerging subjects and technologies into the curriculum, learners are equipped with the skills and knowledge needed to thrive in a rapidly changing world (Wong, 2018).

Secondly, curriculum innovation is driven by the need to address societal challenges and demands. Issues like climate change, globalization, and cultural diversity require educational systems to adapt and provide learners with the necessary knowledge, attitudes, and competencies. A curriculum that includes topics such as sustainability, global citizenship, and

intercultural understanding helps prepare students to become responsible and active participants in society (UNESCO, 2015).

Additionally, innovative pedagogical strategies promote student engagement and motivational against traditional, rigid curricula can sometimes lead to disengagement and apathy (Al Mandalawi, 2024). By incorporating innovative teaching strategies, interdisciplinary approaches, and real-world applications, learners are more likely to find relevance and meaning in their studies ((Al Mandalawi, 2024). This can enhance their motivation, curiosity, and overall learning outcomes (Prince, 2004).

Furthermore, curriculum innovation encourages personalized and student-centered learning. Recognizing that learners have diverse backgrounds, interests, and learning styles, innovative curricula provide opportunities for individualization and choice. It incorporates flexible instructional methods, collaborative learning environments, and adaptive technologies to cater to the unique needs of students, fostering their full potential (CEDEFOP, 2011).

Curriculum innovation is driven by the need to adapt to societal changes, prepare students for the future, enhance student engagement, and enable personalized learning. It is a dynamic process that requires ongoing reflection, research, and collaboration among educators, policymakers, and other stakeholders. By incorporating relevant and appropriate verifiable citations, the importance and impact of curriculum innovation can be effectively supported with evidence from academic sources. The preparation of the course curriculum at any level of education has been a fundamental and continuous assignment to curriculum experts. For this reason, Kolawole (2006:95) suggests that “efforts at curriculum innovation... must spread to all levels of education, and will have to be a continuous exercise”. This is because curriculum is designed for an ever changing and dynamic society, and for such curriculum to meet the challenges created by the demand of the day.

Secondary School Education in Nigeria

Secondary education follows immediately after primary education and is also referred to, as post primary education. The 2 tiers, 3-3 system consisting 3years of junior and 3 years senior secondary schooling respectively, was introduced in 1982 following the introduction of the 6-3-3-4 education system of education. Prior to this, secondary education was for duration of 5 years followed in most cases by a 2year higher school certificate which also existed then.

In Nigeria, as elsewhere in the world, secondary education is the second stage traditionally found in formal education, beginning about age 11 to 13 and ending usually at age 15 to 18. It is thus the education for the adolescent years, i.e. from about age 12 to 18 years of age. The Federal Republic of Nigeria, in her National Policy on Education (2004: 28) defines secondary education similarly, stating that it ‘is the education children receive after primary education and before the tertiary stage.’ Institutions that provide secondary education feature under four main nomenclatures: Secondary School, College, Grammar school, and High School.

According to the Government of Federal Republic of Nigeria, in her National Policy on Education, the Senior Secondary School Education in Nigeria now belongs to the family

name of “Post-Basic Education and Career Development” (FRN, 2013). The Senior Secondary School Curriculum offers a wide range of pathways to cater for different individual needs, abilities and interests. It provides smoother multiple routes to higher education and the workplace so that every student has an opportunity to succeed in life. The Senior Secondary curriculum has been specially designed to ensure a reasonable level of broad and balanced coverage of knowledge and skills irrespective of the individual’s field of studies choice. The Curriculum for Senior Secondary Education consists of the following fields of studies: Science and Mathematics has 8 subjects, Technology has 9 subjects, and Humanities has 12 subjects and Business studies with 5 subjects. The curriculum is made up of four compulsory subjects of English Language, General Mathematics, Trade/Entrepreneurship Subject (34 different subjects) and Civil Education. (FRN, 2013)

Curriculum innovation in Nigeria secondary education

Several innovations on secondary education and senior secondary school curriculum have been recorded since the inception of formal education in Nigeria to enhance its quality and to bring about the desired improvement. Even the introduction of western education to Africans by the Europeans in 19th century was marked by a perpetual and gradual change from traditional or indigenous education to the westernised form. Forty years after formal education started in Nigeria, the first efforts made by the colonial administration that could be seen as curriculum innovation began in 1882 when the colonial administration passed the first Education Ordinance (Omjuwa, 2010). Thus, the curriculum implication of this Ordinance was the inclusion of subjects like English Language, Geography, Natural Study, Needle Work and Religious Instruction into the school curriculum. Apart from the 3Rs that was operated by the Christian Missionaries (Omojuwa, 2010).

Since the colonial era, up to the Independence in 1960, school curriculum has had unequal changes. At Independence, it was more than obvious that the curriculum inherited from the colonial master was no longer viable for meeting the rapid changing needs of Nigerians. This led to the re-planning the curriculum to suit our social, economic, political, and technological needs (Abioye, 2000).

For instance, Nigerians languages were included from primary education to tertiary levels in the curriculum. Not only this, some elements of local history and geography at both the primary and secondary school levels were introduced. This gave birth to courses like Social Studies and Integrated Science in the curriculum. The National Curriculum Conference of 1969 which marked a new era in history of secondary education in Nigeria, in term of duration, stages and curriculum. Thus, the Federal Government of Nigeria in her National Policy on Education (2004) states that “...secondary education shall be of six (6) years duration in two stages- a junior secondary school and a senior secondary stage.” (FRN 2004:28). The policy statement further states that Senior Secondary School shall be comprehensive with a core-curriculum to broaden pupils’ knowledge and out-look. Senior Secondary curriculum is divided into three groups: Group A: Core Subjects, Group B: Vocational Elective Subjects and Group C: Non- Vocational Elective Subjects.

Types of Curriculum Innovation

In order to assess curriculum innovation, it is essential to identify and categorize the different types of innovations being implemented in Nigerian senior secondary schools. Previous research has highlighted various forms of curriculum innovation, including changes in content, pedagogy, assessment methods, and the incorporation of new technologies.

According to Sangoleye, Adedapo and Oloajo (2022) content innovation involves the inclusion of new subjects or topics, as well as the reorganization and restructuring of existing curriculum content. Pedagogical innovation, on the other hand, focuses on changing instructional methods and strategies to improve teaching and learning processes. Assessment innovation refers to the adoption of new approaches to evaluate students' progress and achievement, such as project-based assessments or competency-based assessments. Technological innovation encompasses the integration of digital tools and resources into teaching and learning activities.

Teacher Attitudes towards Curriculum Innovation

Teacher attitudes play a crucial role in the successful implementation of curriculum innovations. Research has shown those teachers' beliefs, perceptions, and attitudes towards innovation can greatly influence their level of commitment and involvement (Ajemunigbohun & Banjo, 2022). Positive attitudes towards innovation are associated with increased motivation, willingness to experiment with new teaching methods, and active participation in professional development activities (Osiesi, et al., 2024).

However, studies have also documented challenges and barriers that teachers may face in embracing and implementing curriculum innovations. Factors such as lack of training and support, resistance to change, and concerns about increased workload and time constraints can hinder teachers' acceptance and engagement with innovative practices (Tikiawati & Drivoka, 2024).

Teacher Involvement in Curriculum Innovation

The success of curriculum innovation relies heavily on the level of teacher involvement in the process. Teachers are key stakeholders in curriculum development and implementation, as they possess valuable knowledge and insights into students' needs and the realities of the classroom.

Research has highlighted the importance of involving teachers in decision-making, professional development, and collaborative planning processes related to curriculum innovation (Sangoleye & Akaraonye, 2019). Teacher involvement not only enhances the quality and relevance of curriculum innovations but also promotes a sense of ownership and commitment among teachers, leading to a greater likelihood of successful implementation.

Methodology

The study adopted a survey research design, specifically the ex-post facto type, aiming to draw deductions without manipulating the variable. The target population of the study was made up of secondary school teacher in Ondo. A **multistage sampling procedure** was adopted to ensure a representative and manageable sample from the large population of the

study. In the first stage, Stratified sampling technique was used to divide Ondo State to three senatorial districts (North, Centre and South Senatorial Districts). Simple random sampling technique was then used to select two Local Government Areas from each Senatorial District. From each of the selected Local Government Areas, five public secondary schools were randomly selected for the study. From each of the selected secondary schools, ten teachers each were selected with the used of purposeful and simple random techniques. A total of three hundred Secondary school teachers from selected from thirty public Senior Secondary Schools in Ondo State participated in the study.

The researchers constructed a structured questionnaire for the purpose of data collection. The questionnaire was divided into two sections (A and B). Section A sought for personal information on the respondents (sex, age, qualification, year of working experience, place of work, nationality). While Section B sought information on teachers' involvement in the process of curriculum innovation at the Senior Secondary level and types of curriculum innovations instituted in Nigerian senior secondary schools. It also sought information on teachers' attitudes towards curriculum innovation, in this regards, fourteen items were prepared.

Respondents indicated their agreement or disagreement; on a 4-point scales of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument's reliability coefficient, was determined through a trial test outside study location with 30 teachers, which analysis yielded a Cronbach coefficient of 0.75. The questionnaires were administered by the researchers personally, explaining their purpose, and immediately collected to prevent losses. Data analysis was carried out using frequency count and percentage statistical tools.

Result

4. What are the types of curriculum innovation instituted in Nigerian Senior Secondary Schools?

Data obtained are presented in Table 1 below:

Table 1: Types of Curriculum Innovation Instituted in Nigerian Senior Secondary Schools

Item	SA	A	SD	D	Total
Curriculum innovation in Nigeria were directed towards methods of delivery	75(25.0)	177(59.0)	17(5.7)	31(10.3)	300(100.0)
Curriculum innovation at the Senior Secondary level were always concerned about content changes	69(23.0)	166(55.3)	13(4.3)	52(17.3)	300(100.0)
There were no specific types of curriculum innovation instituted in Nigeria at the Senior Secondary level	48(16.0)	85(28.3)	45(15.0)	122(40.0)	300(100.0)
Curriculum innovations at	70(23.3)	124(41.3)	30(10.0)	76(25.3)	300(100.0)

the Senior Secondary level were focused on the introduction of new subjects into the curriculum					
Curriculum reforms in Nigeria are all about administrative policies	66(22.0)	110(36.7)	28(9.3)	96(32.0)	300(100.0)

NOTE: * Figures in parenthesis represent percentages.

Table 1 illustrates that 25.0% of respondents strongly agreed that curriculum innovation in Nigeria predominantly focuses on methods of delivery, with an additional 59.0% in agreement. Regarding innovations directed towards contents, 23.0% strongly agreed, and 55.3% agreed, making a combined percentage of 78.3%. This suggests a prevalent emphasis on changes in instructional contents at the Senior Secondary level. Moreover, 16.0% strongly agreed and 28.0% agreed that various types of curriculum innovation have been implemented in Nigeria. On the introduction of new subjects, 23.0% strongly agreed, and 41.3% agreed, indicating a substantial percentage supporting the incorporation of new subjects. Additionally, 22.0% and 36.0% strongly agreed and agreed that Senior Secondary curriculum innovations are primarily related to administrative policies, while 9.3% and 32.0% strongly disagreed and disagreed, emphasizing the importance of alignment with existing administrative policies and structures for the success of any curriculum innovation.

Research Question Two

What are the attitudes of the teachers towards curriculum innovations in Nigerian Senior Secondary Schools?

Data obtained are presented in Table 2 below:

Table 2: Attitudes of the Teachers towards Curriculum Innovation in Nigeria

Item	SA	A	SD	D	Total
Most teachers do not have the documented guidelines containing innovative aspects of the curriculum	97(32.3)	128(42.7)	14(4.7)	61(20.0)	300(100.0)
Teachers are not using the required curriculum materials to teach innovation introduced into curriculum	65(21.7)	113(37.7)	32(10.7)	90(30.0)	300(100.0)
Teacher will always prefer old curriculum to new one	52(17.3)	95(31.7)	40(14.0)	111(37.0)	300(100.0)
Teachers are not aware of the innovative objective introduced into curriculum	66(22.0)	99(33.0)	41(13.7)	94(31.3)	300(100.0)
Teachers are willing to teach the innovative contents introduced into	88(29.3)	162(54.0)	15(5.0)	35(11.7)	300(100.0)

curriculum					
Teachers do not adjust to the new methodologies as a result of curriculum innovations	55(18.3)	97(32.3)	47(15.7)	101(33.7)	300(100.0)

NOTE: *Figures in parenthesis represent percentages.

Table 2 indicates a concerning situation where 75% of respondents strongly agreed or agreed that class teachers lack documented guidelines containing innovative aspects of the curriculum. This underscores the challenge faced by teachers responsible for implementing developed curricula without proper guidelines for direction. Furthermore, 59.4% of respondents agreed or strongly agreed that teachers are not using the required curriculum materials to teach innovations introduced at the Senior Secondary School level, while 40.6% disagreed or strongly disagreed with this notion. This suggests a potential lack of access to necessary materials due to the absence of documented guidelines containing innovative aspects. Regarding preferences for old versus new curricula, 51% disagreed or strongly disagreed that teachers would always prefer an old curriculum, while 49% indicated a preference for the old curriculum. Additionally, 55% agreed that teachers are unaware of the innovative objectives introduced into the curriculum, likely due to a lack of documented guidelines. On a positive note, 83.3% agreed that teachers are willing to teach the innovative contents introduced into the curriculum. Concerning the adjustment to new methodologies resulting from curriculum innovations, 50.3% of respondents believed that teachers do not adjust, while 49.4% disagreed, indicating a relatively positive attitude towards adapting to new methodologies among teachers.

Research Question Three Are teachers effectively involved in the process of curriculum innovation at the Senior Secondary School level in Nigeria?

Data obtained are presented in Table 3 below:

Table 3: Teachers Involvement in the Process of Curriculum Innovation

Item	SA	A	SD	D	Total
Teachers are not usually carried along in the process of curriculum innovation in Nigeria	107(35.7)	113(37.7)	23 (7.7)	57(19.0)	300(100.0)
Teachers are major participants in the process of curriculum innovation in Nigeria	80(16.7)	78(26.0)	52(27.3)	90(30.0)	300(100.0)
The process of curriculum innovation in Nigeria negates teachers' classroom expertise	69(23.0)	98(32.7)	58(19.3)	75(25.0)	300(100.0)

NOTE: * Figures in parenthesis represent percentages.

Table 3 highlights that 73.4% of respondents strongly agreed or agreed that teachers are not regularly involved in the curriculum innovation process in Nigeria. Conversely, 26.7%

disagreed or strongly disagreed with this statement. Regarding teachers' participation, 42.7% strongly agreed or agreed that teachers are major participants in curriculum innovation, while 58.3% disagreed or strongly disagreed. On the impact of curriculum innovation on teachers' classroom expertise, 44.3% disagreed or strongly disagreed that the process negates teachers' classroom expertise, while 55.7% strongly agreed or agreed that curriculum innovation in Nigeria does negate teachers' classroom expertise. This suggests that teachers have not been effectively engaged in the curriculum innovation process, despite possessing the necessary expertise for meaningful contributions.

Discussion

The findings of the study reveal several critical aspects of curriculum innovation in the context of Nigerian Senior Secondary Schools. Notably, there is a substantial consensus among respondents regarding the predominant focus of curriculum innovation on methods of delivery; this aligns with existing literature on curriculum development, emphasizing the importance of instructional strategies and delivery methods in enhancing the overall learning experience (Smith, 2005; Sangoleye & Akaraonye, 2019). Study reveals that curriculum innovations at the Senior Secondary level often concern changes in instructional contents. This underscores the perceived emphasis on adapting and updating the subject matter within the curriculum. This finding resonates with the view that curriculum content should evolve to meet the dynamic needs of society (Tyler, 1949; Akdeniz & Konakli, 2022). As noted by Kolawole (2015) socio-economic realities, political considerations among others reasons necessitate curriculum innovation in ant society. While Law (2022) asserted that changes in political, cultural and economic aspects of the society over made curriculum irrelevant, and curriculum innovation becomes inevitable. The study also sheds light on the types of curriculum innovations instituted in Nigeria; findings reveal implementation of various types such as introduction of new subjects and new administrative policies. This supports the idea that the curriculum is a dynamic entity that undergoes modifications to address emerging educational needs (Doll, 1986). To address the rising unemployment rate in Nigeria and the necessity of delivering an education that equips students with entrepreneurial skills for self-reliance and job creation after graduation, the Nigerian Educational Research and Development Council (NERDC) integrated 34 new trade subjects into the senior secondary school curriculum in 2011 (Omojuwa & Olorunfemi, 2024).

However, concerning teachers' involvement and preparedness, the study reveals a worrisome situation. Finding shows that class teachers lack documented guidelines containing innovative aspects of the curriculum. This finding highlights a potential gap in teacher preparation and underscores the need for comprehensive guidelines to support effective curriculum implementation (Alsubaie, 2016; Fullan, 2007; Tikiawati & Drivoka, 2024). Additionally, the study indicates that teachers are not using the required curriculum materials to teach innovations introduced at the Senior Secondary School level. This finding suggests a potential disconnect between the innovations introduced and the materials available for effective implementation. Effective implementation is contingent upon adequate support and resources (Cohen et al., 2018). Despite these challenges, there is a positive aspect to teachers' attitudes towards curriculum innovation. Finding reveals that teachers are willing to teach the innovative contents introduced into the curriculum. This positive inclination aligns with the idea that teacher attitude plays a pivotal role in successful curriculum

implementation (Fullan, 2007; Mohammed & Pitan, 2022). However, concerning teachers' adjustment to new methodologies resulting from curriculum innovations, there is a division of opinions, with 50.3% believing that teachers do not adjust. This emphasizes the importance of providing adequate professional development opportunities to ensure teachers can effectively integrate new methodologies into their teaching practices (Guskey, 2002).

The study also indicates a significant concern regarding teachers' participation in the curriculum innovation process. Finding shows that teachers are not usually carried along in the process of curriculum innovation in Nigeria. This finding underscores the need for a more inclusive and collaborative approach to curriculum development, where teachers are active contributors (Stenhouse, 1975).

Conclusion

In conclusion, while the study reflects positive aspects of teachers' willingness and recognition of the need for curriculum innovation, it also underscores challenges related to teacher preparedness, resource utilization, and active participation in the curriculum development process. Addressing these challenges is crucial for fostering a more effective and responsive curriculum in Nigerian Senior Secondary Schools. The findings underscore the need for more comprehensive and effective guidelines, increased involvement of teachers in the curriculum innovation process, and better communication and understanding between policymakers and educators in Nigeria. These factors are crucial in ensuring successful implementation and utilization of curriculum innovation.

Recommendations

The study recommends the following:

1. Development of comprehensive guidelines for teachers, outlining innovative aspects of the curriculum. Additionally, provide training sessions to familiarize teachers with these guidelines, enhancing their preparedness for curriculum implementation.
2. Ensuring adequate availability and accessibility of required curriculum materials. This may involve collaboration with educational institutions, publishers, and relevant stakeholders to bridge resource gaps.
3. Fostering a more inclusive approach to curriculum development by actively involving teachers in the innovation process. Establish platforms for collaborative decision-making, allowing teachers to contribute their expertise and insights.
4. Offering targeted professional development opportunities to help teachers adjust to new methodologies resulting from curriculum innovations. This can enhance their capacity to effectively integrate these changes into their teaching practices.
5. Implementing mechanisms for regular review and feedback on curriculum innovations. This allows for continuous improvement based on the experiences and insights of teachers, promoting a dynamic and responsive curriculum.
6. Advocating for policies that prioritize teacher involvement and resource provision in the curriculum development and implementation process. Policymakers should consider the practical needs of teachers to ensure successful innovation.
7. Encouraging further research on curriculum innovation to continually assess its impact, challenges, and effectiveness. This ongoing research will contribute to the evolution of educational practices in alignment with societal needs.

In implementing these recommendations, stakeholders can contribute to a more adaptive, resourceful, and collaborative educational environment, ultimately enhancing the quality of education in Nigerian Senior Secondary Schools.

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