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The Impact of the Implementation of the Nigerian Curriculum Initiatives on Secondary School Administrators and Teachers in Enugu State

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UNIVERSITY OF CALGARY

The Impact of the Implementation of the Nigerian Curriculum Initiatives on Secondary School
Administrators and Teachers in Enugu State

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
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Abstract

This study explored the impact of the implementation of the new Nigerian curriculum initiatives on the professional practices of selected school administrators and teachers from 4 secondary schools in Enugu education zone. Ten teachers and one school administrator each from Anglican, Catholic, Public, and Private secondary schools participated in the study. I employed qualitative case study utilizing the constructivist paradigm. Data collection was done using a one-time 60-90 minutes face to face semi structured interviews with each participant, document analysis, and site observation of participants' schools.

Combining Stake's (1995) categorical aggregation and direct interpretation, data analysis and interpretation was done by reading and re-reading the interview scripts, memos, and the observation field notes underlining emerging themes and categories. MacShane and Von Glinow's (2003) MARS model of individual behaviour and performance was applied as a theoretical framework to make meaning of the emerging themes and categories.

The findings of the study showed that school administrator participants who carry heavy workload, lack institutional autonomy, lack funds to provide teacher's needs, and are poorly paid have their professional practices negatively impacted by the implementation of the new Nigerian curriculum initiatives as they could not function well as facilitators of the curriculum implementation. Findings also showed lack of principal's support and motivation, work overload, poor remuneration, and lack of instructional materials as what made the implementation of the new Nigerian curriculum initiatives impact negatively on teachers' professional practices.

The findings suggest providing teachers and administrators with relevant instructional materials, support and motivation, commensurate remuneration, and manageable workload as they struggle with the implementation of the new curriculum initiatives. Findings also suggest the

necessity of allowing school administrators some autonomy in running their schools and providing them with necessary funds to achieve their goals.

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Chapter One:

Introduction

In both developed and developing countries today, secondary education is being recognized as the bedrock of all educational systems (World Bank, 2009). The role of secondary education in promoting the growth of economies and improvements in human well-being is well recognized in the literature (Verspoor, 2008). Placed between primary and tertiary sectors in structure and content, secondary education is at the hub of all educational reforms (Africa region World Bank, 2002).

In recognition of this all important role that secondary education plays in the development of the individual and the nation, the federal government of Nigeria keeps reforming and diversifying secondary education curriculum in Nigeria to make it relevant to the aspirations of the nation and the needs of the individual. These reforms and diversifications brought a range of new courses and programmes into the secondary education curriculum that made the curriculum provisions immense and profound for school teaching and learning. For one, they require teachers to question their traditional subject practices and classroom routines and school administrators to re-evaluate their roles as curriculum facilitators.

As these new courses and other curricular additions are being implemented in the schools, a natural question that comes to mind is, “How would the implementation of these new changes impact the professional practices of teachers and administrators who have the sole responsibility of seeing they are well implemented?” With this question as a point of departure, this study investigated the impact of the implementation of the new Nigerian curriculum initiatives on the

professional practices of school administrators and teachers in Enugu State in order to better understand that phenomenon and to suggest further policies and procedures.

1.1 Genesis of the Study

The missionaries (Anglicans, Catholics, Presbyterians, and Church of Scotland) were very instrumental in the establishment of Western education in Nigeria. Most of the primary and secondary schools in Nigeria from 1884 to the early 1970s were established and managed by the missionaries (Okongwu, 1946). In 1975, however, the military government which toppled the then civilian government decided to take over the management of schools from the missionaries on the allegation that the missionaries were charging fees which the majority of the students were finding difficult to pay (Alaba, 2008). Immediately after the take-over of the schools, the government in 1976 introduced Universal Free Primary (UPE) education program in all the primary schools in Nigeria. The program, however, did not succeed due to inadequate planning and underfunding (Gusau, 2008). In spite of this failure recorded by the government in its first project since the take-over of schools from the missionaries, the management of schools in Nigeria remained exclusively in the hands of the government. As the government began to realize the enormity of the responsibility they had undertaken with the exclusive management of schools, they began to think of involving the missionaries and other voluntary agencies again. Consequently, in the 4th edition of the National Policy on Education (NPE; Federal Republic of Nigeria (FRN), 2004) the government invited “voluntary agencies, communities and private individuals to help in establishment and management of schools” (p. 2).

Some states in Nigeria interpreted the policy to include giving back to the missionaries the schools that belonged to them originally. Enugu state is one of the states that decided to give back

to the missions some of schools that belonged to them on an experimental basis. The Catholic Diocese of Enugu upon getting some of their schools back from the government assumed full responsibility of the administration of the schools. However, as the priests who were involved in the management and administration of the schools before they were taken over by the government were either retired or nearing retirement, the bishop of Enugu diocese decided to train younger priests in educational administration (and I happen to be among them) so that they could be involved in the administration of the Catholic schools. That is how this study on the impact of the implementation of the Nigerian curriculum initiatives on the professional lives of secondary school administrators and teachers in Enugu State came about.

1.2 Background of study

The first secondary school in Nigeria was opened by the Church Missionary Society in Lagos in 1859 (Adesina, 1984). The curriculum of studies at the Church Missionary Society School was heavily oriented towards a literary education with generous offerings in Latin and Greek and the usual dose of religious instructions. According to Fafunwa (1995), in the early missionary secondary schools, Christian religion predominated, even though subjects such as geography and arithmetic were included in the curriculum. All other subjects – grammar, reading, spelling, meaning of words – were taught with one overriding aim in mind: “to enable the new converts to acquire the mastery of the art of reading and writing to help them in the study of the sacred scriptures and in the performance of their religious duties” (p. 93).

Until 1882, the colonial government in Nigeria paid little or no attention to the educational needs of the people. The first government education ordinance was promulgated in 1882, decades after the introduction of education in Nigeria by the missionaries. In fact, it was not until 1909 that

the first government secondary grammar school was opened in Nigeria (Fafunwa, 1995). The curriculum for the government secondary grammar school largely followed that of the missionary grammar schools that were geared towards the production of clerical workers, catechists, teachers, and low-level administrators. However, the Hope Wadell Institute founded by the Church of Scotland in Calabar included in their curriculum such practical courses as printing, carpentry, and mechanics. This may have served as a wakeup call both to the government and other missionary groups to expand and diversify their secondary education curriculum to serve the needs of the individual and that of the wider society.

As the interests of colonial government in Nigeria continued to grow towards the education of the people, they began to set up different Commissions which included among others, the Phelps-Stokes Commission of 1920-1925, the Cambridge Conference on African Education of 1953, and the Ashby Commission of 1959 to make educational policies and provide criteria for funding and establishment of schools. The government intervention did bring some improvements that led to the expansion of secondary education in Nigeria, but still the curricula for secondary education remained largely academic and theoretical with little or no emphasis on vocational and technical skills. When Nigeria became independent in 1960 and began running its own affairs, well-meaning Nigerians began to question the rationale behind retaining the British system of education which had outlived its usefulness in a post independent Nigeria. The British education system was criticised as not reflecting the realities of Nigerians and therefore not relevant to their developmental needs (Gusau, 2008). These criticisms and agitations by many Nigerians led the government to convoke a National Curriculum Conference in 1969 that was attended by a cross section of Nigerians. The conference was a culmination of expressions of general dissatisfaction

with the existing education system that had become “irrelevant to national needs, aspirations, and goals”(FRN, 2004, p. 4). After much deliberation, the members of the curriculum conference recommended a new National Policy on Education (NPE) popularly known as the 6-3-3-4 system of education. This represents 6 years of primary school, 3 years of junior secondary school, 3 years of senior secondary school and 4 years of basic university education.

The most interesting and revolutionary feature of the new NPE in Nigeria was the introduction of “six years secondary education, given in two stages (3-3):- a junior secondary school stage and a senior secondary school stage; each of three years duration” (FRN, 2004, p. 19). The curriculum for the junior secondary was expected to be both pre-vocational and academic to enable pupils to acquire further knowledge and skills. All the junior secondary “students irrespective of their later callings e.g., medicine, engineering, technology, commerce, agriculture, education, law or pharmacy, will be exposed to both courses and one or two Nigerian languages” (Fafunwa, 1995, p. 260). The senior secondary school shall be comprehensive with a core-curriculum designed to broaden pupils’ knowledge and outlook (FRN, 2004, p. 20). This deviated dramatically from the old secondary school system both in structure and orientation. Whereas the old structure was narrow and academically oriented, the new system was comprehensive in nature including technical and vocational skills. It was believed that full and effective implementation of the new secondary school structure as contained in the NPE would revolutionize the secondary education system in Nigeria (Adesina, 1984).

The government, in order to ensure the successful implementation of the Policy stipulations, set up a seven-man implementation committee headed by the late Professor Onabamiro with the following terms of reference: (a) To translate the policy into a workable

blue-print and to develop programmes for the implementation of the policy; (b) to coordinate and monitor the implementation of those programmes developed under the policy; (c) to advise government and to assist on providing the infrastructure and other requirements for the policy implementation and; (d) to provide a continuous review and assessment of the aims, objectives, and targets of the policy with a view to ensuring the adequacy and relevance of the policy to our national needs and aspirations, and to propose modification on any aspects as may be found necessary. The blueprint produced by the implementation committee dealt with important and necessary steps that should be taken in order to implement the new education policy effectively and efficiently. The committee spelled out in great detail the facilities required, the number and calibre of teachers needed, the kind of management control, and the financial implications (Fafunwa, 1995). The government accepted most of the recommendations of the committee and set a date for the take-off of the system.

The new secondary education system was proposed to take off in 1982 when the first products of the previous six-year Universal Primary education (UPE) of 1976 would have finished the primary schools. But in 1985, only Kano and Anambra, out of the then 19 states of Nigeria had actually started the new system of education (Adamu, nd). The rest of the states later started the new system of education after overcoming some initial difficulties.

1.3 Statement of the Problem

The new secondary education system with its diversified curriculum was heralded with great optimism by Nigerians as the panacea to the ailing Nigerian secondary education sector. But after some years of implementing the curriculum of the new secondary education system, the euphoria with which Nigerians welcomed it not only died down but has been replaced by

despondency due to non-performance (Okoroma, 2006). The secondary education curriculum which was initiated to guarantee functional education after the American model has become even worse than the British model that was adjudged non developmental due to ineffective implementation (Okoroma). The blame for the ineffective implementation of the curriculum is often laid squarely on the shoulders of teachers and administrators even when it is common knowledge that there are many other factors that can hinder effective implementation of the curriculum which are beyond school administrators' and teachers' resourcefulness. This has not only caused a lot of resentment among teachers and administrators but also has led to many not caring about their practice anymore. For many Nigerian teachers and administrators, teaching is consequently seen only as a holding tank from which to move to more lucrative and fulfilling jobs when opportunity knocks. Teachers and administrators, who are disengaged in this way with their work, and who are finding few rewards or little future in teaching, may use a number of coping strategies which are detrimental to student outcomes (Herbert et al., 2000). There is need, therefore to investigate the implementation of the Nigerian secondary education curriculum initiatives and how that may be impacting the professional lives of school administrators and teachers and the quality of instruction in schools (Quaglia, Marion, & McIntire, 2001).

1.4 Purpose of Study

The purpose of this research is to explore the impact of the implementation of the secondary education curriculum initiatives on the professional lives of selected school administrators and teachers from four secondary schools in Enugu State to better understand that phenomenon and to suggest further policies and procedures. The importance of school administrators and teachers in ensuring that curriculum initiatives prescribed by the Nigerian

government are carried out has been well documented in the literature (Afangideh, 2009; Ayodele & Akindutire, 2009; Etim, 2007). What seems to be lacking is research focused on school administrators' and teachers' perspectives with respect to the impact of the implementation of significant curricular additions on their professional lives. This situation seems to be wide spread. In the United States for instance where much research had been done on schooling, Seidman (2006) lamented that little of them were based on teachers' and administrators' perspectives whose individual and collective experiences constitute schooling. As a Nigerian citizen, educated in the country's elementary and secondary school system and having also taught for six years in a Nigerian secondary school, I must indicate, historically and currently, that teachers and administrators' perspectives have been grossly underrepresented in matters that affect them and the jobs they do.

In this study, I seek to provide a space for the voices of these teachers and administrators so they may share their difficulties and successes with respect to dealing with significant curricular changes introduced by the government. Teachers perform at their learning-teaching optimum when they have confidence in their ability to teach which means being at ease with the necessary learning materials and teaching practices (Heneveld, 1994). The realization of the national curricular goals and the objectives of the secondary education in Nigeria will be on the line if teachers are negatively impacted by some aspects of the implementation of the new curriculum initiatives. Not only will this impact negatively on student achievement but this will also pose a big threat to the professional well-being of those school administrators and teachers who feel inadequately equipped to handle these new curricular additions (Sergiovanni, 1992).

1.5 Establishing Research Questions

I proposed a qualitative ‘case study’ within which I explored and sought to understand the impact of the implementation of the Nigerian curriculum initiatives on the professional lives of selected secondary school administrators and teachers in Enugu State, Nigeria. Therefore, I gathered information that was analyzed to show the impact of the implementation of the Nigerian Curriculum Initiatives on school administrators’ and teachers’ professional lives.

As a guide to this study, I generated the following question.

1. From their own perspectives, how does the implementation of the Nigerian Curriculum Initiatives impact the professional lives of secondary school administrators and teachers?

1.6 Significance of the Study

The curriculum implementation stage is very crucial in the curriculum development process because it is at this stage that the planned curriculum is translated into action (Cornelius-Ukpepi & Ndifon, 2005; Ekpo & Osam, 2009). Effective curriculum implementation is not only the bedrock on which any successful educational program rests, it is also the critical carrier that ensures its propagation for achieving desired objectives (Akubilo, 2009). No matter how well a curriculum is planned, how lofty the educational ideals are, and how relevant it is to the needs of learners and the society, if it is not effectively implemented by those concerned in the schools it is as good as nothing. In the light of the above, this study is significant for a number of reasons.

First, as this study is based on the participants’ lived experiences with the implementation of the new secondary education curriculum, the findings will produce some insights that may be

relevant to education policy makers, curriculum developers, and planners as they formulate new policies and think of introducing new curricular.

Second, considering the lack of attention paid to teachers' and administrators' voice in Nigeria and elsewhere with regard to schools issues, this study may open space for conversation about the lives and practices of teachers and administrators not only in Enugu state but in other states of Nigeria and even beyond.

Third, the study underscores the importance of the implementation stage in the curriculum development process and the importance of providing teachers and administrators with all relevant materials to carry out this crucial stage in the curriculum development process.

Fourth, the study adds to the literature on secondary education curriculum implementation in Nigeria from the point of view of teachers and administrators who are at the centre stage of any curriculum implementation.

1.7 Delimitations of the Study

1. The study is delimited to 40 teachers and four school administrators purposefully chosen from Public, Private, Catholic, and Anglican secondary schools in Enugu education zone.
2. The study is delimited to teachers and administrators who have had at least three years of experience with the implementation of the new secondary education curriculum.
3. The pool of participants is delimited to those who voluntarily wished to participate and who meet the participation criteria.
4. The study is delimited to the impact of Nigerian curriculum initiatives on school administrators' and teachers' professional practices.

1.8 Study Limitations

1. The small sample size, though typical of case study research approach, will make it difficult for the generalization of the findings to the entire population of teachers and administrators in Enugu state. However, considering the lack of attention paid to the teacher and administrator voice in Enugu State, this study may open up for conversation the lives and practices of teachers and administrators in the state and even beyond.
2. Even though all efforts have been made to prevent researcher biases from affecting the findings of the study, there is no guarantee of zero researcher effect for the fact that the researcher is the instrument of data collection, analysis, interpretation and, presentation of results.
3. The study depended mainly on interviews as the data collection method and therefore presumes that the participants will respond to the interview questions truthfully. The researcher, however, made effort to be sensitive in order to detect when the participants were telling him what they felt he wanted to hear.
4. The study is limited by the methodology and methods for data collection employed in the research design because they set the tone for what kind of data to be collected and how such data will be interpreted.

1.9 Assumptions of the Study

1. It is assumed that teachers and administrators would be willing to share with the researcher the impact of the implementation of the new secondary education curriculum on their professional lives.

2. It is assumed that teachers and administrators are not having the best of times with the implementation of the new mandated secondary education curriculum due to lack of instructional materials and/or their perceived poor conditions of service.
3. It is assumed that teachers and administrators' personal and professional lives are intricately interwoven together such that what affects one affects the other.
4. It is assumed that students' learning outcomes will be affected positively if school administrators and teachers professional lives are impacted positively and vice versa.
5. It is assumed that government and the public are not giving adequate support to teachers and administrators in their efforts to improve teaching and learning in Nigeria.
6. It is assumed that for teachers and administrators' professional lives to be positively impacted by the implementation of the new curriculum initiatives, their conditions of work, subject matter knowledge, and the learning environment should be improved together.
7. It is assumed that though the educational landscape of Canada and America are different from that of Nigeria, the experiences of teachers and administrators with the implementation of the secondary education curriculum are in some ways similar.

1.10 Definition of Terms

1. Nigeria: A Republic in tropical West Africa with a population of about 148,000,000. Nigeria got its independence from Britain in 1960. Currently, Nigeria has 36 states

plus the Federal capital Territory, Abuja (Federal Republic of Nigeria [FRN], 2001).

See appendix A-1 for Map of Nigeria.

2. **Enugu State:** One of the 36 states of Nigeria located in the South East of Nigeria with a population of about 3,700,000. It covers area of 7,627,20sq kilometres. The state was carved out of the old Anambra state in 1991. It has 17 local government councils. The language of the people is Igbo. The people of the state are predominantly Christians. Enugu state shares boundaries with Anambra state on the West, Abia state on the South, Kogi state on the North, and Benue and Ebonyi states on the East. Enugu State is also called the coal city-state because of large deposits of coal located there by nature. It was this large deposit of coal that attracted the first British settlers in Nigeria to what is now Enugu State where they not only mined but also introduced Western education (E-nigeria, 2010). (See Appendix A-2 for map of Enugu State)
3. **Secondary education:** “Education children receive after primary education and before the tertiary stage” (FRN, 2004, p. 18). In Nigeria, the secondary education is of six-year duration given in two stages: junior and senior secondary schools each being for a three-year period.
4. **Secondary education curriculum:** A list of programmes and activities designed for the realization of the objectives of secondary education.
5. **Enugu education zone:** This is one of the six education zones in Enugu state. It is comprised of three local government areas namely Enugu North, Enugu East, and Isi-Uzo. It has 53 public, 3 catholic, 3 Anglican, and 15 private secondary schools.
6. **Administrators:** Principals of secondary schools.

7. **Public secondary school:** A secondary school owned and financed by the public through the government.
8. **Catholic secondary school:** A secondary school owned and administered by the Catholic Church but jointly financed by the government and the Catholic Church.
9. **Private secondary school:** A secondary school owned, administered, and financed by private individuals or groups.
10. **Anglican secondary school:** A secondary school owned and administered by the Anglican Church but jointly financed by the government and the Anglican Church.
11. **Maximum variation sampling:** “Involves selecting cases that illustrate the range of variation in the phenomenon to be studied” (Gall, Borg, & Gall, 1996, p. 232).
12. **Multiple case studies:** A single study in which the researcher studies more than a single case often to show different perspectives on the issue (Creswell, 2007).

1.11 Participant Observation

Participant observation is a special mode of observation employed mostly by qualitative researchers “to learn what life is for an “insider” while remaining, inevitably, an “outsider”(Mack, Woodsong, MacQueen, Guest, & Namey, 2005). For Yin (2009) the participant observer assumes a variety of roles within a case study and may actually participate in the events being studied. In this study, I qualified as a participant observer for a number of reasons. First, I interviewed school administrators and teachers who are working in an educational context of which I had been part of, for a number of years. Second, I shared the same language and culture with the participants in my study which gave me the advantage of understanding the idiosyncrasies of my study participants.

Participant observation is a very useful way of gaining an understanding of the physical, social, cultural, and economic contexts in which study participants live. It provides researchers with nuanced understanding of the context that can only come from personal experience. Data collected through participant observation can serve as a check against participants' subjective reporting of what they believe and do.

Participant observation, however, can be time consuming and there is always the difficulty of documenting everything that is important while participating and observing. Despite these seeming disadvantages of participant observation, it has proved to be a veritable data collection method for quantitative researchers.

1.12 The Researcher

I am a priest of the Roman Catholic Diocese of Enugu, Nigeria ordained on August 8th 1998 after the completion of my seminary training at Bigard Memorial Seminary Enugu. After my ordination to the priesthood, I was appointed by the Bishop to teach in our minor seminary which doubles as a private secondary school and a house of formation for minor seminarians.

Having found myself as a teacher in a secondary school without a formal education in teaching, I enrolled part time at the Imo State University Owerri, Nigeria for a diploma in education. The study was very helpful as it grounded me in the art and science of teaching.

As a teacher in the private secondary school, I came face to face with the harsh reality that most teachers in Nigeria face in their classrooms as they struggle to effectively implement the curriculum in a not too friendly school environment. My experience showed me that Nigerian teachers are made to work more with less which has the capability of taking the joy of teaching out of them if they are increasingly finding the job more and more difficult.

My experiences as a teacher in Nigeria put me in a better position for investigating the impact of the implementation of the new Nigerian curriculum initiatives on teachers and administrators professional practices. This opportunity served as a platform for teachers and administrators voices to be heard with regard to issues that affect the work they do and the way they do it.

1.13 Organization of the study

Chapter One of my study provides the background to the study, purpose, significance of the study, research question, delimitations, limitations, assumptions, and definition of terms. Chapter Two provides a review of the relevant literature: a) the development of secondary education in Nigeria; b) the situation of education in Nigeria; c) training and appointment of school administrators and teachers in Nigeria; d) teachers task in curriculum implementation, e) school administrators' task in curriculum implementation; f) barriers to effective curriculum implementation; g) factors that enhance curriculum implementation. In chapter Three, I provide the philosophical orientation of the study, the research design, research methods, and data analyses methods, credibility and ethical issues. Chapter Four features data presentation, analysis, and synthesis. Finally, in Chapter Five, I present the summary of the dissertation, examine the emergent themes in the light of the relevant literatures, provide the study's implications for policy, practice, and further research, and then offer my reflections for future directions.

CHAPTER TWO:

Review of Literature

In qualitative research, the kind of literature review to be completed before the actual study begins varies widely (Creswell, 2007; Merriam, 1988). Some researchers (e.g., Wollcot, 2002) suggested leaving the review of literature until at a later part of the research process so that the researcher may not be biased by the existing literatures. Others, (e.g., Yin, 2009) recommended a thorough literature review prior to entering the field of study as a guide for the collection of useful data. Having evaluated these two competing recommendations, I was inclined to err on the side of attempting more than less of a literature review. First, as a novice researcher, I needed the guidance of those that had been in the field before me and a working knowledge of what is out there in order to have “a sense of what the field takes to be known, what is possible and what needs further explanation” (Hatch, 2002, p. 41). “Investigators who do not take time to find out what has already been thought or researched may be missing an opportunity to make a significant contribution to their field” (Merriam, 1988, p. 62). Second, intellectual rigor obligates me to place my work within the context of previous works that will form the basis for evaluating my ongoing research work. Without such positioning, the findings of my work risk being disregarded by my readers because they are not connected to anything the contextual literature recognize (Hatch, 2002).

What follows, then, is a review of relevant and related literatures that cover the context and content of the proposed study. This literature review provides the general situation of education in Nigeria and an overview of the impact of the implementation of the secondary education curriculum on school administrators and teachers professional lives. It consists of: a) development of secondary education in Nigeria; b) the situation of education in Nigeria; c) training and

appointment of secondary school administrators and teachers in Nigeria; d) task of teachers in curriculum implementation; e) task of administrators in curriculum implementation; f) barriers to effective curriculum implementation; and g) factors that enhance curriculum implementation.

2.1 Development of Secondary Education Curriculum in Nigeria

In this section, I trace the history of the development of secondary education in Nigeria from the pre-colonial period to the post-colonial period. The aim of this section is to acquaint the reader with hindsight of the development and implementation of the secondary education curriculum in Nigeria and how school administrators and teachers professional lives were impacted.

2.1.1 Pre-Colonial Period

Prior to the advent of Western education in Nigeria the traditional form of education existed where children and adolescents learned by doing through ceremonies, rituals, initiation, recitation, and demonstration (Fafunwa, 1995). The traditional education prepares the individual physically, morally, intellectually, socially, and vocationally so as to make the individual good enough to shoulder the responsibilities of life (Thakur & Ezenne, 1980). According to Fafunwa, the curriculum of Nigerian traditional education included farming, fishing, weaving, cooking, carving, and knitting as vocational subjects and wrestling, dancing, drumming, acrobatic display, and racing as recreational subjects while subjects for intellectual training included the study of local history, legends, the environment, poetry, reasoning riddles, proverbs, storytelling, and story relays. The family is the school where boys are expected to learn from their fathers and other male adults in their extended family. Girls likewise are expected to learn from their mothers and other

adult members of their extended family (Obidi, 2005). Functionalism was the main guiding principle of traditional education in Nigeria before the advent of Western style of education.

2.1.2 Colonial Period

The colonial period in Nigeria for the purposes of this dissertation began in 1842 when the first English speaking Christian missionaries arrived in Badagry for evangelical purposes. The period ended in 1960 when Nigeria gained independence. The development of secondary education in Nigeria during the colonial period was initially done by the Christian missionaries of different denominations. Later the colonial government became involved.

2.1.2.1 Missionary involvement in education in Nigeria. The first secondary school in Nigeria was opened in Lagos by the Church Missionary Society in 1859 (Adesina, 1984; Bassey, 1999). Not long after, other missionary bodies (e.g., Catholic, Methodist, Baptist Church of Scotland) established more secondary schools in Nigeria (Thakur & Ezenne, 1980). However, according to Njoku (1970):

The missionaries did not go to Nigeria with the avowed motive of educating the natives in the real sense of the word. Their educational aim was evangelical. It was a means to an end, the end being to win converts.... The energies of all the missions were directed to teaching the people to be able to read so that they could read the bible. (p. 65)

In fact, the secondary schools opened by the missionaries were extensions of the primary system whose “original aim was to train catechists for the church and clerks for the government” (Fafunwa, p 218). Awoyemi (1984) agreed that secondary education in Nigeria is the brainchild of different missionary bodies struggling to proselytize the people in an attempt to produce teachers for existing primary schools as well as catechists, clerks, and literate personnel needed for evangelism. For Njoku (1970), “the missionaries’ policy of conversion through schools served as a dynamic force in all the educational operations of each missionary group” (p. 66). However, as the

missionary endeavours were gaining ground, the secondary education curriculum was expanded to cater for the adult population they had converted. So, in addition to the religious instruction, vocational subjects like agriculture, carpentry, bricklaying, and ginnery were added to the secondary education curriculum.

In spite of this addition of vocational subjects in the secondary school curriculum, missionary education in Nigeria has been criticized as a means of furthering the religious, economic, and administrative purposes of the British people (Njoku, 1970). Thakur and Ezenne (1980) believed that the aim of the missionary educators in Nigeria secondary schools was to produce a Christian gentleman who “was to be a Nigerian but should behave like an European” (p. 13). Fafunwa (1995) acknowledged, however, “in spite of this obvious weakness of the early Christian schools, both parents and pupils saw education as a means of social emancipation and an avenue for economic improvement” (pp. 92-93). The Christian missionaries were the vanguards of education in Nigeria up to 1870 before the colonial government stepped in and started offering grants-in-aid to the missionary schools.

2.1.2.2 Colonial government’s involvement in education in Nigeria.

The colonial government in Nigeria initially paid little or no attention to the educational needs of the people as they left the administration and funding of education entirely to the missionary groups (Fafunwa, 1995). However, the years 1870-1876 saw some spasmodic attempts by the colonial government to help some of the missionary groups in their educational endeavours (Awoyemi, 1984). It was not until 1882 that the colonial government promulgated the first education ordinance in its West African Territories. With the promulgation of the education ordinance, the interest of the colonial government in education continued to deepen but more in

establishment of primary schools. Holsinger and Cowell (2000) reasoned that the Colonial powers were more interested in producing competent menial workers in their colonies, therefore they saw some education as necessary for this purpose.

It was not until 1909 that the first government secondary school was established in Lagos. According to Obidi (2005), this government grammar school and others that opened after it followed very much the literary curriculum of the mission schools opened earlier by the missionaries. The curriculum took after the average British grammar schools of the period and was essentially designed to produce a literacy type of education (Thakur & Ezenne, 1980). A typical government secondary grammar school curriculum looked like this: compulsory consisting of arithmetic, religious instruction, English literature, English language (composition, dictation, reading and colloquial English); secondary consisting of algebra, geometry, geography, drawing, science, hygiene and Latin.

Holsinger and Cowell (2000) observed that the colonial educational policy for those few individuals who will be educated beyond the primary level tended to emphasize the production of middle-level clerical and administrative personnel. This is in line with Awoyemi (1984), who argued that the main aim of the colonial government for stepping into secondary education was their need to produce “literate and clerical staff who would help in keeping the colony in a subordinate position for continued exploitation”(p. 160). To achieve this purpose, Lord Lugard, then Governor General of Nigeria, “wanted graduates of the schools not to be so poorly trained that they could not meet the educational standards set for employment in either the modern British or the “traditional” African bureaucracy, nor should they be so highly trained that they threatened to take over the responsibility of British officials or native authorities” (Abernerthy,

1969, p. 84). Holsinger and Cowell (2000) agreed that the “colonial powers in the eighteenth, nineteenth, and early twentieth centuries educated only a very small portion of the colonized peoples, and they educated this portion only at the basic level” (p. 18). In Nigeria, this situation continued for a long time until challenged by the report of the Phelps-Stokes Commission on Education in Africa which “roundly criticized the colonial governments educational policy in Africa”(Fafunwa, p. 131).

2.1.2.3 The Phelps-Stokes Commission on Education in Africa (1920-1922).

The Phelps- Stokes Fund is an American philanthropist organization that at the instigation of the American Baptist Foreign Missionary society was commissioned to study the educational work being done in Africa by the missionaries in collaboration with the British colonial government. The report of the commission became a significant turning point in the advancement of education in general and secondary education in particular in Nigeria (Awoyemi, 1984; Obidi, 2005). For one thing, it cured the British colonial government of their lackadaisical attitude towards the education of Nigerians and exposed the underlying motives of the missionaries in their educational enterprise in Nigeria. The Phelps-Stokes commission reported among other things that:

“the record of colonial government in Africa is a mingling of the good and the bad, the effective and the ineffective, the wise and the unwise” (p. 17). Though the report of the Phelps-Stokes commission indicted the missionaries and the colonial government on some of their educational policies, ‘it was the emphatic conviction of the Education Commission that the gains that have come to Africa through the white man are far greater than the losses” (p. 15). Be that as it may, the report of the Phelps-Stokes Commission made the colonial government re-evaluate its stand on the

education of the natives. This change in attitude was reflected in the first comprehensive educational policy in Africa issued by the colonial government in 1925, three years after the publication of the Phelps-Stokes report (Thakur & Ezenne, 1980). This memorandum on education in the British colonial territories was to become the guide of educational policies from 1925 to 1960.

2.1.2.4 Development of Secondary Education from 1925-1960

Between 1925 and 1960, secondary education in Nigeria continued to receive financial support from the colonial government as grants-in-aid. However, the grants-in-aids to secondary schools controlled by the voluntary agencies (missionaries) became a concern for the colonial government during the period. This was evidenced in colonial administration's failure to provide adequate educational facilities at the secondary schools controlled by the Christian missions. Incidentally, the missions owned about 90% of secondary schools (Fafunwa, 1995). This created a big disparity in the quality of education offered at the mission schools and that offered at the few government-owned schools.

This period also saw the development of another type of post primary school in Nigeria namely secondary modern schools. The secondary modern schools offered three-year terminal courses for children who were unable to pursue a normal grammar school course either because they could not pass the entry examination to the grammar school or they could not afford the cost of the secondary grammar school. The secondary modern schools were patterned after the British model and intended for those who could not achieve the secondary grammar school for the reasons mentioned above. The system was first introduced in Western Nigeria, where the large-scale expansion of primary education imposed a heavy congestion burden on the existing secondary

grammar schools (Adesina, 1984). The modern secondary schools initially grew in popularity as alternative to the grammar schools. But in spite of this initial popularity, the Banjo commission appointed to review the educational system of Western Nigeria unequivocally condemned the aims and practices of the secondary modern schools and recommended that these schools be scrapped or renamed as junior secondary schools (Thakur & Ezenne, 1980). The major ailments of the secondary modern schools as noted by the Banjo commission were: secondary modern school teachers had virtually the same teaching qualifications with those in the primary schools; the government found itself not in the position to give financial support to these institutions in view of the heavy financial commitment to the universal primary education scheme; school fees charged in the modern schools were generally about the same and sometimes higher than those in the secondary grammar schools; and, administration, organization, and actual control of the modern schools were left in the hands of unscrupulous and profiteering proprietors (The Banjo Report as cited in Adesina, 1984). Even though government for political reasons ignored the recommendations of the commission, the secondary modern schools eventually disappeared from the Nigerian education system owing to declining enrolments. It was still the secondary grammar school that held sway in Nigeria.

2.1.3 Post-colonial Period

This is the period from 1960 when Nigeria got its independence from Britain, its erstwhile colonial master to the present day. This period saw the development of another type of secondary education called secondary commercial and comprehensive schools probably in replacement of the secondary modern school that had died a natural death.

The secondary commercial and comprehensive schools were modeled after comprehensive high schools as found in America and Canada. The introduction of the secondary commercial and comprehensive high school seems to answer the need for diversification of secondary education curriculum in Nigeria. The first commercial and comprehensive high school opened at Aiyetoro in 1963, with teachers from Nigeria, America, Britain, and Scandinavian countries (Adesina, 1984). The curriculum of studies at Aiyetoro School was composed of academic and vocational education. There was also a core curriculum that every student must take during the first two years; the performance at which determines whether a student will go the academic or vocational route for the next three years leading to a terminal examination. The comprehensive high school at Aiyetoro, even though well planned and well suited for the needs of teeming young Nigerians, did not work out as expected. Adesina (1984) reasoned that the failure to achieve the aims and objectives of the Aiyetoro comprehensive high school was “its attempt to tie an essentially American education system to a British- oriented examination system” (p. 9) Clarifying himself, Adesina continued:

The American education system, upon which Aiyetoro was predicated, resents any system of evaluation, or any system of accrediting individuals which rests upon a single, one-shot evaluation device. Consequently, today Aiyetoro keeps moving further away from rather than closer to its original established intentions. (p. 9)

The stronghold of the traditional grammar school inherited from the British continued to grip the comprehensive schools to the point that none of the objectives and aims of the comprehensive schools were left in them. In the end, it was the grammar school that many parents and Nigerian educators had expressed concern about its relevance for meeting the pressing economic, social, and cultural needs of the nation that held sway. This stubborn adherence to the traditional grammar school type of education was blamed on the erroneous belief held by many parents that it is the

only type of secondary education that will qualify their children for British white-collar jobs or entry into the university (Obidi, 2005).

2.1.3.1 The 1969 Curriculum Conference

The latest experiment to make secondary education in Nigeria become relevant to the needs of the individual and aspirations of a developing nation was proposed at the 1969 National curriculum conference. “The conference was a culmination of expressions of general dissatisfaction with the existing education system which had become irrelevant to national needs, aspirations and goals”(FRN, 2004, p. 4) The conference proposed the introduction of a six-year secondary education divided into two stages: junior and senior secondary, each of three years duration. According to the conference proposal, the junior secondary school shall be both pre-vocational and academic while the senior secondary shall be comprehensive with a core-curriculum designed to broaden pupil’s knowledge and outlook. This proposal became one of the terms of references for another national seminar on education in 1973. After series of deliberations by those that attended the national seminar, the proposal of the 1969 curriculum conference for a six-year secondary education divided into two stages of junior and senior secondary was adopted. But it was not until 1977 that the federal government issued an official white paper accepting the proposal. The new secondary education system with its diversified curriculum was billed to take off in 1982 (Obidi, 2005).

This idea essentially, however, is not a new one not even in Nigeria. While the system was copied from American and Canadian secondary education system, the kind of diversification in the contents of secondary education that it is advocating had been recommended in 1960 by the Banjo commission appointed by the Western regional government. In Eastern Nigeria, the Dike report of

1962 also recommended the provision of comprehensive secondary school type in which the first half would emphasize general education while at the senior level students would be grouped in accordance with their vocational and academic competencies (Adesina, 1984). The later establishment of Aiyetoro comprehensive high school in 1963 with its diversified curriculum was a response to the Banjo and Dike commissions' reports (Awoyemi, 1984). For Adesina therefore the only thing that is new about the new secondary education system "is that the system being proposed is coming out for the first time as a national policy" (p.13).

The new secondary education system introduced by the Nigerian federal government from 1982 could revolutionize secondary education in Nigeria if its' aims and objectives would be properly implemented. But after 28 years of adopting the new secondary education system in Nigeria, the implementation of the system leaves much to be desired (Ajao, 2008).

2.1.3.2 Universal Primary Education (UPE) and Universal Basic Education in Nigeria (UBE)

In 1976, the federal government of Nigeria introduced the UPE scheme to enable all Nigerian children of school age to get primary education free. Thus, primary education in Nigeria became free and compulsory for every child of school age. With the commencement of the programme, enrolment in primary schools all over the country sky-rocketed, prompting the need for more schools, facilities, and teachers, which the government either did not anticipate or underestimated. Gusau (2008) concluded that the scheme was undertaken without adequate planning on the part of the government. For instance, the policy guiding the scheme appeared in 1977 one year after the implementation of the programme. The scheme collapsed eventually when the financial obligation became too great for the government to bear (Ikoya & Onoyase, 2008).

In 1999, the Nigerian federal government in response to the Jomtien Declaration for ‘education for all’ and for the achievement of the UNESCO millennium development goals launched the UBE programme which makes education free and compulsory up to junior secondary school. In Nigerian context, basic education includes primary, junior secondary, and nomadic as well as adult education (Omotayo, Ihebereme, & Maduewesi, 2008). The objectives of the UBE program included, among others:

- a) Developing in the general citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- b) The provision of free, universal, basic education for every Nigerian child of school-going age;
- c) Reducing drastically the incidence of drop out from formal school system (through improved relevance, quality, and efficiency);
- d) Catering for young persons who, for one reason or another, have to interrupt their schooling, as well as other out-of-school children/adolescents, through appropriate forms of complementary approaches to the provisions and promotion of basic education;
- e) Ensuring the acquisition of the appropriate levels of literacy and numeracy, as well as manipulative, communicative, and life skill and the ethical, moral, and civic values needed for laying a solid foundation for life-long learning.

The UBE was launched with high expectations as to solving the problem of poor access to basic education in Nigeria. As laudable as the objectives of the UBE are, Ikoya and Onoyase (2008) found that they might not be realized due to “poor leadership commitment to the implementation of the UBE program, poor funding and over centralization of provision and management of school infrastructures” (p. 21).

2.2 Situation of Education in Nigeria

This section of the literature review provides the reader with the situation of education in Nigeria. The aim here is to allow the reader to understand the goings on in the Nigerian educational landscape and how this may be impacting the professional experiences of teachers and administrators which in turn affect students' outcomes. There is an observable fall in the standard of education in Nigeria (Okoroma, 2006; Oghuvbu, 2009; Dike, 2002; Onuma, 2008). "An average Nigerian student of today cannot perform like his counterparts in the sixties and early seventies" (Akinyode, 2005, p. 3). Nigerian public schools are producing half-baked students today that can barely succeed our leaders tomorrow (Daily trust online, February 14th, 2007). The education minister (2004-2007), Oby Ezekwesili had warned "that if the rot in the system is not addressed, the country was at the risk of creating a republic of . . . , miscreants and hardened criminals; thus emerging as a country that created a highly skilled and motivated criminals by the year 2020" (Ezekwesili, 2006, p. 1). In the same vein, the Central Bank Governor (2004-2009), Professor Charles Soludo, in a convocation lecture delivered at University of Agriculture Abeokuta said among other things that "71% of Nigerian graduates like bad cherries won't be picked by any employer of labour because they are not fit for anything even if they were the only ones that put themselves forward for an employer test" (Tunji, 2008, p. 1).

In 2008, the number of students who passed the senior secondary school certificate examination fell by 11% from the previous year. Out of 1,275,330 candidates who sat for the examination only 325,754 passed, representing 25.54% ("Mass failure," 2008). In 2009, the number of students who failed the senior secondary school certificate examination further nose-dived. Out of the 1,184,907 students who sat for the examination, only 126,500 passed in five

subjects including English and mathematics, representing 12.76% (Laleye, 2009). Teachers and administrators had been blamed for the poor performance of students in examinations (Otti, 2009) while they themselves blamed the three tiers of government for this deplorable condition of education in Nigeria due to their neglect of the education sector.

2.2.1 Lack of Adequate Funding for Educational Programs

Funding is perhaps the bane in the education sector. The severe decline in the oil market combined with the Structural Adjustment Programme (SAP) (an austerity measure introduced by the federal government to check inflation) led to drastic reductions in spending on education (Igbuzor, 2006). Dike (2002) noted that the universal primary education, which the nation introduced in 1976, failed due to lack of funds among other factors. Olori (2005) and (Omotayo, Ihebereme, Maduewesi, 2008) observed that the new educational program (Universal Basic Education) recently launched by the federal government in 1999 was on the brink of collapse due to inadequate funding and lack of enough qualified teachers. An analysis of the federal government budget allocation to education from 2000 to 2008 showed clearly that the government is in the habit of allocating less money to the education sector. In 2000, the budgetary allocation to education was 8.36% of the total budget; it decreased to 7.00% in 2001; it increased again to 8% in 2002, while in 2003 it went down to 7.00%; it rose remarkably to 12.00% in 2004 only to fall back to 11% in 2005 and 2006 respectively. In 2008, the budget allocation rose remarkably to 13%, which is still nothing near the minimum 26% recommended by UNESCO (Okoroma, 2006).

Funding of educational programs in Nigeria is on the concurrent list. The federal and state governments together are responsible for providing educational services in the states. The federal government gives each state a certain amount of money for educational programs while the states

augment from their internally generated revenues. The level of provision of educational services varies from state to state in Nigeria depending on how rich the state is and the disposition of the governor towards the development of the state. Some states owe their teachers arrears of salary while others pay theirs on time and even give some kind of incentives to them. The federal government agreed with Nigerian Union of Teachers for a new salary structure for teachers but left its implementation to the state governors. As a result, it was not implemented the same way in all the states. While states in oil rich zones have the financial capacity to implement the new salary structure for teachers other felt they were being asked to do the impossible. So provision of educational services in the states including teachers' and administrators' welfare package depend of the financial capacity of each state and the goodwill of the governor.

With limited resources in the education sector, there is bound to be inadequate and dilapidated infrastructures, lack of instructional materials, overcrowded classrooms, and lack of adequately trained and motivated teachers (Igbuzor, 2006).

2.2.2 Inadequate and Dilapidated Infrastructures

One of the necessary consequences of underfunding education in Nigeria is the existence of inadequate and dilapidated infrastructures in Nigeria public schools. Most government-owned primary and secondary schools are in pitiable condition with leaking roofs, cracked walls, no writing desks, no writing materials, no libraries, no laboratories, no chairs and tables for students and teachers (Igbuzor, 2006). A reporter with the punch newspapers who visited a Millennium school in Lagos, Nigeria narrated his experience thus: "In one of the classes, some pupils stood on the corridor struggling to grasp what the teacher was saying, while others sat on windows. A good

number sat on the floor. There were some who simply stood at the back of the classroom talking and distracting the attention of others that had chairs to sit on” (Obasola, 2009, p. 2).

This regrettable condition exists in most of the nation’s public primary and secondary schools both in the urban and the rural schools (Sam, 2009). Alfred Uzokwe, a contributor to nigeriaworld.com lamented his experience as he visited his alma mater. According to him, erosion has virtually claimed the sporting field while the hostels were no longer fit for human habitation. (Nigerianworld, Tuesday Nov. 9, 2004). With inadequate infrastructures, the students will either be lumped into the few dilapidated existing ones or be forced to study under tree shelters.

2.2.3 Overcrowded Classrooms and Timetables

According to Nigerian policy on education, for effective teaching and learning in secondary schools, the teacher pupil ratio shall be 1:40 (FRN, 2004). But what we see in most classrooms in Nigeria is far from this policy. Cases of a teacher facing a class of more than 70 pupils are a common sight in Nigeria schools (Garuba, 2004). Garuba opined that the pupil teacher ratio in Nigeria is among the highest in the continent of Africa. Osunde and Ogiegbaen (2005) observed that many students find themselves in boring and rowdy traditional classrooms with hardly any facilities. For Esu and Anyanwu (2008) the problems of overcrowded classrooms and gross inadequate facilities have become the order of the day in the Nigerian school system. Akinsolu and Fadokun (n.d.) found that the problems associated with overcrowded classes have led to the frustration and subsequent resignation of many good teachers in Nigeria. Besides teaching large classes, teachers in Nigeria are bogged with other responsibilities outside the purview of their professional expectation. This puts added stress on school personnel, resources,

school scheduling, teacher workload, and classroom management (Garuba, 2004). Overcrowding, however, is more acute in secondary than in vocational and technical education (Oranu, 2003).

The issue of an overloaded curriculum is becoming also a cause for concern in Nigerian schools (Maduewesi, 2003; Ajibola, 2008). This is because of the high number of subjects that must be taken by students for their certification. At the primary level, ten subjects are to be taken. At the junior secondary level, every student is required to take eleven subjects nine of which shall be common to all – core subjects. At the senior secondary school level, every student is expected to take seven core subjects and a minimum of one and maximum of three from the list of 36 subjects to be offered at the senior secondary school certificate examination. The addition of global issues that are affecting the human race, such as poverty, hunger, diseases, HIV/AIDS, overpopulation, gender-related injustices, crime, and environmental degradation though relevant to the society has added to the curriculum content overload (Ajibola). The effect of this overloaded curriculum is that the school timetable is also overloaded. Less time is allocated to each subject so as to accommodate all the subjects within the school hours. Even with the fewer number of minutes, some still do not appear on the timetable up to two times a week. On the average, the period of one class is forty five minutes. One wonders what the teacher would be able to do under 45 minutes in a classroom that contains between 70-100 students.

2.2.4 Lack of Adequately Trained and Motivated Teachers and Administrators

Teachers' and administrators' job satisfaction and motivation are very crucial to the growth of any educational system (Ololube, 2006). According to Ololube, "they probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance" (p. 1). For

Udeozor (2002) teachers' and administrators' commitment and dedication to duty is correlated to their level of motivation and job satisfaction. In recognition of this, the FRN (2004) stated, among other things, "the goals of teacher education shall be to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system" and "to enhance teachers' commitment to teaching profession (FRN, p. 39).

Teachers and administrators in Nigeria are poorly motivated and generally dissatisfied with their living and working conditions (Adelabu, 2005). According to Udeozor (2002), "teachers seem to have relatively low morale, they carry out their duties grudgingly, they see their profession as beggars' quarters where they have to beg for most of their entitlements before they receive them and the public tends to look down on them" (p.152). Adelabu (2005) gave the key reasons that contributed to Nigerian teachers' poor motivation to duty as follows: a) low wages when compared to other professionals; b) low status in society; c) mass promotion of teachers; d) lack of career advancement opportunities; e) high teacher pupil ratio; f) poor work environment; g) inadequate fringe benefits; h) irregular payment of salaries. These conditions, according to Adelabu, also contributed to the difficulty in attracting and retaining quality personnel into the teaching profession.

Research findings show that when workers including teachers and administrators are not satisfied with their job, they respond by seeking other jobs (Popoola, 2009). However, the rate of turnover for teachers and administrators seems to be higher than in many other occupations (Ingersoll, 2000). According to Bencini (2008), it is estimated that more than half of England's teachers expect to leave the profession within the next decade because of stress, bureaucracy, and heavy workload. In America, it is estimated that almost a third of teachers leave the field sometime

during their first three years of teaching while almost half leave after five years (National Commission on Teaching and America's Future, 2002; Shakrani, 2008). Popoola reasoned that teachers and administrators in developed countries were able to leave when they wanted to because their economy provides for job mobility and succour for the unemployed. But “ in a developing economy like Nigeria where unemployment is rife and job mobility low, workers generally and teachers in particular may find themselves locked into less satisfying employment” (Popoola, p. 1). Related to this is the growing tendency of many university graduates in Nigeria to opt for teaching only when they are unable to find a more lucrative job (Adelabu, 2005). In a country where the majority of the teaching force in the public and private secondary schools is comprised of individuals who are either dissatisfied with their work conditions and yet have no courage to leave or those who should not have been there in the first place because they had no interest, students' outcome will not be the best.

In summary, this section painted the picture of the educational context in which most teachers and administrators in Nigeria work. The context seems to be an adverse one hence the need to explore the impact of the implementation of the new Nigerian curriculum initiatives on the teachers and administrators professional practices.

2.3 Training and Appointment of School Administrators and Teachers In Nigeria

There appears to be no special training before one is qualified to be appointed a school administrator in Nigeria as mention was only made of “teacher education”(pp. 39-40) in the national policy on education. Corroborating this, Arikewuyo (2009) found that the practice had been to appoint principals and vice principals of secondary schools from teachers who had spent a minimum of 10 years in teaching service. In almost all of Africa it was also found that the

dominant tradition for appointment of secondary school principals had been to recruit from within the teaching profession often as reward for good performance, long years of service, or ideological compatibility with the existing political orientation of government (Bush & Oduro 2006; Mulkeen, Chapman, DeJaeghere, & Leu, 2007).

In Enugu State of Nigeria the practice is the same in training and appointing school administrators as in other parts of Nigeria and in most of the sub Saharan African countries. It is done by appointment from the rank of teachers considering years of service. The state ministry of education often does the appointment. Oplatka (2004) in review of literature on the principalship in developing countries found that principals in some African countries (e.g., Nigeria, Ghana, Botswana) were not even appointed on criteria of quality teaching as many of them have never been in a classroom but were appointed because of their political connections. Ololube, Egbezor, and Kpolovie (2008) confirmed the overwhelming influence of politicians in recommending persons for appointment into teaching positions as merit no longer guides staff recruitment and selection.

In Enugu state, not only were school administrators not appointed based on any further professional training in the principalship but those who have nothing to do with teaching whatsoever were being appointed as principals due to their political connections.

The training of teachers in Nigeria is done by colleges of education, faculties of education, institutes of education, national teachers institute, schools of education in the polytechnics, national institutes for Nigerian languages, and national mathematical centre (FRN, 2004). The minimum qualification to teach in the junior secondary school is the National Certificate in Education (NCE) offered by the colleges of education while a bachelor's degree offered by

education faculties in the universities is required for teaching in the senior secondary school. The NCE is obtained after fulfilling the obligation of a three-year course in education while the bachelor of education degree is obtained after a four-year education course.

In recent years, the NCE program has come under fire. It has been found that those who go to colleges of education are those who do not possess the necessary requirements for admission into the university (Akinbote, n.d.). Recent studies have also shown that most graduates from the system in the last 15 years are incompetent as teachers (Ajeyalemi, n.d.). The curriculum emphasizes more theory than practical aspects of teaching, as such new teachers lack teaching skills. It may be fair to say that teacher education in Nigeria has failed to meet with expectations by not producing effective teachers for the system. The situation is compounded by the ugly activities of politicians in meddling with the selection and recruitment of teachers and administrators. With this trend in vogue, most of the Nigerian secondary schools are filled with the good, the bad, and the ugly in terms of the quality of teachers and administrators.

2.4 Teachers' Task in Curriculum Implementation

This section will highlight the roles of teachers for effective secondary education curriculum implementation. This will allow the reader to know what is expected of teachers with regard to the implementation of the secondary education curriculum. The success or failure of any proposed curriculum depends heavily on the role played by teachers in the planning and implementation phases of the curriculum (Udosen, 2009; Olatunji, 1984; Ajibola, 2008).

According to Udosen, teachers “not only influence exactly what is to be learned but also exert control over the learning experiences that go on in the classroom” (p. 84). For Maeroff (1988), “if elementary and secondary education in America improves, it will be, more than anything else,

because of the part teachers play”(p. 1). Teachers’ decisions are uppermost in the actual implementation of the curriculum, therefore their professional status and quality count a lot in the realization of the objectives of the curriculum (Nnachi, 2009). The National Policy on Education in Nigeria (FRN, 2004) clearly stated that “no education system can rise above the quality of its teachers” (p. 39). The Scottish government agreed that innovative and inspiring teachers hold the key to producing a modern workforce with knowledge and skill needed to support a successful and thriving economy and a stronger society (The Scottish Government, 2009). Fraser-Thomas and Beaudoin (2002) were also of the opinion that “because teachers implement curriculum on a day-to-day basis, they play an enormous role in the effective implementation of curricula” (p. 253). Still stressing the important position occupied by teachers in the implementation of the school curriculum, Ivowi (1994) stated:

No matter the supervision within and outside the school, the facilities placed at the disposal of the teacher, it is most important that the classroom teacher is convinced of what he (or she) is expected to teach otherwise the practised curriculum will always be significantly different from the planned or prescribed curriculum. (p. 52)

For Wang and Cheng (2005), “the success of any curriculum reform and its implementation depends on whether teachers willingly participate in and are valued and acknowledged in the process” (p. 4). What this means, therefore, is that “no education reform could succeed without the provision on a continuous basis of highly qualified and motivated teachers” (UNESCO, 2005, p.17).

2.4.1 Participation in Curriculum Development and Planning

Teachers’ task in curriculum implementation begins when they are invited to make their input during the process of curriculum development and planning (Njoku, 2002). It is believed that involvement of teachers in the various phases of the curriculum development, especially at the

initial phase of deciding what will be taught is vital both in making the curriculum relevant and raising the degree of its acceptability among teachers themselves, students, and their parents (Melese, 2007). For Desimore (2001), “making teachers partners in the decision making process from the outset creates a natural accountability that positively influences the implementation of the design and is essential to achieving successful classroom-level changes” (p.1). Teachers use their expert knowledge and their knowledge of learners’ interests and abilities to make insightful contributions in curriculum development and planning. But in Nigeria, the secondary education curriculum was packaged by the Nigerian Educational Research and Development Council and handed down to teachers and administrators for implementation. Not only were teachers not involved in the development of the curriculum but also in Enugu State of Nigeria, teachers have not seen copies of the curriculum document two years after its formulation (Nzomiwu, 2010). Maeroff (1988) also found that despite the importance of teachers in determining what happens in schools, many reports on school reforms in America often ignore the role of teachers in their recommendations for improving schools. This study investigated the impact of the implementation of the new Nigerian secondary education curriculum initiatives on the professional practices of school administrators and teachers who were not part of its development. Wang and Cheng (2005) found that when teachers and administrators are not involved in the development and planning stage of the curriculum, implementation is difficult.

2.4.2 Interpretation of the Curriculum Objectives

When the curricular document had been developed, teachers are expected to interpret the curricular objectives and determine the methods for achieving them. Even when there are some guidelines provided for interpretation of the curricular provisions as most times are, it is the

teacher based on his or her experience who will determine what to be taught at a given time and the extent to which a topic will be taught (Ivowi, 1994). For Ayozie (2002) “the teacher is the medium through which the curriculum is translated into action in the classroom” (p. 75). A study of beginning teachers’ conceptions of competence found that they placed importance on their ability to interpret the curriculum documentation (Huntly, 2008). Given this important role of interpreting the curricular document, teachers are expected to possess “the best clinical expertise available” (Melese, 2007. p. 75). It is not uncommon, however, to find in schools, especially in the developing nations, teachers who are neither academically nor professionally qualified occupying this all important position. According to Ololube (2007) “Nigerian secondary schools still lack the right quantity and quality of teachers after two decades of implementing the National Policy on Education” (p. 1).

2.4.3 Selection and Utilization of Adequate Instructional Materials and Teaching Methods

Learning has been found to be optimally enhanced by adequate and appropriate selection and use of relevant instructional materials by teachers (Azikiwe, 1994). Based on their interpretation of the objectives of the curriculum document, determined by their professional knowledge and experience, teachers decide on what teaching methods to employ and the instructional materials that will help them realize those objectives in their classrooms. Although the list of instructional materials and methods can be inexhaustible, the adequacy of those provided by the teacher can be limited by availability, teachers’ pedagogical skills, level of creativity, and resourcefulness. Teachers’ pedagogical knowledge has also been found to be of help in selecting teaching strategies and learning experiences that engage students in all aspects of classroom task (Huntly, 2008). For Segiovanni and Starratt (1971), “effective teaching - that which works to

develop fully the unique intellectual, social, and emotional capabilities of each school client- requires enormous creative effort” (p. 155). Teachers’ resourcefulness is equally brought to bear in the improvisation of instructional materials especially in developing countries like Nigeria where teachers are not provided with the needed instructional materials. Teachers’ role in curriculum implementation also includes “the organization of the classroom physical environments, as well as management of pupils’ behaviour” (Akubue, 1991, p. 3), the motivation of students and management of classroom activities.

2.4.4 Classroom Organization and Management

The personality of the teacher, his or her attitude towards students, type of activities selected, and decisions about arrangement of the physical environment of the classroom affect student achievement. For Igbokwe (2009), “classroom decisions are greatly determined by the personal beliefs and values of the teacher, and his feeling towards the students” (p. 29). How teachers behave in the class therefore is a critical determinant of what the students learn (Okpara & Onyemerekeya, 1994). Teachers who care about their students may have fewer disciplinary problems than teachers who are insensitive to the general welfare of their students, their school and the job of teaching (Akubue, 1991). In selection of learning activities, Azikiwe (1994) counselled teachers to consider the learners’ stage of development, interest, and background experiences so that learners can react meaningfully to teaching and learning activities. For Offorma (2002), if the learning activities that teachers select “are based on the interest of the learners, learning becomes more significant, meaningful and enjoyable” (p. 103). The arrangement of the physical environment of the classroom affects the intellectual, social, and emotional climates of the classroom and the role behaviour of teachers and students (Akubue, 1991). Warm and well-run

classrooms begin with how the teacher arranges the physical environment of the classroom- the desks, working spaces, and materials. Good classroom management and organization aim at creating conditions that will enable learning to take place (Igbokwe, 2009). In Nigerian secondary schools, the conditions are far from the above hence the need to explore the impact of the implementation of the new Nigerian curriculum initiatives on the professional practices of teachers in Nigeria.

2.4.5 Ensuring Active Participation of Learners

Teachers through the engagement of learners with the learning materials prescribed in the curriculum as interpreted by them facilitate learners' learning experiences. To effect learning, teaching must involve the active and meaningful participation of learners, "provoke and guide their thinking, stimulate their imagination and finally effect transfer of knowledge"(Azikiwe, 1994, p. 171). The provision of the emotional climate for the active learning participation of learners in the classroom depends on the type of relationship that exists between teachers and their students and the commitment of teachers to their students learning. Studies (Popoola, 2009; Quaglia, Marion, & McIntire, 2001) showed that teachers' level of satisfaction with their job affects their commitment to their students' learning. In Nigeria, Adejumo (1984) observed that "there is a kind of lethargy in the way teachers perform their role in the class and this has affected the performance of the students"(p. 33). Popoola reasoned that this lethargic feeling was the result of the poor conditions under which teachers operate in Nigeria and the subsisting conditions in the wider society that gives teachers the feeling of not being recognized in their profession. The teaching profession requires teachers who are knowledgeable, dedicated, and satisfied with the conditions under which they work. There is need therefore to study the impact of the

implementation of the new Nigerian curriculum initiatives on teachers professional practices given the prevailing learning environment in most Nigerian schools. One of the most important persons to create good working conditions for teachers in the school is the school principal.

2.5 School Administrators' Task in Curriculum Implementation

In this section, the role of administrators in the implementation of secondary education curriculum will be discussed. The aim is to acquaint the reader with the requisite knowledge about the various roles required of school administrators for effective curriculum implementation. There seems to be a broad consensus in the literature about the important role of school principals in curriculum implementation (Steiner & Kowal, 2007), however, researchers differ on how school principals should carry out this important role. Although some are of the opinion that the best way for principals to carry out their instructional role is by assuming direct instructional leadership, others want principals to function as facilitators of the instructional processes.

Mkpa (1991) believed that as the “chief executive of the school, a great deal of the task involved in the process of curriculum implementation rests on the principal” (p. 78). Mitchell and Castle (2005) found that “principals played a key role in the school, especially when teaching and learning are at stake. They sat at the hub of the school activity, and their offices were the centre of information, coordination, decision making, and problem solving for the school” (p. 413). The National Association of Elementary School Principals (NASEP) (2004) asserted, “Principals can no longer simply be administrators and managers. They must be leaders in improving instruction and student achievement” (p. 1). Okobi (1982) observed that in effective schools, the school leadership is involved in the planning, designing, and implementation of instructional programs. This is in line with the observation of the North Central Regional Educational Library (NCREL)

(n.d.) that one of the most important characteristics of effective school leaders is their ability to provide strong instructional leadership. According to Marlow and Minehira (n.d.) “in effective schools where there is a strong emphasis on learning and positive student outcomes, principals play important role” (p. 5). Obemeata (1984) considered the position of the principal essential in ensuring that a school achieves its objectives, of which students’ achievement is paramount. Corroborating this, Olatunji (1984) affirmed that “it is the school principal who gives leadership in the implementation of curricular objectives and plans” (p. 266). Ruebling, Stow, Kayona, and Clarke (2004) were of the opinion “that a necessary, but missing ingredient for satisfactorily achieving learning results, is effective leadership behaviour related specifically to developing, and monitoring the implementation of curriculum” (p. 243). For Mitchell and Castle (2005), “the instructional aspect of principals’ work is too important to be neglected, marginalized, or delegated” (p. 430). They believed “that removing principals from the instructional equation would have deleterious effects on the intellectual climate in schools and on the capacity of school people to build exciting and stimulating learning environments” (p. 430).

Segiovanni (1992), Leithwood (1992), Poplin (1992), and Reitzug (1997) believed that school principals should carry out their instructional roles by facilitating the processes of teaching and learning in their schools without necessarily employing direct leadership. Sergiovanni argued that improving schools has become difficult because of too much emphasis given to direct leadership. He contends that if principals function in their instructional role as facilitators, then they “will be able to spend more time on issues of substance (*What should we be doing to improve teaching and learning? How can I learn more about it?*) than process (*How can I get people to do what I think is best?*)” (p. 41 Emphasis in original). For Leithwood, “school administrators must

focus their attention on using facilitative power to make second-order changes” (p. 9) such as “building a shared vision, improving communication, and developing collaborative decision-making processes” (p. 9). Supporting the idea that principals’ instructional roles should be facilitative, Poplin (1992) argued that “self-evaluation calls on teachers to become their own instructional leaders and calls on us administrators and teacher educators to be their aides, locators of resources, and organizers of opportunities that will help them to stay abreast of instructional innovations they are interested in” (p. 11). According to Reitzug, (1997) “placing principals in the role of expert and superior marginalizes the knowledge teachers have developed from their practice and reduces them from professionals to pawns in achieving instrumental school goals” (p. 3).

Other studies of instructionally effective schools, however, suggested that the instructional management role of the principals can be implemented by way of direct and indirect activities depending on the circumstances (Hallinger & Murphy, 1985; NCREL, n.d.). For Hallinger and Murphy, choosing one way or the other “will depend on a variety of contextual factors that constrain administrative behaviour, such as staff expertise and experience, nature of the student body, school size, density of administrative staff, and community and superordinate expectations”(p. 221). Corroborating this, Mitchell and Castle (2005) agreed that “no right or wrong way exists to enact instructional leadership. Instead, specific contexts, conditions, and dispositions coalesce to construct a particular profile at a particular time....” (p. 430). Some principals may spend considerable time in classrooms monitoring students’ progress, while others may create teams of teachers or teacher leaders to carry out their goals of instructional improvement (NCREL, n.d.). For Dufour (2002), “schools need principal leadership as much as

ever. But only those who understand that the essence of their job is promoting student and teacher learning will be able to provide that leadership” (p. 15).

Hallinger and Murphy (1985) summarized the instructional management role of principals in effective schools as 1) defining the school mission, 2) managing instructional program, and 3) promoting positive school learning climate. These roles included both direct and indirect activities (p. 220).

2.5.1 Defining the School Mission

According to Hallinger and Murphy (1985) “an important dimension of the principal’s role as instructional manager is to define and communicate a mission or purpose for the school” (p. 221). Good school leaders do not only have vision for their schools, but also plans for realising the vision and ability to communicate that vision effectively (NCREL, n.d.). In this regard, principals in conjunction with other stakeholders determine the areas where staff and students will focus attention and resources in a given school year in order to maximize student achievement (Ruebling, Stow, Kayona, & Clarke, 2004). Principals also create a school wide dialogue around models of good teaching and quality student work, and everyone is held accountable for student performance. Principals can perform this important function through formal and informal means with all the stakeholders (Hallinger & Murphy, 1985).

2.5.2 Managing the Instructional Program

This dimension of principals’ instructional management role involves working directly with teachers in areas related with curriculum development and instructional practices, “making sure that all academic staff fulfills their instructional responsibility efficiently and effectively” (Mkpa, 1991, p. 82). In this sense, principals are expected to be experts both in curriculum

development and in evaluating teachers' instructional practices. However, studies have shown that not all principals feel they have the expertise and competence needed for curriculum development and for supervising and evaluating of instructions. Philips (n.d.) found that "in some cases principals feel inadequate to initiate and develop instructional programmes given the assortment of subject areas with each having its own pedagogical uniqueness" (p. 3). Ruebling, Stow, Kayona, and Clarke (2004) observed that principals' participation in development of curriculum was mostly passive because they lacked "conceptual planning and organizational and technical skills to deal with overall curriculum development and the monitoring of its implementation" (p. 248). In Nigeria, Ololube (2007) found that school principals who attempted instructional supervision in subjects that they did not have expertise in ended up causing dissatisfaction among teachers. The subjects of the new secondary education curriculum in Nigeria are many and varied requiring expert knowledge and adequate provision of instructional materials that most principals do not have and yet principals are expected to monitor, facilitate, and supervise instruction. There is a need to investigate the impact of the implementation of these new curriculum initiatives on the professional practices of school administrators.

2.5.3 Promoting a Positive School Learning Climate

This dimension of the principal's instructional management role consists of activities that help influence student and teacher attitudes towards achieving the instructional objectives of the school. Principals can influence student and teacher attitude by creating a reward structure for teachers and students that reinforces academic achievement, by providing and promoting high quality professional development for teachers, and by maintaining high visibility in the school. (Hallinger & Murphy, 1985). For Reitzug (1997), a supportive school learning environment can

further be created by “providing teachers and staff greater autonomy, creating opportunities for teachers and staff to engage in professional conversations with each other, and providing alternative frameworks for thinking about teaching and learning” (p. 7). Principals demonstrate their focus on teaching and learning by providing teachers with opportunities, tools, and resources to understand and use the curriculum and assessment documents (Marlow & Minehira, n.d; Ruebling, Stow, Kayona, & Clarke, 2004). They “organize the school’s resources - human, facilities, budget, and materials - around the curriculum and its implementation” (p. 250). In this way, principals are able to hold teachers, students, parents, and themselves accountable for achieving results-high student achievement.

2.5.4 Providing Conducive Physical Learning Environment

This dimension of the instructional management role of the principal was not explicitly mentioned by Hallinger and Murphy (1985). However, I think it is an important dimension of the instructional management roles of principals especially in Nigeria where the learning environment of most schools leaves much to be desired. The learning environment consists of all the infrastructures located within the school, the available amenities, sporting facilities, and even the physical location of the school. The principals’ ingenuity, resourcefulness and public relations expertise are automatically put to the test in terms of their ability to provide to the school the much needed infrastructures that are required for the implementation of the curriculum objectives (Mkpa, 1991).

However, the provision of required infrastructures or maintenance of existing ones require huge financial investments that are often out of the direct control of the principal (Marlow & Minehira, n.d.). There is therefore the need to explore the impact of the implementation of the new

Nigerian curriculum initiatives on the professional practices of school administrators' given that some of what they are expected to do require funds beyond their ability to generate.

2.6 Barriers to Effective Curriculum Implementation

This section will discuss the barriers to effective curriculum implementation. The aim is to provide the reader with the knowledge of the barriers which when present in any form in the school constitute difficulty for teachers and administrators and can impact their professional practices negatively.

In a study of physical education curriculum implementation in Canada, Fraser-Thomas and Beaudoin (2002) found that lack of time to achieve outcomes, inadequate equipment, large classes, heavy teaching loads, lack of professional development for teachers, and lack of consultant support constituted barriers to effective curriculum implementation which negatively impacted school administrators' and teachers' professional practices. Asebiomo (2009), in a study of teachers' perceived causes of poor implementation of the integrated science curriculum in Nigeria, identified paucity of funds, non-availability of the curriculum document, inadequate supply of curriculum evaluation strategy, lack of curriculum implementation techniques, insufficient motivation for teachers, lack of conducive environment, and lack of teachers' commitment as factors hindering effective implementation of the curriculum which negatively impacts school administrators' and teachers' professional practices. For Tahir (2003), overloaded curriculum content, lack of curriculum review, large class sizes and overcrowded school time tables, lack of qualified and motivated teachers, lack of professional development for teachers, and poor funding are some of the factors impeding effective curriculum implementation in Nigeria which have anegative impact on administrators' and teachers' professional lives. In Gambia, Njie (2003) also

identified lack of facilities and resources, inadequate number of qualified teachers, lack of supervision in schools, and overcrowded classes as some of the barriers to effective curriculum implementation. The above findings can be summarized under the following headings.

2.6.1 Large Classes and Overcrowded School Timetable

The increasing awareness of the value of education all over the world has led to high student enrolments in primary and secondary schools (Afangideh, 2009). This development, though good in itself, has sometimes resulted in large classes that are beyond the management and control of the classroom teacher for effective teaching and learning. Mkpa (1991) observed that discipline problems that will militate against effective teaching and learning are bound to exist if 60 students cluster in a classroom meant for 40 people under the guidance of one teacher. Fraser-Thomas and Beaudoin (2002) reported of a teacher who because of her large class size spent half her time dealing with discipline issues. As class size increases, students' learning outcomes, satisfaction, and active participation decreases (Otuka, 2003). According to Otuka, "one major characteristic of a large class is the inability to ensure adequate provision of learning experiences, such as meeting individual learner's needs of self-activity and inquiry, motivation, discipline, safety, and socialization" (p. 15). The FRN (2004) stipulated that the teacher student ratio in secondary schools should be 1:40 at the maximum but what you find in Nigerian schools, especially urban ones, is far from the policy. According to Adeniyi (2003), an average urban classroom in the primary or junior secondary in Nigeria contains 70 to 120 pupils at any given time. For him, "this puts added stress on the school personnel, resources and school scheduling, teacher workload, classroom management and the maintenance of order and discipline" (p. 8).

Overcrowded school timetable resulted from the infusion of the school curriculum with “concepts borrowed from population/family life education, sexuality education, HIV/AIDS education, peace education, gender education, environmental education, etc.” (Maduewesi, 2003, p. 29). According to Maduewesi, the influx of new materials into the already crowded school timetable has not only increased the workload of Nigerian teachers but also leaves them with no time to achieve desired outcomes. This situation is not confined to Nigeria alone. In their study of the implementation of the physical education curriculum in Canada, Fraser-Thomas and Beaudoin (2002) found that physical education teachers in their study were hard pressed with time as they struggle to achieve all the outcomes. For the teachers, the two 45-minute periods in a six-day cycle was simply not enough to achieve the additional outcomes.

2.6 2 Overloaded Curriculum Content and Heavy Workloads

Adeninyi (2003) believed that the primary and secondary schools’ curricula in Nigeria are overloaded which is not good for effective curriculum implementation. He questioned the desirability of requiring an 11-year-old to study up to 13 subjects to pass the junior secondary school examination or the rationale for requiring senior secondary students to take 10 or more subjects to qualify for senior school certificate examination. He however, agreed with Maduewesi (2003) that there is need for students to be abreast with the contemporary issues of local, national, or global dimensions but insisted that the inclusion of such issues in the school curricula “has contributed to the ever-increasing size of the curriculum content” (p. 8). Fraser-Thomas and Beaudoin (2002) found in their study cited above that “because of minimal PE time, teachers found it difficult to influence students’ lives sufficiently to achieve the curriculum’s overall goal: to develop physically educated persons who lead physical active lifestyles” (p. 262).

Taking aside the congested school timetable and the heavy workload it implies on the part of teachers, it has been found that teachers are also saddled with other mundane responsibilities which together jostle for time in the already crowded school timetable (Fraser-Thomas and Beaudoin , 2002). For Maduewesi (2003) and Pillai (2003) however, one of the biggest challenges facing teachers in Nigeria lies in coping with the increasing variety of subject-matter contents, skills, techniques, and evaluation procedures for which they are not adequately trained and prepared. It is therefore necessary to explore how the implementation of the new Nigerian curriculum initiatives impacts school administrators and teachers professional practices as that may be of help to curriculum planners and evaluators.

2.6.3 Lack of Qualified and Committed Teachers and Administrators

The most important resource in the classroom is a qualified and motivated teacher (Otuka, 2003). According to Otuka, an “adequately trained teacher can rise above the constraining circumstances of poor material resources” (p. 16) in the classroom to achieve students’ learning outcomes. In the same way, one can argue also that the most important resource in a school is a qualified and motivated school administrator. In Nigeria, however, it has been observed that quality of teachers and administrators in secondary schools is far from the national expectation (Maduewesi, 2003; Ololube, 2007). Ololube traced the influx of unqualified administrators into the secondary school system to “political activities in which political stalwarts are rewarded by elevation and appointment as heads of schools” (p. 2). Adeniyi (2003) observed that non-qualified teachers are teaching English in Nigeria while some states use any available native speaker to teach the language in question. Besides the existence of unqualified teachers in Nigerian secondary schools, the qualified ones are not motivated enough both in terms of the pay they

receive and the conditions under which they work to effectively carry out their job (Adelabu, 2005; Otuka, 2003; Udeozor, 2002). The importance of job satisfaction and teacher motivation has been found to “rank alongside professional knowledge, center competencies, educational resources, and strategies” (Ololube, 2006, p.1) in determining teacher performance and educational success. In other words, highly qualified but inadequately motivated teachers can still be detrimental to the whole educational enterprise. McShane and Von Glinow (2003) agreed when they explained “that highly qualified sales people who understand their job duties and have sufficient resources will not perform their jobs as well if they aren’t motivated to market the company’s products or services” (p. 32). Teachers’ lack of quality and motivation does not only affect pre-service teachers but also in-service teachers who for lack of professional development are no longer abreast with current issues in teaching and learning.

2.6.4 Lack of Professional Development

Teachers’ and administrators’ lack of professional development can be a hindrance to the implementation of the curriculum innovations. This is because “new educational programmes often require changes in the teachers working procedures, teaching methods, and materials” (Ajagun, 2002, p. 39). Fraeser-Thomas and Beaudoin (2002) found that teachers who lack the preparation needed to handle curriculum innovations only resorted to what they were doing before. Wang and Cheng (2005) observed that lack of professional development for teachers with regard to implementing a curriculum innovation in the college English department at a major provincial university in China led to failure of the project. Ajagun (2002) argued that for the sustainability of curriculum innovations, training of teachers must take place at the pre-service and in-service levels. In Nigeria, Ajagun (2002) found that curriculum innovations are “introduced into

Nigerian educational system long before pre-service teacher training institutions respond to the training needs of the innovation” (p. 39). This lack of providing professional development to teachers and administrators has always been blamed on lack of funds.

2.6.5 Lack of Funding

Government cut backs in funding provided a lot of challenges for the effective implementation of the school curriculum in Nigeria. Over the past two decades, lack of funds had remained a major constraint to effective implementation of the school curriculum in Nigeria (Nwachukwu, 2002). Nigeria is not alone. In Canada, Fraeser-Thomas and Beaudoin (2002) observed that despite the promises made by school boards to provide professional development on new subject matter, “most in-servicing fell through because of lack of funds” (p. 257). Lack of funds has contributed to inadequate facilities and resources needed for the successful implementation of the curriculum (Asebiomo, 2009). For Adefunke (2008) “most laudable educational programmes in this country (Nigeria) are usually wonderfully planned but they usually crumble at the execution stage because of inadequate funding” (p. 31).

2.7 Factors that Enhance Curriculum Implementation

In this section, I will discuss the factors that enhance curriculum implementation in secondary schools. My aim here is to show the reader what teachers and administrators require for the successful implementation of the new Nigerian secondary education curriculum.

Successful implementation of the school curriculum does not automatically occur even with the most well-developed curriculum. Certain factors must be present if the objectives of the planned curriculum will be translated into action. For Afangideh (2009), successful implementation of the curriculum objectives depends on the effectiveness of the teacher, availability and utilization of

relevant instructional materials, application of good instructional methodology and strategies, provision of good teaching and learning environment, and management support. In a study of the implementation of the integrated science curriculum, Asebiomo (2009) found that availability of the curriculum document to teachers, regular training for teachers, provision of adequate infrastructure, proper monitoring, classroom size management, adequate planning by the teacher, and the employment of qualified teachers enhanced curriculum implementation. According to Adefunke (2008), factors that enhanced curriculum implementation include: teacher competence, quality control of teaching and learning, availability and utilization of learning resources, conducive learning environment, provision of adequate infrastructures, motivation of teachers, adequate funding, supervision and proper assessment procedures. The above findings could be summarized under the following headings.

2.7.1 Teacher Effectiveness

The pivotal role played by effective and committed teachers in the successful implementation of the school curriculum has been well documented in literature (Adefunke, 2008; Afangideh, 2009; FRN, 2004; Udeozor, 2002). It is the teachers who actually do the day-to-day implementation of the curriculum. Emphasizing the importance of quality teachers in achieving curricula objectives, FRN (2004) declared “no education system can rise above the quality of its teachers” (p. 39). According to Adefunke, “{U}nless teachers are adequately and competently trained to implement the various curriculum, remarkable attainment of desired results will be difficult” (P. 29). For Udeozor (2002), “any attempt at curriculum innovation without due reference to the teacher is doomed to failure. The selection of what is to be taught, how it will be taught, the choice of instructional materials and their usage and the method of evaluating outcomes

depend on the teacher's background, personality, ability, interest as well as his willingness to work" (p. 151). The successful implementation of the curriculum, however, depends not only on the quality of the teacher but also on the extent to which the teacher had been motivated to work. Udeozor (2002) concluded that it is only when the teacher is motivated that he or she is likely to go the extra mile that can make all the difference in the lives of their students. According to Okon and Uko (2008), it appears that given the arguably poor pay packet of the average Nigerian teacher and their many family dependants to care for, "the typical Nigerian teacher will be motivated more by the extrinsic rewards as robust pay packet, assured job security, attractive fringe packets, favourable working conditions than just respect, recognition and excelling in the core duty of teaching" (p. 83). Maeroff (1988) agreed that money is an important factor in improving the circumstances of teachers but added that improving teachers working conditions is equally an important factor.

2.7.2 Availability and Utilization of Relevant Instructional Materials

Successful implementation of the school curriculum in general and that of the new Nigeria education system in particular requires that relevant instructional materials not only be provided, but optimally utilized for effective teaching and learning. Instructional materials or learning resources can be defined as all the resources employed in the teaching and learning process to facilitate teaching and student learning. Afangideh (2009) found that instructional materials "offer reality of experience, provide visual aspects to a process or technique, facilitate the understanding of abstract concepts...and provide opportunity for the learner to manipulate" (p. 172). For Adefunke (2008), the learning or instructional materials should be of high quality, user friendly, easily exploitable, and challenging to both teachers and students. The onus of providing these

instructional materials in the schools lay on the government, school administrators, teachers, and students (Afangideh, 2009). In the event that the government and school administrators failed to provide the needed instructional materials, teachers and students are encouraged to improvise.

Provision of instructional materials, however, does not automatically imply their being adequately utilized. Nwachukwu (2002) found that despite the provision of instructional materials in implementing introductory technology curriculum in Nigeria that what dominates introductory technology classes are the normal student activities of copying notes, listening and preparing assignments. The possible reasons for this would be that teachers were not properly trained in the use of such instructional materials or that the uses of such instructional materials require electric power supply which is not readily available in most schools in Nigeria. Be that as it may, Ajagun (2002) noted that new educational programmes require changes in teachers working procedures, teaching methods, and materials” (p. 39) which can be acquired through in- service professional development seminars and workshops.

2.7.3 Application of good instructional methods and strategies

Teachers’ applications of good instructional methods and strategies in teaching and learning in their classrooms have been associated with improved student learning (Ikeoji, Agwubike & Disi, 2007; Obasi & Ajeka, 2007). “The way teachers plan their lessons, their attitude towards students, the type of activities they select, decisions about student distribution and arrangement in class, all influence the pace of learning as well as student achievement” (Igbokwe, 2009, p. 27). Ikeoji, Agwubike and Disi, observed “that as laudable as the objectives of agricultural and vocational education in Nigeria are, it may be impossible to achieve them due to poor delivery process of the programme” (p. 7). Adefunke (2008) remarked in this regard, that

unless teachers are adequately and competently trained in the art of selecting diversified instructional methods to accommodate variety of learners' interests, the realization of the curriculum objectives may be difficult. In a class of 70 or more, you are bound to have students of varied interests, abilities, and needs; therefore it is the responsibility of the teacher to apply different types of instructional methods in the teaching and learning processes to accommodate the varied interests, abilities, and needs of different students (Azikiwe, 1994). Teachers' instructional methods and strategies that promote student achievement according to Okpara and Onyemerekeya (1994) include:

Giving directions and explanations related to lesson content, providing learners with opportunities for participating, maintaining learner involvement; using instructional time efficiently, demonstrating warmth and friendliness, providing feedback to learners about their behaviour, promoting comfortable interpersonal relationships, maintaining appropriate classroom behaviour and managing disruptive behaviour among learners. (pp. 247-248)

Teaching is an art as well as a science and only those who are well trained will be able to bring about desirable changes in the learners' behaviour as envisaged in the curriculum objectives. However, teachers are not likely to achieve much irrespective of how well they are trained unless they are provided with good teaching and learning environment.

2.7.4 Provision of Good Teaching and Learning Environment

The environment in which teaching and learning take place is very important in the successful implementation of any curriculum. The learning and teaching environment includes the classrooms, laboratories, library, workshops, toilets, and sporting fields (Adefunke, 2008). The classrooms where most of the teaching and learning take place should be spacious, have comfortable seats and not be overcrowded. Adejumo (1984) found that students who have uncomfortable seating arrangements in the classroom, "lose interest in the classroom learning and

regard the classroom and the related activities in the class as an environment which induces restlessness and uncooperative behaviour” (p. 27). According to Adejumo, most of the schools in Nigeria have very poor physical facilities for any meaningful learning to take place. Some of the “classrooms do not even have ceilings and the intense heat during the afternoon session of the school programme makes it very uncomfortable both physically and psychologically for the student” (pp. 26-27). Other facilities in the school like the library, laboratory, and vocational workshops should be well equipped to accommodate the interest of different learners and to ease the work of the teacher.

2.7.5 Management Support

The government and school administrators have significant roles to play in enhancing curriculum implementation in the schools because of their positions in policy making (Nnachi, 2009). Adefunke (2008) proposed that “most laudable educational programmes in this country (Nigeria) are usually wonderfully planned but they usually crumble at the execution stage because of inadequate funding (by the government) or mismanagement of funds by the individuals (school administrators) whom these programmes are trusted in their care” (p. 31). This lack of management support in the implementation of the secondary education curriculum seems to be widespread. In Canada for instance, government cutbacks in management and financial support have also been observed to impact the implementation of the physical education curriculum (Fraser-Thomas & Beaudoin, 2002). According to Fraser-Thomas and Beaudoin, this has eliminated the much needed services of physical education consultants “such as supporting principals in monitoring the quality of physical education programs, providing link between schools and communities, conducting in-services, distributing resources, and serving as a united

voice for often isolated physical education teachers” (p. 252). To enhance curriculum implementation, Marlow and Minehira (n.d.) suggested that school principals must provide support and direction to teachers. For them, school administrators “must provide direction in helping teachers identify, select, and develop programs and materials that meet student needs ... and also ensure that teachers have the time, resources, and professional development opportunities to implement curricular programs”(p. 8). Also based on the findings of Asebiomo (2009), the following recommendations were made for effective curriculum implementation:

1. Government should ensure adequate supply of the necessary infrastructures to schools to facilitate effective implementation of curriculum in schools.
2. In-service training/workshop/seminar/conference should be organized for all teachers at primary and junior secondary schools to:
 - i. Familiarize them with the operational procedures of the school curricula.
 - ii. Train teachers in proper implementation of curriculum.
 - iii. Prepare relevant, valid, and reliable instruments that can be used for effective teaching and assessment of school curricula.
3. Teachers should be motivated to become more committed to effective implementation of the curriculum.
4. Government should ensure proper budgeting and funding for curriculum review, production and implementation at all levels of education.
5. Government should provide adequate, relevant, and functional instructional materials as well as infrastructural facilities in the schools.

6. There should be enough qualified teachers to address the large class size problem of curriculum.
7. Proper monitoring of curriculum implementation by both the school heads and government (pp. 179-180).

2.8 Theoretical Framework

Theoretical framework is defined as “any empirical or quasi-empirical theory of social and/or psychological processes, at a variety of levels (e.g., grand, mid-range, and explanatory), that can be applied to the understanding of phenomena” (Anfara & Mertz, 2006, p.46). The theoretical framework in research serves as a lens through which a researcher conceives a study, conducts the study, and reports the findings. It guides every aspect of the study in such a way that for Merriam (1998) “it will be difficult to imagine a study without a theoretical or conceptual framework” (p. 45). For Hatch (2002), “it is important for researchers of any ilk to provide a conceptual frame of reference” (p. 39) for their study. However, all qualitative researchers are not in agreement about the use of theory and theoretical frameworks in research (Anfara & Mertz 2006). Although some researchers (e.g. Best & Kahn, 2003) argued that theory has little to do in qualitative research, other researchers (e.g., Crotty, 1998; Denzin & Lincoln, 2003) maintained that theory in qualitative research relates to the methodology the researcher chooses to use and the epistemologies underlying that methodology. Other researchers (e.g., Miles & Huberman, 1994; Merriam, 1998) conceived theory as broader and more pervasive in its role in qualitative research. Yin (2009) saw the “role of theory development prior to the conduct of any data collection as one point of difference between case studies and related methods such as ethnography” (p. 35). “Armed with an interest in a particular phenomenon and perhaps some notions about what one

might find, case study investigators immerse themselves in the totality of the case” (Merriam, 1988, p. 60). What follows is the theoretical framework that guided my study.

McShane and Von Glinow’s (2003) MARS model of individual behaviour and performance that represents the four factors that directly influence an employee’s voluntary behaviour and the resulting performance provided the theoretical framework for this study. These four factors that are represented by the acronym “MARS” in the model’s name are: motivation, ability, role perceptions, and situational factors. For McShane and Von Glinow, motivation represents the forces within a person that affect the direction, intensity, and persistence of his or her voluntary behaviour; ability is the natural aptitudes and learned capabilities required to successfully complete a task; role perceptions are developed by employees when they understand the specific tasks assigned to them, the relative importance of those tasks, and preferred behaviours to accomplish those tasks; situational factors include conditions beyond the employee’s immediate control that constrain or facilitate his or her behaviour and performance. In this framework (Figure 1), the four factors are shown to have a combined effect on individual performance.

McShane and Von Glinow (2003) explained that failure to adequately provide employees with these four factors can result in employee’s underperformance. “For example, highly qualified salespeople who understand their job duties well and have sufficient resources will not perform their jobs as well if they aren’t motivated to market the company’s products or services” (p. 32). The convergence of the four factors as indicated by the convergence of four arrows shows that motivation, ability, role perceptions, and situational factors together affect all conscious workplace behaviours and performance outcomes.

2.8.1 Theoretical framework and data interpretation

2.8.1.1 Boys High School

Study participants from Boys high School reported issues that fall under motivation and situational factors in the MARS model as aspects of the implementation of the new curriculum initiatives that negatively impacted their classroom practices.

Participants believed that issues related to ability and role perception in the MARS model have less negative impact on their classroom practices as they have all it takes to deal with them.

2.8.1.2 Academy High School

Data collected from study participants at Academy High School showed issues that fall under motivation and situational factors in the MARS model as what made the implementation of the new curriculum initiatives impact their professional practices negatively.

Participants believed that they are well provided for to deal with issues related to ability and role perception in the MARS model.

2.8.1.3 St Luke Secondary School

Study participants from St Luke Secondary School indicated that issues which made the implementation of the new curriculum initiatives impact their classroom practices negatively related to situational factors in the MARS model.

Participants believed they are well provided for, to deal with issues categorized under motivation, ability, and role perception in the MARS model.

2.8.1.4 St. **Mary High School**

Data collected from participants at St. Mary High School revealed issues that can be categorized under situational factors of the MARS model as what made the implementation of the new curriculum impact their classroom practices negatively.

Participants believed that issues that can be categorized under motivation, ability, and role perception in the MARS model are well taken care of and therefore have positive impact on their classroom practices.

In sum the professional practices of study participants from Boys High School and Academy High School seem to be negatively impacted by issues under motivation and situational factors in the MARS model while the professional practices of study participants from St. Luke Secondary School and St. Mary High School seem to be negatively impacted by issues that can be categorized under situational factors in the MARS model.

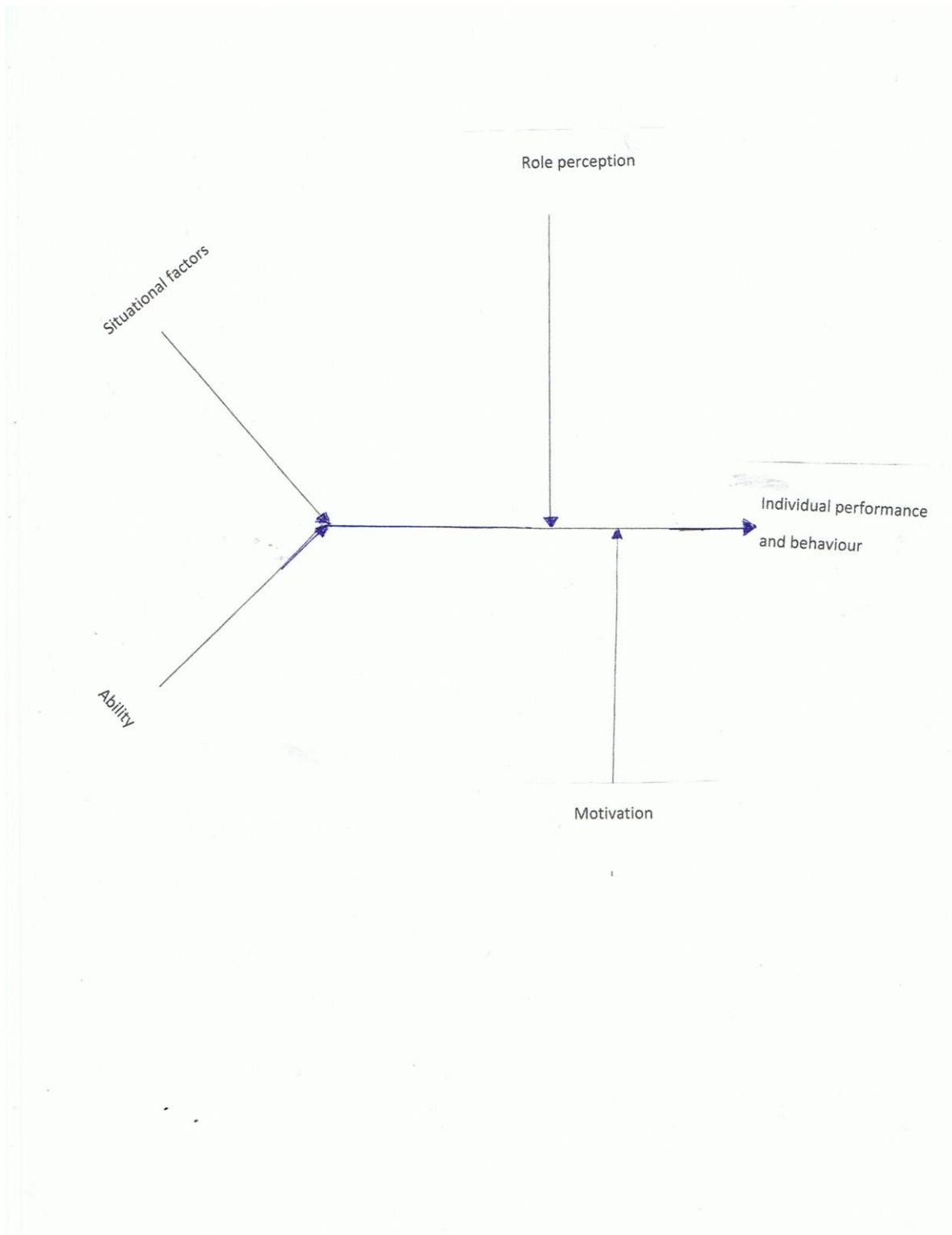


Figure 1. Theoretical framework: Factors that contribute to individual performance and behaviour in organizations (McShane & Von Glinow, 2003, p. 32).

2.9 Summary of chapter two

The literature concerning the general situation of education in Nigeria was reviewed. The historical development of secondary education in Nigeria was discussed highlighting the parts played by the church missionaries and the colonial government. The current situation about the training and appointment of school administrators and teachers as well as their roles in the implementation of secondary education curriculum in Nigeria was presented. In addition, the barriers to and factors that enhance curriculum implementation in schools in general and in secondary school in particular were discussed. The theoretical framework for the study was presented.

The literature review expressed the view that the curriculum implementation stage is very crucial in the curriculum development process. Several authors identified teachers and administrators as playing pivotal roles in curriculum implementation but there are some disagreements on how these roles will be carried out. Nevertheless, curriculum implementation can have a deleterious impact on the professional practices of teachers and administrators if variables such as competence, availability of instructional materials, attitude, dedication, and remuneration are not given adequate attention (Afangideh, 2009).

CHAPTER THREE

Methodology and Methods

In this chapter, I present the research design I used to explore the impact of the implementation of the Nigerian Curriculum Initiatives on the professional practices of selected secondary school teachers and administrators in Enugu State of Nigeria. This chapter is divided into seven parts. Part one speaks to the philosophical orientation to the study. Part two dwells on the methodology. Part three discusses the method of data collection. Part four presents procedures for data analyses and interpretation. Part five deals with establishing trustworthiness. Part six discusses ethical consideration while part seven summarizes the chapter.

I employed qualitative case study design utilizing the constructivist paradigm for this study, because case study research from the qualitative perspective offers the greatest promise of making significant contributions to the knowledge base in education as it focuses on the discovery, insight, and understanding of those being studied (Merriam, 1988). A further advantage of qualitative case study is that it allows an inquiry to retain the holistic and meaningful characteristics of real-life events (Yin, 2009). For Miles and Huberman (1994) certain strengths are associated with qualitative studies:

1. They focus on naturally occurring, ordinary events in natural settings, and therefore provide a good handle on real life situations.
2. They are rich, holistic, and have a strong potential for unveiling complexity. Qualitative data provide vivid “thick descriptions” taken from real contexts, and reveal truths that have strong impact on the reader.

3. They are fundamentally well suited for locating the meanings people place on the events, processes, and structures of their lives.
4. They have been suggested as the best strategy for discovery, investigating new areas, and for hypothesis development.

In order to enjoy the above-mentioned strengths of the qualitative studies, the researcher must be able to choose an appropriate philosophical stance that serves as the basis of the exploration of the topic under study. In this study, I employed the constructivist qualitative paradigm as the theoretical perspective through which respondents' understandings will be interpreted. The next section dwells on the philosophical orientation to the study.

3.1 Philosophical Orientation to the Study

Crotty (1998) reminded researchers that,

at every point in our research- in our observing, our interpreting, our reporting and our everything else we do as researchers- we inject a host of assumptions....Such assumptions shape for us the meaning of research questions, the purposiveness of research methodologies, and the interpretability of research findings. Without unpacking these assumptions and clarifying them, no one (including ourselves!) can really divine what our research has been or what it is now saying.(p. 17)

For Merriam (1988), “the selection of data-gathering techniques, the way one chooses to organize and interpret data, and notions of validity, reliability and generalizability of one’s findings hinge upon one’s philosophical orientation” (p. 21). Hatch (2002) identified four paradigms in qualitative research that a researcher can choose from depending on the purpose of the research. One of the paradigms is the constructivist stance which views reality as multiple and knowledge as humanly constructed.

From the ontological and epistemological view points, my study lends itself to a constructivist inquiry, because, first, the reality sought is based on the understanding and meanings

participants make of the events, situations, and actions of their daily professional lives (Stake, 2005). Second, meaning will be co-constructed by the interaction of the researcher with the participants in the study (Hatch, 2002). Bogdan and Biklen (2007) maintained that researchers use the constructivist qualitative approach because “they are interested in how people make sense of their lives. In other words, they are concerned with what is called *participant perspectives*” (p. 7 emphasis in original). Meaning making is of great concern to the qualitative enquirer because human participants do not live in neutral contexts; they are largely influenced by events and their surroundings. The constructivist paradigm advocates interaction as the primary channel of meaning making (Ponterotto, 2005).

3.1.1 Constructivist Paradigm

Constructivism emphasizes the existence of multiple realities and therefore varying standards of truth assertions, reflecting the belief that knowledge is the result of how the knower constructs reality from his or her experiences, interactions, and perceptions (Hanley-Maxwel, Al Hano, & Skivingnton, 2007). In other words, constructionists (Crotty’s preferred spelling) hold the view that reality is constructed by the interaction between human beings and their world and not an entity to be discovered out there (Crotty, 1998). In agreement, (Denzin & Lincoln, 2005; Lincoln & Guba, 2000; Mertens, 2005) wrote that the constructivist paradigm espouses a relativist ontology (multiple realities), a transactional epistemology (interactive link between researcher and participants), and a dialogical methodology (a methodology tailored by the object of investigation). Ponterotto (2005) explained that a distinguishing feature of the constructivist approach is the centrality of the interaction between the researcher and the object of investigation.

Through an interactive researcher-participant dialogue via interviews and observations, the findings of this study become a co-construction of me as the researcher and that of the participants.

Immanuel Kant's (1724-1804) writings have been credited as supporting constructivist thinking in qualitative research. Kant taught that human perceptions originate not only from evidence but also from the mental tools that serve to organize the received sense impression (Kolak, 1998). Kant's writings captured a central principle of the constructivist thought, that it is not possible to separate objective reality from the individual experiencing, processing, and labelling the reality (Crotty, 1998; Olsen, 1996).

The basic assumptions guiding the constructivist paradigm are that reality is multiple, that people active in the research process socially construct that knowledge, and that researchers should attempt to understand the complex world of lived experience from the point of view of those who live it (Schwandt, 2000). With the aid of the hermeneutical approach to meaning making, researchers operating within the constructivist paradigm believed that they can "interpret the meaning of something from a certain standpoint or situation" (Mertens, 2005,p.244) through reflection. According to Lincoln (2005):

These meaning making activities embody both physical and temporal data, acquired through the senses, and the interaction of these physical and temporal data with values, beliefs, opinions, hopes, dreams, fears, aspirations, fantasies, attitudes, adopted roles, stereotypes, and other types of mental processes and received and created knowledge of both individuals and groups. (p. 60)

The implication of the above observation to my research is that it is through the interaction of my reflections and interpretations of the data gathered, with the perspectives that the participants bring to the research that imputes meaning to their daily experiences that profound and significant meaning emerged (Hatch, 2002).

Consistent with the philosophical principles of constructivist paradigm, the theoretical framework for my study was used after the participants had offered their constructions, as an analytic framework to organize and analyze their constructions (a secondary analytic framework) following initial interpretation and analysis. In this way, the findings of the study become a co-construction of me as the researcher and that of the participants of the study with the theoretical framework serving as an analytic tool.

In sum, the constructivist paradigm was chosen for this study because of its ability to allow the researcher to see human complexity in its fullness, to understand unseen human meaning-making forces at work, and to communicate in natural language, a variety of portrayals representing the positions of many stakeholders, thus enlarging knowledge and understanding throughout a given community (Lincoln, 2005). Creswell (2007) indicated that the choice of a research design is dependent on the purpose of the study. In the following section, I present the research design I used for the study based on the intent of my study.

3.2 Methodology

A research design is a plan for assembling, organizing, and integrating data that results in specific research findings (Merriam, 1988). It is a plan for action (Crotty, 1998). For Yin (2009) a research design is much more than a plan of work. “The main purpose of the design is to help to avoid the situation in which the evidence does not address the initial research questions” (p.27). In this research project, case study is the research design. Merriam (1988); Creswell (1998); and Hatch (2002) identified case study as one of the qualitative research designs employed within the constructivist paradigm. They viewed case study as a research methodology on par with other types of qualitative research methodologies (phenomenology, biographical studies, grounded

theory, and ethnography). They, however, indicated that case study differs from these other types of qualitative methodologies, because they are extensive verifications and intensive analyses and descriptions of a single unit or system bounded by space and time. Case study designs involve systematically gathering adequate information about a particular person, social setting, event, or group, to permit the researcher to effectively understand how it operates and functions (Berg, 2001; Merriam, 1988).

It should, however, be borne in mind that not all qualitative researchers regard case study as a research design. Crotty (1998) in categorizing what falls under epistemology, theoretical perspective, methodology, and method in the research process classified case study as one of the methods of data collection in qualitative research.

Other qualitative researchers even contended that case study is neither a method nor a methodology nor a research design (VanWynsberghe & Khan, 2007). VanWynsberghe and Khan argued that to call case study a method would mean that case study is a data gathering technique, which it is not. To call it a methodology is not also defensible because case study arguably does not appear to provide a theory or analysis of how research should proceed. It cannot also be called a research design because it does not offer a prescriptive guide for how to proceed with collecting, analysing, and interpreting data. It may be true that “unlike other research methods, a comprehensive ‘catalog’ of research designs for case study has yet to be developed” (Yin, 2009, p. 25) but according to Meyer (2001) this is more of its strength than its weakness because it allows tailoring the design and data collection procedures to the research questions. The fact that case study is rather a loose design implies only that there are number of choices that need to be made in a principled way (Meyer).

Merriam (1988) observed that an investigator's choice for a particular research design among many available depends on what the researcher wants to know. In other words, the research purpose dictates the research design and method (McMillan & Wegin, 2002). Creswell (2007) counselled that case study research design is appropriate when the purpose of the inquirer is to provide an in-depth understanding of a clearly identifiable case with boundaries. For Merriam, qualitative case study design allows investigators "to gain an in-depth understanding of the situation and its meaning for those being studied" (p. xii). My choice of case study research methodology for this study was dictated by my intent to gain in-depth knowledge of how the professional practices of selected teachers and administrators are impacted by the implementation of the new Nigerian curriculum initiatives. This intent was conveyed in my research question that guided the direction of the study.

Stake (1995) identified three types of case studies: intrinsic, instrumental, and collective. Intrinsic case study is undertaken when the researcher is interested in a single case just for the sake of understanding in detail the particularities of the case without any interest in developing a theory or in making inference to similar cases. Instrumental case study is employed when the primary aim is to gain an insight into an issue with a view to clarifying a theory, revising aspects of a generalization, or for understanding something else. Collective case study involves researching a number of cases to enhance the researcher's ability to contribute to or clarify components of a theory. Collective case study research usually involves a number of instrumental cases researched to enhance the ability of the researcher to theorize about some larger collection of cases (Hancock & Algozzine, 2006). Collective case study is similar to what Yin (2009) called "multiple-case designs" (p. 60) or what Creswell (2007) called "multiple-case study" (p.74) . Multiple-case

designs occur when in a single study, a researcher, studies more than a single case to show different perspectives on the issue. Yin is of the opinion that single or multiple-case designs can both lead to successful case studies when appropriately carried out. But, he advised that when opportunity calls and resources permit, “multiple-case designs may be preferred over single-case designs” (p. 60). Meyer (2001) agreed with Yin that “it is desirable to include more than one case study on the study” (p. 333) but warns that the number of cases must be fairly few in order that the cases will be studied at a great detail and depth. Taking the above warning by Meyer a step further, Wollcot (1992) argued that the study of multiple cases reduces the total attention that can be given to any one of them, and thus serves to weaken rather than to strengthen the study. There may be sense in Wollcot’s contention, but doing multiple case studies does not result automatically or necessarily in sacrificing the depth and richness of the cases being studied. It all depends on the rigor the researcher is able to put into the research. Overall, the evidence created from multiple case studies is considered robust and more reliable (Baxter & Jack, 2008; Herriot & Firestone, 1983).

According to Yin (2009) case studies can further be classified as descriptive, exploratory, or explanatory. Descriptive case study is limited to characterizing something as it is even though some may suggest tentative casual relationships (Merriam, 1988). Exploratory case study has as its goal the ability to develop pertinent hypotheses and propositions for further enquiry (Yin). Explanatory case study deals with the “how” and “why” questions as it seeks “operational links needing to be traced over time, rather than mere frequencies or incidence” (Yin, p. 9).

Given the purpose of my study, which is to explore the impact of the Nigerian Curriculum initiatives on the professional practices of selected secondary school administrators and teachers in

Enugu State of Nigeria, I employed multiple or collective case study design with an exploratory and descriptive focus because by studying the effects of a phenomenon in more than one setting, wider understanding about the phenomenon can emerge. According to Hancock and Algozzine (2006), after the researcher has identified the disciplinary orientation and design for the study, he or she then identifies the methods of data collection and analysis and how the participants of the study will be selected. In the following section, I will discuss the methods of data collection, the process of data collection, and procedures for analysing data.

3.3 Methods

3.3.1 Data collection methods

Gillham (2000), Denzin and Lincoln (2005), and Yin (2009) identified six sources of data collection for doing case study research: documents, archival records, interviews, participant observation, direct observation, and physical artefacts. Merriam (1988), however, noted that interviewing and observing are the primary sources of data collection in case study research. To achieve the purpose of this study, I employed interviewing and site observation as the main methods of my data collection complemented by document analysis and field notes. When interviews are used in conjunction with observation, they provide ways to explore more deeply participant's perspectives on observed actions or even those that have not been observed (Hatch, 2002).

3.3.1.1 Interviewing as a Qualitative Data Collection Method

“There's no art to find the mind's construction in the face” (Macbeth, 1: iv 11).

“Interviewing provides access to the context of people's behaviour and thereby provides a way for researchers to understand the meaning of that behaviour” (Siedman, 2006). Interview is

defined in the Webster's Canadian Dictionary and Thesaurus (2004) as, "meeting of two people in which a person is asked his or her views" (p. 271). Hatch (2002) defined qualitative interviewing as the means to uncover the meaning structures that participants use to organize their experiences and make sense of their worlds. This is because data used in qualitative research are not simply lying about on the surface ready to be gathered up; rather, the researcher is required to dig below the surface to bring up experiential accounts (Polkinghorne, 2005). In other words, qualitative researchers employ the interview method of data collection when they cannot observe how people feel or why they behave the way they do which seem to lie deep down them. Qualitative interviewing therefore is a versatile research tool that provides the advantage to enter the world of the interviewee (Rubin & Rubin, 1995). Furthermore, through qualitative interviews, researchers seek to understand past experiences in which they did not participate and which are impossible to replicate (Merriam, 1988).

Lists of different types of interviews have been provided by various authors (Stake, 1995; Rubin & Rubin, 1995). But the list provided by Fontana and Frey (2005) seems to be more comprehensive. Fontana and Frey identified eight types of interviews: empathetic interviewing ("The capacity for participating in and understanding the feelings or ideas of another" p. 175); structured interviewing (all participants answer predetermined questions without room for probing questions); group interviewing (the researcher questions several individuals at the same time, in a formal or informal context); post-modern interviewing (minimizing, and if possible eliminating, the interviewer's influence on the respondent so as to produce richer and more meaningful data that focus on the life of the participant); gendered interviewing (an interview process that emphasizes emancipation, aiming at minimizing status difference and limitations of traditional

hierarchical form of interviewing (Oakley, 2003); electronic interviewing (a means of information gathering where questionnaires are administered by fax, electronic mail, and websites); unstructured interviewing (flexible open-ended questioning that allows in-depth data collection); and semi-structured interviewing (the use of predetermined but flexibly worded questions that permit further probing questions). Specific situations and the purposes of the study almost always dictate the choice of a particular type in a study. Yin (2009) and Fontana and Frey (2005) explained that, most commonly, case study interviews are open-ended or semi-structured in nature where the researcher can ask for interviewee's opinion about events.

I used semi-structured interview as one of my data collection methods because I agreed with Gillham (2000) and Hancock and Algozzine (2006) that semi-structured interviews are especially well-suited for case study research as it allows researchers to ask guided questions and yet are not too prescriptive. Hancock and Algozzine explained that semi-structured interviewing involves the use of:

Predetermined but flexibly worded questions, the answers to which provide tentative answers to the researcher's questions. In addition to posing predetermined questions, researchers using semi-structured interviews ask follow-up questions designed to probe more deeply issues of interest to interviewees. In this manner, semi-structured interviews invite interviewees to express themselves openly and freely and to define the world from their own perspectives, not solely from the perspective of the researcher. (p. 40)

The advantages of semi-structured interviewing are the flexibility for the interviewer and the interviewee and the use of follow up questions to explore topics in detail. In addition, semi-structured interviews are guided by list of questions or issues to be explored which keep the researcher focused. Neither wording nor order of the questions is predetermined "to allow the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (Merriam, 1988, p. 74). Semi-structured interviewing is tailor-made for

the purpose of my study because it allows for in-depth gathering of data using flexible questioning that is neither too open to derail the enquiry, nor too structured to preclude the perspectives of the participants.

3.3.1.2 **The Interview Process**

The success of any interview depends on the type of rapport that exists between the interviewer and the interviewee. Seidman (2006) advised that before selecting participants in a study, the researcher must not only establish access to the prospective participants but should also make personal contacts with them if possible. This is because “building interviewing relationship begins the moment the potential participant hears about the study” (p. 46). The relationship that develops from such personal contact will be crucial at every subsequent step in the interviewing process.

I conducted a one-on-one semi- structured interview lasting approximately 60-90 minutes with the participants purposefully selected from the four sites of the study. This is contrary to the advice of Seidman (2006) that researchers who intend gathering in-depth data from participants avoid only one interview meeting with interviewees, as they risk treading on thin conceptual ice by doing so. My decision to have only one interview with each participant in my study is based on the supposition that I had acquainted myself enough as the researcher with the participants and with the purpose of the study during my contact visits and that one interview meeting of 60-90 minutes would be enough to generate data that will enable me answer my research question.

Creswell (1998), Hatch (2002), and Hancock and Algozzine (2006) suggested the development of an interview guide to help the interview process. Interview guide, or interview protocol as it is sometimes called, is a form containing some pre-constructed open-ended questions

with ample spaces between the questions to write the responses to the interviewee's comments (Creswell). According to Hancock and Algozzine, the interview guide identifies appropriate open-ended questions that the researcher will ask each participant. These questions should be designed in such a way as to allow the researcher to gain insights into the researcher's fundamental research questions. Interview protocols also help the researcher to organize thoughts on items such as the headings, information about starting the interview, concluding ideas, information on ending the interview, and thanking the respondent (Creswell). I developed an interview guide for the interview sessions. (see Appendices E 1&2).

Deciding the best time, places, and dates for interviews is a crucial step in interview process (Seidman, 2006). I allowed participants to choose times, places, and dates very convenient to them for conducting the interview, because I believed that would give them a sense of ownership in the study which would likely trigger active participation. Consideration, however, was given to the possibility of audio taping during the interview in choosing a place for the interview. I personally did the audio taping during the interviews since it did not interfere with the interview process.

Seidman (2006) advised researchers who are wondering how many participants would be enough to make their study worthwhile to consider two criteria: sufficiency and saturation of information. Sufficiency refers to the time the researcher feels that sufficient number of participants to reflect the range of participants and sites that make up the population have been selected, not in the sense of being representative of the population but "so that others outside the sample might have a chance to connect to the experiences of those in it" (p. 55). Saturation of information occurs when the researcher is no longer getting any new information but continues to

hear the same information reported again and again. However, Gillham (2000) cautioned that researchers should be mindful of how many participants they are choosing to interview in a particular study as one interview alone can generate tremendous amounts of data for the researcher. Be that as it may, Seidman preferred to err on the side of more than less in choosing how many participants to interview for his study. This is to avoid the complication and frustration that can arise from trying to make sense of data that are too thin because of the small number of participants in the study. Yin (2009) agreed when he wrote, “regardless of resource constraints, if multiple candidates are qualified to serve as cases, the larger the number you can study, the better” (p. 92). I interviewed 40 teachers and four school administrators from the four sites of the study. I arranged the interview schedule in such a way that it gave me time in between one interview and another to listen again to the tape and jot down my impressions as quickly as possible. What this meant was that I had a maximum of three interviews in a day. After any day’s interviews, I listened to the whole audiotape again in a more relaxed atmosphere and jotted down my impressions. After all the interviews, I personally transcribed the tape-recorded interviews and that gave me another opportunity of hearing the raw data. The transcription proved an uphill task as one interview took approximately seven hours to transcribe.

3.3.1.4 Site observation

Yin (2009) observed that the unique strength of case study research “is its ability to deal with a full variety of evidence – documents, artefacts, interviews, and observations” (p. 11). This is because the combination of multiple methodological practices adds rigor, breath, richness, and depth to any inquiry. In order to increase the richness, depth and rigor of my study, I complimented my interview data with data gathered from site observation. According to Merriam (1988),

observation is a “research tool” (p. 88) that combines well with interviewing to give deeper insight into a phenomenon under study. Angrosino (2005) agreed when he wrote that conducting observations in the settings that are natural loci of activities under investigation serve to immerse the researcher deeper into the study. Hancock and Algozzine (2006) found observation of the research setting as a very useful source of data collection. They observed, “unlike interviews, which rely on peoples sometimes biased perceptions and recollections of event, observations of the setting by case study researcher may provide more objective information related to the topic” (p. 46). In other words, interview data give a second-hand account of the situation under study, while observation data gives a firsthand experience of the subject under study (Merriam, 1988).

I conducted site observations which entailed inspection of the physical conditions of the school – laboratory, library, introductory technology workshop, classrooms, staffrooms, and physical and health education facilities - because as Merriam (1988) pointed out, by observing, the researcher “gets to see things firsthand and to use his or her own knowledge and expertise in interpreting what is observed, rather than relying upon once-removed accounts of interviewees” (p. 88). I took notes as I did the site observation. It took me two days for the observation of one school site as I tried to be as unobtrusive as possible.

Observation like interview requires some tact and technique from the observer in order to gather meaningful data. Hancock and Algozzine (2006) and Creswell (2007) advised case study researchers using observation as method of collecting data to create an observation guide. An observation guide or protocol includes a list of features to be addressed during the observation process and spaces where experiences, hunches, and learning could be recorded as they occur. I created an observation protocol which served as a guide for my recording of information during

observation. (see Appendix E). Glesne and Peskin (1992) recommended that researchers record observations in the shortest possible time. Thus as soon as any day's observation was over, I immediately left the site to record, summarize, and outline my observations and my comments on them (Merriam, 1988).

At the observation period, I tried to be as unobtrusive as possible in order not to distract the natural flow of activities in the setting, as that may affect the findings of the study. I intended to have the oral interview first but after a second thought I decided to conduct the site observation before conducting the oral interviews so that any questions and/or explanations I might have will be addressed during the interviews. This decision proved to be fruitful as I needed more information and clarifications on some of the observations I made. After the observation of each site was complete, I thanked those who made the observation a success (Creswell, 2007) and got ready for the interview sessions.

3.3.1.4 Physical Artifacts

I initially intended to take pictures of the infrastructural facilities in the sites of the study as they “can be an important component of the overall case” (Yin, 2009, p. 113) but when I discovered that the infrastructures in two of the school sites are so peculiar to the schools I decided against it as it had the potential of compromising the anonymity of those school sites.

3.3.1.5 Field Notes

Notes from participant observation, interviews, and focus groups are called field notes. They are taken as events occur remarking how and why they occur. They are written directly into field note books (Mack, Woodson, MacQueen, Guest & Namey, 2005). I made use of field notes

in my study to record and capture events that will otherwise escape my notice. I have one note for each school site. The field note furnished great information during my data analyses.

3.3.1.6 Documentary Analysis

Yin (2009) counselled that documentary “information can take many forms and should be the object of explicit data collection plans” (p. 101). I mined data through the analysis of the curriculum documents. This gave me information I used to compare with what I found on ground in the various school sites.

3.3.2 Process of Data Collection

3.3.2.1 Selection of Participants

The focus of most research strategy in the qualitative paradigm is on describing, understanding, and clarifying a human experience which requires collecting a series of intense, full, and saturated descriptions of the experience under study (Polkinghorne, 2005). To identify participants who are able to provide the needed descriptions of the experience under study, the case study researcher often engages in purposive sampling (Merriam, 1988; Stake, 1995). Purposive sampling is based on the assumption that the researcher wants to find out, understand, and gain insight and therefore must select a sample from which most can be learned (Merriam, 1988; Polkinghorne, 2005). In other words, the researcher chooses specific cases to maximize the potential for learning (Hancock & Algozzine, 2006; Stake, 2005). This is in agreement with Patton (1990) that it is important to select information-rich cases, those from which one can learn a great deal about the issues of central importance to the purpose of the research. This is because the concern in case study research “is not how much data were gathered or from how many sources but

whether the data that were collected are sufficiently rich to bring refinement and clarity to understanding an experience” (Polkinghorne, p. 140).

In identifying a participant population for my study, I visited four secondary schools (one Public, one Private, one Catholic, and one Anglican) and sought access with their principals and teachers. I introduced the purpose of my study to the principals of these schools and their teachers. The teachers and principals, who showed positive disposition and willingness to participate in the study, formed the pool of potential participants for the study and their schools became potential sites for the study. I wrote letter of invitation to potential participants. (See appendices B3 &4.)

In choosing the actual participants from the pool of potential participants, I employed maximum variation sampling. This type of purposive sampling strategy involves selecting cases that illustrate the range of variation in the phenomena to be studied (Gall, Borg, & Gall, 1996). Creswell (2007) believed that when a researcher maximizes differences at the start of a study, the likelihood that the findings will reflect divergent views or perspectives will be high. Researchers by comparing and contrasting these perspectives are able to notice the essential aspects that appear across the sources and to recognize variation in how the experience appears (Polkinghorne, 2005). This is different from achieving representativeness in quantitative research since case study is not usually about making generalization to the population from which the sample of the study was drawn. Polkinghorne (2005), however, advised researchers selecting participants for their study to consider not only participants who meet certain criteria but also their willingness to be interviewed. According to Creswell (2007) “the less articulate, shy interviewee may present the researcher with a challenge and less than adequate data” (p. 133).

Given my aim of getting as many perspectives as possible to enrich the findings of the study, I selected teachers based on the grade levels they taught, the subjects they taught, their gender, years of experience and their willingness to participate. These variations served as “sensitizing concepts” (Patton, 1990, p. 391) during data analysis. I interviewed 40 teachers and four principals over all; ten teachers each from the Public, Private, Catholic, and Anglican schools respectively. The four principals of these schools also participated in the study. The number of participants chosen for the study was indeed huge and presented real difficulties both in transcribing the taped interviews and in making sense of the data that resulted from it but given the counsel of Yin (2009), that the larger the numbers of cases you can study the better despite the constraining factors I proceeded.

Stake (1995) advised that since collection of data almost always takes place on somebody’s home ground, necessary permission should be requested. I requested written permission from the director of Enugu zone educational school board. (See appendix B1). In my letter of permission, I explained the nature of the study including its significance, how the teachers and administrators would be involved in the study and the amount of time it would take from them. I personally conveyed the written permission of the school board director to the principals and their teachers and that gave me the opportunity to introduce the study again to them and further strengthened my relationship with them.

3.3.3 Data Analysis and Interpretation

Hatch (2002) conceptualized data analysis as a process of asking questions of data. He contended that only the intelligence, creativity, and reflexivity of the human mind can bring meaning out of data since they cannot speak for themselves. According to Hatch:

Data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It involves synthesis, evaluation, interpretation, categorization, hypothesising, comparison, and pattern finding. (p. 148)

It can be inferred from Hatch's words that without a systematic way of imputing meaning to data collected during a study by the careful interpretation of data, what is learned cannot be understood either by the researcher or by the researcher's audience. Thus, Merriam (1988) reminded researchers that good analysis in case studies demands the researcher to search for emerging and re-emerging patterns and themes throughout the data in order to produce a plausible explanation of data.

I started my data analysis at an informal level as soon as I began data collection, because "starting data analysis early allows researchers to shape the direction of future data collection based on what they are finding and not finding" (Hatch, 2002, p. 149). For Stake (1995), since analysis involves giving meaning to first impressions and final compilations, it means that data analysis has no exact time when it begins and ends in a study. This means that data analysis begins as early as possible during a study and continues throughout the study to show the interconnectedness of all the stages of the research process. Seidman (2006), however, would prefer to begin data analysis when all the interviews have been completed despite all the attraction to begin earlier. He explained that this is in order to avoid imposing one participant's view onto the next interviewee. There is no doubt, that this may happen occasionally, but most times the experience a researcher gains from one interviewee can be very helpful in refining the next interview with another participant in the same study. So, I was inclined to beginning earlier than later.

Stake (1995) recommended two ways of arriving at meaning in the analysis of case study data: categorical aggregation or direct interpretation. Categorical aggregation occurs when the researcher intuitively clusters similar instances before developing an interpretation. Direct interpretation occurs when the researcher directly interprets an instance that has been seen, heard, read, or described. Categorical aggregation analysis method leads to the discovery of patterns and themes while direct interpretation demands more patience and intuition to arrive at an interpretation (Stake, 1995, pp. 75-77). I employed these two analytic strategies in the analysis of my study data so that they could complement each other.

Merriam (1988) and Hatch (2002) recommended that the first step in data analysis is to read the data collected over and over to get a solid sense of what is in the data. After the transcription of the audio taped interviews and the recording of my observational data, I immersed myself into the data so as to be able to hear and feel what the data had to offer. I read each interview transcript more than three times underlining salient points in each as related to my research question. This is because, “Developing categories, typologies, or themes involves looking for recurring regularities in the data” (Merriam, 1988, p. 133). After the identification of the salient points, I started looking for those that spoke to the same construct and put them together. This helped me to develop the materials into categories and from those categories I searched for underlying and emerging themes. This approach helped me to break down the data into analyzable parts by arranging the materials into some sort of schema consisting of categories and themes. This process resembled what Miles and Huberman (1994) called “data reduction” (p. 10). Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data

from their raw forms in field notes or transcriptions into more understandable categories and themes.

I compared data from different participants from the same site of study first and afterwards compared them with data collected from other participants of the study from other sites. This strategy allowed me to do within case analysis and cross case analysis, which I believed added richness, depth, and plausibility to the findings of the study. According to Janesick (2000), “the purpose of all these disciplined approaches to analysis is, of course, to describe and explain the essence of the experience and meaning in participants’ lives” (p. 391).

3.3.4 Establishing Trustworthiness

Researchers of all persuasions have the burden of establishing how the findings of their study reflect the truth of what was studied to the academic community if they are to be taken seriously. But this is easier done in quantitative studies than in qualitative studies because there are clearly established procedures for establishing validity in quantitative studies. In qualitative studies, it is not very easy to establish general criteria for validity because “disparate qualitative methods espouse different evaluative criteria” (Whittemore, Chase, & Mandle, 2001, p. 522). This, however, does not make it a free-for-all affair. If anything, qualitative researchers are more challenged to show how the findings of their study reflect the truth of what was investigated. In what follows, I describe the procedures qualitative researchers use, which I employed in my study to make the findings of my study trustworthy.

According to Guba and Lincoln (1989), trustworthiness in qualitative research refers to the overall quality of a research project; how the findings are shown to be derived from the research data. Trustworthiness is achieved when results reflect as accurately as possible the meanings as

described by the respondents (Glesne, 1999). Denzin (1994) pointed out that trustworthiness in qualitative research consists of four criteria: “credibility, transferability, dependability, and conformability” (p. 508). Merriam (1988) pointed out that to achieve validity and reliability in research, regardless of the type, the researcher must pay careful attention to how the study is conceptualized and how data are collected, analyzed, and interpreted. The thoroughness during data gathering and the care the investigator exercises during analysis and interpretation contribute to the trustworthiness of the study. I employed a number of strategies in this study to guarantee thoroughness: triangulation of data and data sources, use of audiotape in the interview process, listening attentively to interviewee and making field notes, peer review, negative case analysis, clarifying researcher biases at the onset of study, maintaining an audit trail, and using thick descriptions (Creswell, 2007). Triangulation is “the use of multiple data collection methods, data sources, analysts, or theories as corroborative evidence for the validity of qualitative research findings” (Gall, Borg & Gall, 1996, p. 773). Peer review involves the researcher’s inviting colleagues to examine and comment on the findings as they emerge (Merriam, 1988; Creswell, 2007). In negative case analysis, the researcher refines working hypotheses as the inquiry advances in light of emerging negative or disconfirming evidence (Creswell, 2007). Researcher biases are the assumptions, worldview, past experiences, prejudices, and theoretical orientation that the researcher brings to the research which may impact the inquiry. Clarifying researcher biases means letting the reader know of these biases from the outset of the study (Creswell, 2007; Merriam, 1988). Maintaining an audit trail as a qualitative researcher means keeping a log book that documents all the procedures undertaken in a study “and then describing these procedures clearly enough so that others can understand them, reconstruct them, and subject them to scrutiny”

(Miles & Huberman, 1994). Thick description in qualitative research means crafting “a richly detailed report that re-creates a situation and as much of its content as possible, along with the meanings and intentions inherent in that situation” (Gall, Borg, & Gall, 1996, p. 773).

3.3.4.1 **Credibility**

Credibility in qualitative research is achieved when there is correspondence between the way the respondents actually perceive social constructs and the way the researcher portrays their viewpoints (Mertens, 2005). In order to enhance the credibility of my study, I applied the following strategies: peer debriefing, member checks, and triangulation.

I applied peer debriefing by engaging other researchers in discussion of my interview and observation processes, my findings, tentative analyses, and conclusions. This process allowed peers to pose searching questions which helped me as the researcher to confront my values and to ascertain the accuracy and completeness of data collection and analyses procedures (Guba & Lincoln, 1989) and to refine some of my interpretations.

Bogdan and Biklen (2007) recommended the use of more than one research strategy and data source in qualitative research in order to be confident in the findings. Mertens (2005) believed that since there are no hard-and-fast rules for establishing credibility in qualitative research, that it is incumbent on qualitative researchers to demonstrate through the use of multiple strategies that their research is credible. I enhanced the credibility of my study by using different methods of data collection: interviews, site observation, documents, and different sources of data: different school sites and different school administrators and teachers. This use of different methods of data collection and different sources of information has come to be known in research as triangulation.

3.3.4.2 **Transferability**

The second criterion for ensuring trustworthiness in qualitative research is transferability. In qualitative research, transferability is the extent to which the findings of one study can be applied to other situations (Merriam, 1988). Willis (2007) argued “generalization is the responsibility of the reader rather than the researcher because the reader is the one who has knowledge of the context to which he or she wants to generalize” (p. 223). Mertens (2005) agreed that the burden of transferability is on the reader of the research report but adds that the researcher has the responsibility of providing sufficient detail to enable the reader make such judgment.

I strived to achieve transferability of my findings to other situations by providing thick descriptions of the context and participants of the study so that readers can make personal judgements regarding transferability to their own or other contexts.

3.3.4.3 **Dependability**

The third criterion for ensuring the trustworthiness of qualitative research is dependability. In qualitative research, dependability refers to the consistency of the investigative procedures employed within the changing setting of the study. According to Creswell (2007), “reliability” in a qualitative study “refers to the stability of responses to multiple coders of data sets” (p. 210). Mertens (2005) suggested that a dependability audit should be conducted to attest to the quality of and appropriateness of the inquiry process. Yin (2009) advised case study researchers, in particular, to maintain a chain of evidence by creating a case study protocol that details each step in the research process. This allows the reader of the case study report to follow the derivation of any evidence from initial research questions to the finding of the study. I ensured that the findings of

my study were dependable by stating my positions as the investigator up front and by maintaining an audit trail that would be open for public inspection (Merriam, 1988).

3.3.4.4 Confirmability

Guba and Lincoln (1989) identified confirmability as the fourth criterion in establishing trustworthiness in qualitative research. According to Guba and Lincoln, “confirmability is concerned with assuring that data, interpretations, and outcomes of inquiries are rooted in contexts and persons apart from the evaluator’s imagination” (p. 243). Mertens (2005) agreed when she wrote, “confirmability means that the data and their interpretation are not figments of the researcher’s imagination” (p. 257). I developed an audit trail as a way of tracing data to their original sources without disclosing the identity of sources and showing how my conclusions were reached by maintaining a “chain of evidence” (Yin, 2009, p. 122). I also employed peer debriefing by requesting colleagues to review the process of the study to ensure that the emerging results were congruent with raw data and provisional interpretations (Merriam, 1988). I also used member checks to confirm the completeness and accuracy of interview transcriptions and interpretations.

3.3.5 Ethical Considerations

Studies that involve human participants require that appropriate ethical procedures be followed to protect the human participants from harm. In qualitative case study, the possibility of harm to participants looms even larger. Because of its emergent design, assessing potential harm to participants becomes more difficult (Merriam, 1988). Further, Bassey (1999) pointed out that case study research requires that a lot of personal information is extracted from participants through interviews and observations, and therefore more care should be observed in obtaining their informed consent. Bogdan and Biklen (2007) advised researchers to consider the effects of

participation in case study during the planning and throughout the duration of the study. “The two main ethical issues that pertain to using human subjects in social science research are the need for fully informed consent to participate and the need to emerge from the experience unharmed” (Rudestam & Newton, 2007, p. 276).

To ensure that my study was conducted in an ethical manner, I introduced the objectives of the study to prospective participants explaining in detail their involvement, the method of data collection, storage, and recording and what it might cost them in terms of time investment. This allowed them to make informed judgement on whether to participate or not. I explained to them that participation is entirely voluntary and that they are free to withdraw from the study anytime without any explanation. Participants signed informed consent forms. (see Appendices F 1&2). Also, participants were guaranteed the confidentiality of the information they provided as they were reported in a way that they cannot be associated with them personally. Participants were guaranteed anonymity in such a way that not even the researcher can trace the data back to the individuals who provided them. In writing the report, I used pseudonyms to represent participants and their respective schools. The only persons who had access to the data are, me as the researcher, my academic adviser, and the members of my supervisory committee.

To further ensure that this study conformed to the highest ethical standard, I submitted the proposal of the study to the University of Calgary “Conjoint Faculties’ Research Ethics Board” for approval before data collection (See Appendix C). I got the approval of the ethics research board. I followed the procedures as faithfully as possible to eliminate the possibility of any kind of harm to the participants.

Summary of chapter three

The purpose of this chapter is to describe and explain the research design I employed in the study. The study explored the impact of the implementation of the Nigeria Curriculum Initiatives on the professional lives of selected secondary school administrators and teachers in Nigeria. This chapter was made up of seven parts dealing with the conceptual framework of the study, the methodology, methods, data analyses and interpretation procedures, establishing trustworthiness, ethical consideration, and the summary of the chapter.

The research design chosen for my study is qualitative case study. Constructivism is the philosophical orientation that guided the study. Data collection methods for the study were participants' interviewing that was tape-recorded, site observation, field notes, and document analysis. Transcripts of the interviews and field notes from site observations were analyzed, coded, and categorized into themes. Such a representation not only provided the process for putting final refinements on analysis but also became the guide for writing up the findings. The whole process of data analysis was inductive.

CHAPTER FOUR

Data presentation and Analysis

This chapter is divided into three parts. Part one presents the contexts of the participants' work as learned from site observations and participant interviews. Part two is a presentation and analysis of interview data from teachers according to different school sites and synthesis of the findings from the teacher participants' interviews. Part three presents interview data from the school administrators also according to different school sites and a synthesis of the findings from the school administrator participants' interviews.

This case study explored the impact of the implementation of the new Nigerian curriculum initiatives on the professional practices of selected secondary school administrators and teachers in Enugu state. To explore this research question, I conducted semi-structured interviews with 40 secondary school teachers and four school administrators from four secondary schools (Public, Private, Catholic, and Anglican) in the Enugu education zone of Enugu state. I also observed the participants' school sites to complement my interview data. The following research question guided my study:

How are the professional practices of selected secondary school administrators and teachers in Enugu state impacted by their implementation of the new Nigerian curriculum initiatives?

Part A

4.1 The Work Context of the Participants

This section provides information on the general teaching and learning contexts of the participants' schools. It will also describe the physical infrastructures of each school namely, the classrooms, the staff rooms, the principals offices, the sporting fields, the laboratories, and the libraries. This will help the reader to understand the contexts of the participants' schools for better appreciation of the emerging data. Pseudonyms have been assigned to the participants' schools.

4.1.1 School A (Public Secondary School hereinafter referred to as Boys High School Enugu)

Public secondary schools are secondary schools run by the state government. The state government appoints and pays school administrators and teachers who see to the day-to-day administration of the schools and the implementation of the government's curriculum initiatives.

Boys' High School Enugu was divided into two schools (School I and II) for easier administration because of its high student enrolment. The population of the two schools put together numbered about 2,500 students with total staff strength of about 180 teachers, two principals and four vice principals. The two schools even though autonomous in their administration share some resources and some specialized teachers. For the purposes of this dissertation, only School I will be described.

Boys' High School Enugu is an older school built in the 1960s. Most of the buildings reflect the age of the school with peeling paint, fallen out doors and windows, leaking roofs, and pot holes on the floors. The classrooms are overcrowded with about 60 to 70 students in an average

classroom of about 256 sq. ft. There are not enough desks and tables for students therefore two students must share a seat and a table. Some students, however, do bring their personal seats and tables from their homes for use in the classroom. The classrooms have no ceilings other than the zinc roofs; making the classroom very hot during the mid- morning and afternoon classes. The black chalkboards have all faded making chalk notes by teachers very difficult for students to see.

There are four different staff rooms in School I. One of those staff rooms is very small, measuring approximately 72 sq. ft., and accommodates six teachers. The other staff rooms are bigger, measuring approximately 529 sq. ft. each, and accommodate approximately 20 teachers per staff room. In all the staff rooms, however, teachers are overcrowded. The physical appearance and condition of the teachers' staff rooms are similar to the classrooms mentioned above. The paint on the staff room walls is peeling off; the floor is covered with pot-holes while the roofs are leaking. In the staff rooms, teachers lack good seats and tables. Most teachers buy their own seats and tables to use in their staff room.

The office of the principal of School I is located in a one-storey building right at the centre of the school compound. The office also serves as storage because it is the only place in all the compound's buildings that has secure doors and windows. As a result, the school I principal's office is crowded with materials including packets of chalk, textbooks, some instructional materials, files, and laboratory equipment. The principal's office is busy with students and teachers going in and out to get chinks or teaching aids for use in the classrooms.

Also inside the principals' office is a cabinet containing all the trophies won by the school in various competitions. The principal's chair and desk look comfortable for reading and writing but they are shaky.

There is one major sporting field in Boy's High School Enugu, which is not enough for the students because of their number. As a result, the students converted every available open space in the school compound into sporting field.

For school I and II which comprise the Boy's school, there is a biology laboratory, physics laboratory, and chemistry laboratory. Out of the three laboratories, only the chemistry laboratory is functional as the physics and biology laboratories have been under reconstruction for almost three years. As a result, the chemistry laboratory was also being used as physics and biology laboratories. The chemistry laboratory is of average size and can accommodate about 50 students comfortably. The laboratory looks very old and unkempt. The tables, chairs, and the equipment in the laboratory look very dusty. The tables and chairs are cracked and shaky. The laboratory lacks modern equipment and is often without electric power supply. The laboratory has an attendant with a bachelor degree in laboratory science employed by the government who helps teachers and students locate lab materials for their practical lessons. The attendant is one of the school's staff.

The library at Boy's High School Enugu is very small, approximately 526 sq. ft. Most of the books are stacked on the floor of the library. There are two long tables and a few seats around them where students and teachers do research. The librarian helps the students and teachers locate books. The floor of the library has many pot-holes while the paint on the walls is peeling off.

Most students of Boy's High School Enugu are day students that either trek to school if their homes are nearby or take public transport at their own expense if their homes are far away. A few students live in the dormitory in the school compound.

The principal of School I and some teachers live in apartments located within the school compound. The normal school day at boy's school begins at 8:00a.m. and ends at 2:00p.m. but school administrators and teachers come to school as early as 7:00a.m. to get ready for the students. There are eight periods of classes in a day with each period lasting 45 minutes. On the average, every teacher teaches five periods a day. Every teacher I observed going to class carries a long slender stick to discipline the students. The school generally lacks instructional materials for the classrooms. Students are required to buy their own textbooks and exercise books.

4.1.2 School B (Private School hereinafter referred to as Academy High School Enugu)

Private secondary schools in Enugu state are schools owned, operated, and financed solely by private individuals or groups with the approval of the government. Teachers and the school administrator are employed and paid by the owner. Private secondary schools provide alternate secondary education and are profit oriented. The owner is very much involved in the administration of the schools.

Academy High School Enugu is a relatively new school built in the late 1990s. The physical infrastructure is still in good shape. The high school has a total population of about 300 students with about 20 teachers. The majority of the teachers are retired public schools teachers. Students are transported to school and back by busses provided by the school owner, the cost of which is paid for through school fees.

The classrooms at Academy High School Enugu are approximately 144 sq. ft. in size with each accommodating about 34 students. Each classroom has a table and a seat for the teacher and a number of white chalk sticks for the teachers' use. The chalkboards are darkened to allow the white chalk marks to be visible to the students. In each of the classrooms, there is always a clean bowl of water for teachers to wash their hands after writing on the black dyed chalkboard. The students have chairs and locker tables to store away their workbooks and textbooks. There is no student work or instructional materials displayed in the classrooms. The general atmosphere of the class is calm when the teacher is in the class but a bit rowdy when there is no teacher present.

Academy High School Enugu has one staffroom located at the second floor of its three-story building. The staffroom is well equipped with comfortable seats and tables for the teachers and has working electric ceiling fans for the teachers' comfort. Each of the teachers has a table and a chair and some personal space. There were lots of library books stored in the staffroom as the main library was under maintenance at the time of the observation. Teachers relax in the staffroom either getting ready for their next classes or talking with each other.

The principal's office is located on the ground floor of the three-storey building. It is very small in size, measuring approximately 108 sq. ft., and accommodates merely the principal and two visitors. On the front wall of the office, there is an information board where relevant information for the members of the public is posted. The principal's office is busy with students, teachers, and people seeking teaching positions. There is an open space in front of the principal's

office with some seats where those wanting to meet with the school principal await their turn to do so.

Academy High School Enugu has a playing field outside the building but the students also use indoor spaces, as the outside field cannot accommodate all the activities. Student athletic teams can and are often bussed to other schools in order to use their sporting fields and equipment.

Academy High School Enugu has a physics laboratory, chemistry laboratory, biology laboratory, and computer laboratory. The rooms of the laboratories are approximately 192 sq. ft. There are tables and chairs for students and teachers to stay and work on their projects in the physics, chemistry, and biology laboratories but they lack appropriate laboratory apparatuses. The computer laboratory room is of the same size with other laboratories with about 10 desktop computers in operation when there is electric power supply, which lasts up to five hours some days. There is a teacher assistant to look after the laboratories' equipment. The laboratories are locked when not in use.

The library of Academy High School Enugu is located on the ground floor of the school's three-storey building but it is not in use because they were doing some internal reorganization. It was locked so I did not have access to it.

The school hours at Academy High School Enugu begin by 7:30a.m. and end at 2:30p.m. but teachers are expected to report to school on or before 7:00a.m.. There are eight subjects taught in each class per day which is of 45 minutes duration each. The school is located on a quiet corner of the city of Enugu that is still developing and is fenced off from outside distractions with a brick wall about eight feet high. The school has two 30-minute recreation times at 10:30a.m. and

12:00p.m.. There is a supervisor who retired as a public school principal employed by the owner of the school to oversee the implementation of the curriculum

in various subjects. Teachers submit their weekly lesson notes to the supervisor for approval before going to class with them.

4.1.3 School C (Catholic school hereinafter referred to as St. Mary's High School Enugu)

Catholic secondary schools are private schools owned and administered by the Catholic Church. Catholic secondary schools in the main follow the curriculum of the public schools but add some subjects that bring out their distinct Catholic character. The teachers and administrators in the Catholic schools are directly employed and paid by the Catholic Church. The Catholic Church secondary schools follow government mandated curriculum for public schools but their administration is entirely independent of government except that the government still has some of its teachers on secondment to the Catholic secondary schools until the end of 2015. The government teachers in mission schools are paid by the government while the mission pays the teachers they employed.

St. Mary's High School Enugu was established in the 1940s by the Catholic missionaries. It existed as such until the early 1970s when the then state government took over the management of all the schools in the state. With the government take-over of all schools in the state, St. Mary's High School Enugu became a public secondary school and was administered by the government. In 2004, however, the government of Enugu state decided to give back to the missions the schools that originally belonged to them and so St. Mary's became a Catholic school again.

St. Mary's High School Enugu has a very large school area with most of the physical infrastructures well maintained. All the classroom blocks were recently renovated by the Old Boys' Alumni Association of the school. St. Mary's high school nevertheless lacks in the provision of adequate number of classrooms. The classrooms at St. Mary's High School Enugu measure approximately 400 sq. ft. and each accommodates about 80 to 90 students in a combined class. The classrooms lack sufficient number seats and tables for the students. Teachers are provided with seats and tables in each class and clean bowls of water to wash their hands after writing on the dyed chalk board. There are no student works displayed in any of the classes.

There are about eight different staffrooms at St. Mary's high school located at the end of each classroom building. There are about 20 teachers in each staffroom. The teachers have chairs and drawer tables to write upon and to store away their teaching materials. Teachers who are not in their classes stay in the staffrooms either to prepare for their next classes or to talk with each other.

The principal's office is located on the ground floor of one the classroom buildings. It has two compartments. The first small compartment is the office of the secretary to the principal and the second bigger compartment is the main principal's office. The secretary's office also serves as the waiting room for those who want to meet with the principal. The principal's office measures about 1,000 sq. ft. with a long meeting table surrounded by chairs on the one side of the office and a four set of upholstery chairs on the other side. The office can comfortably accommodate as many as 20 visitors at a time. It is air-conditioned and there is also a wash room inside the office. All the school's gold and silver awards won in different competitions are stored in the principal's office. The principal's office is also decorated with pictures of students, staff, principals, and some

important guests to the school. The principal's office is open for teachers and students who wish to see the principal everyday but open for external visitors only on certain days displayed on the school's notice board.

St. Mary's High School Enugu has one major sporting field. The field is very well maintained but is not large enough for a school of about 2,000 students. Students who are not accommodated in the main sporting field during recreation times convert every available space in the compound into playing fields.

There are four different laboratories at the St. Mary's high school, which include a physics laboratory, chemistry laboratory, biology laboratory, and computer laboratory. The school also has an art studio. The physics, chemistry, and biology laboratories are located in an old building at the centre of the school. The computer laboratory is located in two different places within the school compound. The bigger computer laboratory is in a new building built specifically for that purpose. The other computer laboratory is located in one of the classroom buildings. The art studio is also located in one of the classroom buildings. The physics, chemistry, and biology laboratories are old and lack in modern laboratory equipment. The bigger computer laboratory has about 25 desk top computers while the smaller one has about 15 desktop computers. All the computer laboratories have their own standby electric generators in case of possible power failure. The art studio contains samples of students' art work and different arts equipment.

St. Mary's High School Enugu has a very small room measuring approximately 400 sq. ft. for their library. All the library books could not be displayed in the library. Most of the books are stored away in other places making them inaccessible to the students and teachers. The small

numbers of books in the library are new books bought for the implementation of the new curriculum. There is no space to study in the library. Students and teachers borrow books and go to read them at their own convenient places.

St. Mary's High School Enugu has a population of about 2,000 students and a staff population of about 160 teachers. All the students of the school were made to pay and live as borders in the school compound. The majority of the teachers also live in the teachers' quarters located in the school compound. The principal also lives in the principal's quarters also located in the school compound. The students of St. Mary's High School Enugu before their normal school day attend morning mass, sweep their classrooms and surroundings, have their breakfast, and attend morning assembly. The normal school day begins by 7:30a.m. and ends by 1:30p.m. with a 45-minute break from 10:30a.m. to 11:00a.m.. In a school day, there are eight classes of 45 minutes duration each. There are also extra lesson classes between 3:30p.m. and 5:30p.m. on Mondays, Wednesdays, and Fridays. These extra lesson classes are arranged in such a way that all the teachers participate in them. There is extra money paid to the teachers for these extra lessons by the school management. There are a number of disciplinary measures in St. Mary's High School Enugu that apply to both students and teachers. For teachers, the administrator can deduct a certain amount of money from the money they are being paid for the extra lesson classes. For the students, the administration hired a paramilitary outfit to maintain peace and order in the school especially when the teachers have gone home. The atmosphere of St. Mary's high school looks conducive for teaching and learning. No student is found outside of the class during class hours except those with permission.

4.1.4 School D (Anglican School hereinafter referred to as St. Luke's Secondary School Enugu)

Anglican secondary schools are private schools owned and administered by the Anglican Church. The teachers and school administrators are directly employed and paid by the Anglican Church authorities. Anglican Church secondary schools follow the normal government public secondary school curriculum with a few additions that bring out their Anglican character.

Anglican secondary schools are open to anybody who passes their entrance examination, accepts taking religious education classes, and is ready to pay their school fees.

St. Luke's Secondary School Enugu was established in 1950 as Anglican secondary school but was taken over by the government in the early 1970s and run as a public school. In 2004, however, the government of Enugu state handed back the schools to their original owners, thus St. Luke's secondary school became once again an Anglican school. St. Luke's secondary school has a student population of about 1,800 and a staff population of about 140 teachers with one principal and two vice principals who also teach some classes.

The physical infrastructure of St. Luke's Secondary School Enugu is as old as the school with exception of a few new buildings but they are well maintained. The school has its classroom buildings scattered all over the compound with one teachers' staffroom attached to each building. The classrooms are approximately 290 sq. ft. accommodating about 80 to 90 students when two classes are combined into one. In each of the classrooms, teachers are provided with seats and tables and bowls of water to wash their hands after writing on the dyed chalkboards. There are no instructional materials or student works displayed in the classrooms.

St. Luke's Secondary School Enugu has seven staffrooms attached to different classroom buildings. There are about 20 teachers in each staffroom measuring approximately 290 sq. ft. Teachers lack private space to either talk with students or other visitors that they may have. Every teacher has a seat and a table in the staffrooms provided by the school authorities. Teachers who are not attending classes are always seated in the staffroom either preparing for their next classes or talking with each other.

The principal's office is located in the first classroom building you see as you enter the school from the main gate. The office building was recently renovated. There is a room in front of the main office where the secretary to the principal works. The room also serves as the waiting place for those wanting to meet with the principal. The office is very spacious measuring approximately 400 sq. ft. It has a meeting place for about ten people. All the gold and silver awards won by the students of the school during different games and academic competitions are showcased inside the principal's office. The names and tenures of former principals are displayed inside the office. The office looks comfortable with an air conditioner installed and a washroom attached.

There are two sporting fields at St. Luke's Secondary School Enugu. One is located in front of the school while the other one is at the back. The two fields are of the size of a standard soccer field. The one in the front of the school seems not to be in much use as it had been overgrown with grasses. The one at the back is maintained with the grasses cut and students use it more. Students who are not accommodated in the main fields convert every available space to playing grounds when they are on recreation.

At St. Luke's Secondary School Enugu, there are two science laboratories and one computer laboratory. The two science laboratories are housed in one building. The laboratories lack in modern science equipment and apparatuses. There are good number of seats and tables for students and teachers use during classes that require the use of laboratories. The science laboratories measure approximately 526 sq. ft. each and can accommodate about 30 students each comfortably seated. The computer laboratory is located in another building in the middle of the school and houses 15 desktop computers. The computers are about two years old and there is a separate standby electric generator set for the use of the computer laboratory. This is to keep the laboratory up and running in case of power failure by the National Electric Power Authority.

The library at St. Luke's Secondary School Enugu is located in a building of its own which was recently renovated. There are quite a few new books in the library that treat the subject matter of the new curriculum; others are old and outdated. There are desks and chairs provided in the library for those who wish to use the library. The school has a librarian who helps teachers and students find the books they need and keeps the library tidy by re-stacking the books in their proper locations in the shelves.

The normal school day at St. Luke's Secondary School Enugu begins at 7:30a.m. and ends at 1:30p.m.. There are extra lessons on Mondays, Wednesdays, and Fridays, which begins by 2:30p.m. and ends at 4:30p.m.. Teachers who are involved in these extra lessons are paid for them on top of their regular salaries. There are about 8 periods of classes each of 45 minutes duration in a normal day and about 10 periods on an extra lessons day. About 50% of the students attend schools from their various homes while the other 50% live as boarders in the school compound at

their own expense. Those whose homes are not too far away from the school trek while those who live 30 to 40 kilometers away from the school use public transport at their own expense. A good number of teachers live outside the school compound while a few live in the staff quarters located within the school compound. The principal lives outside the school compound. The students are not seen loitering about during class periods. Teachers attend classes regularly and on time.

Part 2

4.2 Presentation, Analysis and Synthesis of Teachers' Interview Data

In this part, I present the results and analysis of teachers' interviews according to their schools. In my research question, I sought information on how the professional practices of secondary school administrators and teachers in Enugu state are impacted by their implementation of the new Nigerian curriculum initiatives.

4.2.1 Boys' High School Enugu

Study participants at Boys' High School Enugu believed that most aspects of the implementation of the new Nigerian curriculum initiatives have negative impact on their classroom practices. Participants mentioned provision of instructional materials and infrastructure, teacher workload, remuneration, and teacher motivation as areas of concern in the new Nigerian curriculum initiatives. Those concerns according to the participants, negatively affect their classroom practices.

4.2.1.1 Provision of instructional materials and infrastructures.

Most of the participants agreed that government does not provide them with the relevant instructional materials and infrastructures needed for the proper implementation of the new curriculum. These participants felt that this lack of instructional materials and infrastructures have made the teaching of the new curriculum very difficult and understanding very difficult for the students. A physics teacher described her experience thus:

If I should say, the school lacks everything needed for the implementation of the new curriculum. As you can see yourself the buildings are dilapidated, the laboratories especially my own lab still under reconstruction for three years now. We are not using the physics lab and that is affecting the academic performance of the students and the teacher/student relationship as regards science students who are supposed to be in the lab practicing, demonstrating what they are being taught but they can't because of those shortcomings. I don't feel happy. I feel somehow cheated because I know if they are there for me [the instructional materials] teaching will be easier for me. There are things that I will just demonstrate and they will understand the concept. And Physics being somehow abstract, if you don't do it for them to see, they will feel you are talking about something beyond their reach... For sure it affects the efficacy of teaching because for me to do any practical [as an experiment] I have to receive permission from those in the chemistry laboratory. So it is just affecting everything. The number of days I will like to do experiments, I will not because I have to beg before I conduct the experiments [and it affects the implementation of the new curriculum].

Another participant expressed a similar impact on her classroom practices thus:

I feel helpless because here even the simplest thing the students should have- the textbooks, their class textbooks [which the new curriculum require], you discover that you will not have up to five to ten students that will have [the text books]... in the class. Like when you want to teach comprehension, you see it requires the students having their textbooks before them to teach them the skills and for them to practice. You find it very difficult teaching these students without their textbooks. So it is very difficult. As a teacher when I come in, many a time when I have these comprehension passages to read, when I remember I have the comprehension to read, I feel like leaving it, jumping it and going to other related topics.

A third participant expressed how her classroom practices have been impacted by the lack of instructional materials:

For example the class I came out from, they are junior class - JS1 class. As I went in there, there was no chalk, they said that the one in the office the principal locked the office and he was not around so I could not illustrate on the board and you know tutorial is not good for them. You also have to put something on the board for them because of their age. So I only taught and taught when I asked question, I discovered I have not made much impact by that lecture method because I didn't write anything down.

Similarly another participant indicated:

It [lack of teaching materials] actually makes teaching difficult. I teach literature and for all you know, if you have not read any book in literature, I mean if you have not read [The]Tempest[a] Shakespearean drama and you are given a question on it, it will be impossible for you to answer. But like I did my secondary school about 20 years ago and there I know I studied some topics in biology like amoebas, you know if I am given a question in that area I might do my best at least to know one or two thing there. But for literature, when you don't have any knowledge, where you have not seen the book or the poetry or any of those things that are being talked about, it will definitely be difficult for you to answer. So that is why we are finding it difficult [with the implementing the new curriculum] when there are no materials to work with. It makes teaching and learning very difficult.

Expressing a similar, another participant said:

The principal can only provide you with few instructional materials during the Senior Secondary School Certificate Examination and nothing else during the ordinary time that you teach the students. You just provide them on your own or you just teach them theoretically without doing them practically and you know biology especially with the new curriculum stipulations is supposed to be done practically in most of the topics for students to understand but when you lack instructional materials you just teach theoretically and go your way because you can kill yourself.

The comments above underscore the importance of instructional materials in the teaching and learning process especially with the implementation of the new curriculum with its huge emphasis on hands on. The availability of necessary instructional materials not only makes it easier for teachers to follow the prescriptions of the new curriculum but also enhances students understanding of the lessons. For instance, the teacher who had no chalk to write with on the board resorted to lecture method, which is against the prescription of the new curriculum to illustrate on the board with students of that age. As well, the comments above indicate that in the absence of instructional materials, some teachers are tempted to avoid some topics in the new curriculum. Some participants, however, try to improvise instructional materials whenever they can but that takes away instructional time. One participant complained:

Generally we try to improvise. Moreover in this area that somehow people are not so rich [to provide their kids with required text books], we try to photocopy the ones we can and write the ones we cannot on the board. Like poems you copy them on the board and make the students to copy them before you start teaching. So it makes it strenuous and at times if you have very long poems to teach before you finish copying them and the students with all their troubles you discover that the major time would have been taken over.

The above comment seems to suggest that lack of instructional materials can also lead to loss of instructional time for the implementation of the new curriculum as teachers use half of instructional time in improvisation of instructional materials.

4.1.2.2 Teacher Workload. Some participants felt that their work load is too high and that it is impacting their classroom efficiency negatively. These participants felt that their workload prohibited them from doing everything required in the classroom with students by the new curriculum. As an example of the work overload that some teachers are carrying, one participant mentioned a case where a teacher teaches biology (SS3) and integrated science (JS1). According to

the participant, “The load is too much for her ... because she cannot give the student enough exercises.” Some other participants felt that their workload was particularly high as they are the only teachers of their subjects for the whole school. One participant described her situation thus:

Personally my own [work load] is a different case and a difficult case because we have two in one school. We have up to five classes of SS1 in each of the schools and up to three classes of SS2 in each of the schools and for these two schools I am the only physics teacher. So I run the two schools and that means I will not be able to attend to all my class periods because my periods are even more than the whole periods per week, if it should be checked. So it affects [the implementation of the new curriculum] because it makes me not to do what I am supposed to do: Giving them tests, sitting down in the staff room to mark their assignments and assessing them as required by the new curriculum implementation policy. So it affects my classroom practices negatively.

In a similar vein, another participant described her experience as follows:

Somehow, I particularly am having a hard time because of the recent transfers, so all the people working with me left the school and presently I am almost alone except for the [The National Youth Service Corps Member] who is helping me. It is affecting me because you know that the new curriculum is very elaborate with its demand for students’ continuous assessment.

Expressing the same experience, another participant had this to say:

The workload, the workload, it is heavy, it is heavy. We don’t have even enough teachers teaching this language- English Language and the contents of the new English curriculum are quite heavy. You see as it is now, I don’t know, I can say I am the only teacher teaching English language... So the workload is heavy.

Another participant described her workload in almost the same way:

The workload is in excess. Well we are managing. No human being likes to be overloaded with work. But because of proximity[of the school to my house] and they are the type of

people I like to teach we are just coping and it affects our classroom practices because we do not meet up with the stipulations of the new curriculum. We don't close the gap.

From the comments above, trying to fulfil the demands of the new curriculum is presenting extra challenge given the short supply of teachers and the profundity of the new curriculum. It is fair to say that under this condition, the implementation of the new curriculum will be impacting the participants' classroom practices negatively.

4.2 1 3 Remuneration. All participants felt that their remuneration is poor compared to the kind of work they are mandated to do with the implementation of the new curriculum and they agreed that it affects their morale negatively. Participants hinted that because teachers remuneration is low and rarely enough to satisfy their basic living needs, many teachers are engaging in other businesses to make both ends meet which detract their attention from implementing the new curriculum as it should. One participant described the situation thus:

Teachers feel cheated somehow not because of this school in particular but generally what is in the society and the civil service of the state as regards salaries and wages of teachers. These things are taking some teachers' time, some teachers are getting involved in other things to meet up with the challenges of life there by not putting their whole maximum effort in the teaching of the students.

Sharing the same experience, another participant said:

Teachers should be encouraged. You see what we are being paid (sighed), teachers are poorly paid and it affects their morale. Okay I am in my level 15 anyway stepping into it but a young worker somewhere else who has just started will be paid more than 60,000 Naira (\$400) but a teacher of level 14 ... will be going home with 57, 000 Naira (\$395) per month after tax has been deducted. What is it to my family. Let us say a family of six, mother, father, and four children. Can I pay their school fees which are very high? It makes me not to relax as a teacher that my salary cannot carry my family along. Once I don't

relax, it is a human problem and once you have a human problem alongside, you know the efficiency will not be there as it should be.

Another participant said:

It was in olden days that they say that teachers reward is only in heaven (laughs). Now, I will request that we are given even if it is half and they reserve the other half in heaven. We should be given some rewards here at least and then wait for the rest in heaven like other professionals. So teachers should be taken care of. What I am saying, look if teachers should be taken care of, the society will be different. I want to assure that the problem we have in education in Nigeria is because teachers are neglected and everybody wants to feel important and you find teachers moving into the work market looking for what to do to make financial ends meet... So let teachers be provided for. Let teachers be cared for so that we put in our best. So that those doing business will stop it and face this work and make it 24 hours job and enjoy it. So as a teacher I am enjoying it but I need some incentives.

The comments above suggest that the implementation of the new curriculum has added more workload to participants than they are being paid for. Participants felt that because what they are paid is not commensurate to the kind of work they are made to do with the implementation of the new curriculum some teachers seem to be engaging in other jobs in order to make financial ends meet.

One participant felt that the added workload occasioned by the implementation of the new curriculum without commensurate remuneration eroded her level of job satisfaction, which negatively impacts her classroom practices. She expressed her feelings thus:

As a teacher in this school, I am just happy doing my work but you know many a time, I feel am not having job satisfaction. As a teacher, I feel I suffer a lot [implementing the new curriculum], you know the number of students in the class... I feel bad because many things that we would have been enjoying like living nearer in the school premises, and even being able to secure a vehicle that will be helping us to come early but you discover they are not there and they expect me to come early, teach in this school and as a language

teacher you know how hard it is for me to be talking and talking and talking and to a great number of students. It is tedious, it is tedious.

The comments above indicate that implementing the stipulations of the new curriculum have added more work to what the participant used to do without a corresponding remuneration. This concern causes loss of job satisfaction, which in turn affects implementation of the new curriculum negatively.

4.2.1.4 Teacher Motivation. Participants felt that teachers are not adequately motivated to work and that it is negatively affecting their work morale. They felt that the most basic things that will help them to properly implement the new curriculum are not provided for them like good seats and desks, comfortable staffroom, good library for research, living accommodation, chinks and textbooks, professional development opportunities and some monetary allowances. One participant described the situation this way:

I will say that teaching is a job of conscience [a job that if you accept to do, you feel obliged by your conscience to do it to the best of your ability] because apart from that... In short the government does not take care of us the way it should be because look at the staffroom no seats, no chairs, the roofs are dilapidated, no windows no nothing, if you go to the doors, none of them has locks... Teachers are not comfortable. They don't have seats and desks ... The seat I am using; I carried it from my house. Most of us are using our own money to buy desks and seats which we use to come and work for the government... and we are not given any books; you use your money and buy textbooks which you will use to go and teach. Nothing is given to us [for the implementation of the new curriculum]. We don't get anything apart from our salaries which is the lowest in the whole civil service.

Another participant also expressing similar views as above said:

The condition of the place where we stay, some teachers don't even have seats, some get seats from their various homes, some use student seats to seat down and that makes some teachers not to stay in the school, some will just come to school and go home after teaching

even if that will attract query but for their comfort they will go home after teaching... [Teachers] are adequately prepared to work[implement the new curriculum] only that the instructional materials are lacking and their teaching environment is not conducive. Most of the classes when you go there the students are jam packed, and the environment filthy. At times when you are teaching, you may even fall down because of the pot holes on the floor.

Another participant apparently concerned over lack of motivation for teachers said:

Assuming you are suffering [implementing the new curriculum] and you are being motivated, you can put in more, not that we are not putting in more but we could have done more if all those things [good seats and desks, comfortable staffroom, a good library for research, living accommodation, chinks and text books, professional development opportunities and some monetary incentives] are provided. The teachers are not being motivated (sighs). Some teachers feel like being pushed before they go to class and even when they are going, they will be saying after all there is no motivation for all these things we do. How much are we being paid?

Similarly another participant commented:

I don't know how to really put it because it is as if teaching is not a profession to be recognized and nobody is doing anything about it. You know teachers are looked down upon; no incentives, no instructional materials to aid them to implement the new curriculum. So they are not properly taken care of by the government and that affects teaching [classroom practices] seriously because I have to be sincere to ourselves, most teachers look out for some other means to make ends meet and for that one is no longer concentrated in teaching.

The comments above seem to indicate that the participants are not getting enough support to help them shoulder the rigours of implementing the new curriculum. They seemed to believe that without support and motivation, the implementation of the new curriculum will be impacting their classroom practices negatively.

In summary most participants agreed that almost all aspects of the implementation of the new curriculum in their school had a negative impact on their classroom practices. These participants identified provision of instructional materials and infrastructures, teacher workload, remuneration, and teacher motivation as aspects of the implementation of the new curriculum that the way they are carried out in their school negatively impacted their classroom practices.

4.2.2 Academy High School Enugu

Participants from the Academy High School Enugu felt that some aspects of the implementation of the new curriculum initiatives negatively impacted their classroom practices. Participants mentioned provision of instructional materials, remuneration, teacher workload, and teacher motivation as aspects of the implementation of the new curriculum that had the most negative impact on their classroom practices.

4.2.2.1 Provision of instructional materials. Most participants believed that they lack instructional materials needed for the effective implementation of the new Nigerian curriculum. These participants felt that lack of these instructional materials have made the implementation of the new curriculum impact their classroom performances negatively. Participants believed that the provision of these teaching aids will make the implementation of the new curriculum easier and understanding faster for students. One participant described the impact of lack of teaching aids on his classroom practices thus:

It makes the deliverance of the lesson very tedious on the part of the teacher and equally for the students it is easier for them to understand the lesson when they see the materials being used adequately. Like I said in Geography they make use of maps; it will be difficult for the teacher to draw the map of the world on the chalkboard than placing the map of the globe for them to see. So this lack of teaching materials is an obstacle to teaching and learning.

As a teacher, I don't feel good because it doesn't allow the teacher to do what he wants to do and the students to learn what they should learn... It is a burden on the teacher delivering the lesson because you have to use all possible explanations to impart the knowledge to the students, what they should have seen practically... Assuming I have to teach my students rotation and revolution of the earth in which I have to make use of the globe and some other materials to act as the sun; this time I will think of how to make a globe. If the school has a globe it will be easier for me to practice with that already made globe. So the absence of teaching materials equally impedes the teaching performance of the teacher. Where instructional materials are provided they make teaching easier and learning enjoyable.

Another participant indicated that lack of instructional materials prevents teachers from realizing the objectives of the curriculum. He said:

The point with our curriculum is that we lack instructional materials; the curriculum is quite alright but we lack instructional materials for its proper implementation. The instructional materials are very important, no teacher can do without it and no lesson can succeed without someone using instructional materials to deliver his lessons. You are going to be teaching strange things you won't show them; you will be teaching about an oasis, teaching about lakes you won't bring instructional materials at least maps... This helps the teacher. It will save teacher time of talking and talking. So what I am pleading is that in all subjects, teachers should not lack instructional materials. The instructional materials will help the teachers and the students cannot understand well without them.

In a similar vein, another participant described her experience with lack of instructional materials as follows:

Well you are going to feel frustrated... You being a teacher and you find yourself in the classroom without the necessary teaching aids, it is so disgusting to me. I find it difficult to handle a class [the new curriculum] when you don't have all these necessary teaching aids to use because they will make the teaching to go easily both for you and for the learners.

Another participant shared the same thought:

It [lack of materials] tells much on the teacher, it tells much on me because there is no way I should find out the correct thing to tell the students. You may be teaching outside the scheme of work of the new curriculum and that may affect the students in their examination.

In the above comments, the participants underscore the inevitability of instructional materials in the implementation of the new curriculum. The participants also suggested that the implementation of the new curriculum without instructional materials negatively impacts their classroom performances as it makes it difficult to deliver their lessons and difficult for students to understand.

4.2.2.2 Remuneration. Most participants felt that they are poorly paid. They believed that what they receive as their pay packet at the end of the month is not commensurate to the kind of work they do implementing the new curriculum. They indicated that because the salary they receive is not commensurate to the work involved in the implementation of the new curriculum that most teachers are engaging in other businesses so as to have financial ends meet thereby not putting their whole attention on their teaching job, which negatively impacts their classroom practices.

One participant observed:

Here I will rather say that the barrier to the implementation of the new curriculum is the management of the school because a private school is a kind of private business. Every proprietor or proprietress tries to make gain even at the detriment of the teachers. But I just wish that they will consider the input of teachers regarding teaching [implementation of the new curriculum] and pay them according to their efforts in order to encourage them morally, academically and socially. You know when somebody is doing something; there is a kind of reinforcement as an appreciation to make that person gather more morale to work more and more and more. If you make the person around you to be happy... I don't know how to put it but the larger the salary... (laughs), as when you make the salary to be attractive, it will make the people around you to work as if they are animals [implementing the new curriculum]; they will never get tired.

Another participant corroborating the above said:

Well the only barrier I can think of regarding the implementation of the new curriculum is that there are some people who take teaching as side work because they are not satisfied with financial [remuneration] aspect of it and they do other things to supplement.

Another participant still decrying the poor remuneration of teachers in private school and its attendant consequences on teachers' professional practices said:

The teaching profession is what I may not encourage anybody to go into...I myself I am even contemplating whether to back out from it. I receive a lot of insults from family members. What is this pittance that they give to teachers...I think the teaching profession is not really a profession that people cherish and run after. The major reason is related to remuneration. It is always very small most especially in private schools...on the average private school teachers are not paid more than 20,000Naira (\$150) a month which may not fend for feeding and renting and all that.

Expressing similar views as above another participant indicated:

Personally, I don't think that I am making a future in the private school. Unlike in the public institutions where you are promoted and you grow; when you retire you have your pension and gratuity. It is not the same in the private establishments. Given the option, I will prefer the public... promotion in private schools have little or no meaning at all...they try to maximize profit not even minding the facilitators that is those that do the work [implementation of the new curriculum].

The comments above indicate that implementation of the new curriculum without commensurate remuneration to teachers negatively impacts teachers' professional practices. This is because teachers who feel that they work more than they are paid for, seem to either engage in another job that divides their attention or simply reduce their rate productivity.

4.2.2.3 **Teacher workload.** Most participants indicated that their work load is high due to the number of subjects they teach occasioned by the new curriculum. The participants felt that the high workload negatively impacts their classroom practices as it makes it difficult for them to meet the prescriptions of the new curriculum in their subject areas. Describing the situation, one participant said:

In private schools you have enough work to do even at times excess because you know the proprietors try to maximize their profit. A teacher can teach three subjects of different directions, for example, I am teaching accounts, business, and civic education. I know civic education and government they tally. Accounts and business studies they are brothers in some aspects. But in a private school, they will give you any subject even the ones you specialize on and the ones you don't specialize on provided you have the pre-knowledge either in the secondary school... That is why like now some of us write nine lesson notes which is very cumbersome. Then [as required by the new curriculum] you do your assignment, you do your project, you set your exams and do your marking. The workload is much.

Sharing similar thoughts as above, another participant observed:

Workload here is much because of lack of teachers because they can ask you as an individual to handle more than two subjects or three that you are qualified to teach, that you can handle. They might ask you to handle them. The work will be too much; even the students might suffer because if you are handling such subjects more than one or two, it is not good for the students and you as a teacher you will have to write lesson notes, you will have to prepare for those subjects and you will be expected to teach those subjects in the morning and in the lesson. So I feel it is rather too much...one of the barriers to curriculum implementation in this school is you as a teacher handling more than one subject, If you are made to work with one, I feel you will handle it well but when you are given much load the implementation will suffer, you might not actually get to what you want if you actually know what you want.

Still expressing similar thoughts, another participant observed:

The workload here when I started was much. I was taking government, economics, social studies, and commerce. After a time it got to a point the commerce has to be effaced from the time table because not many students were offering it. It got to another point when social studies was taken away from me. I think I was asking for increment in my pay. Then presently I am taking mathematics, government, and economics. So I think the work load now is very much [with the implementation of the new curriculum]. I teach from junior secondary one to senior secondary three. I spend more time in school doing school work.

Another participant who described her workload as high said:

I have to put in extra effort in order to carry it [the new curriculum] out considering the subjects I teach i.e English language and literature in English which are everyday subjects. So it is tedious [heavy] teaching from junior secondary one to senior secondary three.

In the comments above, the participants expressed the view that implementation of the new curriculum has added more load on them which negatively impacts their classroom performances.

4.2.2.4 Motivation of teachers. Most participants felt that in terms of monetary and non-monetary allowances and incentives they are not being motivated enough to shoulder the demands of the implementation of the new curriculum. One participant described the situation thus:

Well here in Academy high school, the morale is very low in the sense that there is no motivation [to cushion the impact of the demands of the new curriculum]. This motivation may not necessarily mean money but we have other things that can make a teacher to be very happy, to be enthusiastic like at the end of the year, if you go round other private schools, they celebrate it with gifts, little gifts to the teachers - recognition. Motivation, motivation we are all human beings. Motivation is very important.

Expressing the same idea of lack of motivation for teachers, another participant observed:

When you compare teachers in Nigeria and any other area like the USA or other African countries, it looks like Nigerian teachers are worse in terms of payments and other benefits.

Like workers of central bank of Nigeria, they have their own quarters but teachers have no quarters of their own you go and live wherever you can find and that impedes their work. Like if you are staying in your own room preparing your lesson, your next door neighbour may be doing some other thing contrary to what you are doing like either putting his radio very loudly which may be disturbing or some activities going on within that area. But if teachers were quartered, given a quarter somewhere, it should have given them a nice environment for them to prepare their lessons [for the implementation of the new curriculum]. Again workers in some ministries are given car loans and house loans but teachers are not. So, all these things depreciate the value of teachers. Some of them are not happy being teachers [implementers of the new curriculum] because they lack many things.

In the comments above, the participants indicated that teachers' lack of monetary and non-monetary incentives to cushion the added demands of implementation of the new curriculum had a negative impact on their classroom practices as it decreases their zeal and motivation to work.

In summary, participants indicated that most aspects of the curriculum implementation negatively impacted their classroom performances. They mentioned provision of instructional materials, remuneration, teacher workload, and motivation of teachers as aspects of the curriculum implementation that the way they are carried out in their school have negative impact on their classroom performances.

4.2.3 St. Luke Secondary School Enugu

Study participants at St. Luke Secondary School Enugu felt that some aspects of the implementation of the new curriculum impact negatively on their classroom performances while a few aspects impact positively. Participants mentioned provision of instructional materials and infrastructures, remuneration of teachers, and teacher workload as aspects of the implementation of the new curriculum that negatively impacted their classroom performances. Participants also

mentioned teacher motivation in terms of incentives as an aspect of the implementation of the new Nigerian curriculum where the activities of their school management impacted positively their classroom performances.

4.2.3.1 Provision of instructional materials.

Most participants felt that the necessary instructional materials they need for effective implementation of the new curriculum in their subject areas are in short supply. Participants believed that the non-availability of these instructional materials has made the implementation of the new curriculum impact their classroom performances negatively as it prevents them from implementing the new curriculum well. One participant said:

There is no equipment here [for the implementation of the new curriculum]. Like computer is being taught, there are no computers. You go to our science laboratory; there are few things that are there. Lack of provision of enough teaching aids; these things equally stretches the students because when you have effective teaching aids, it makes learning easier and simple but when you have to describe and talk and talk and talk, it stretches their imagination with time they are worn out and they lose interest. So it equally affects their rate of learning and the teacher is equally tired. So it is a double edged sword. It affects the students and it equally affects the teachers... Like now I teach English language, if I am to teach phonetics in English as required by the new curriculum, I am supposed to have a language laboratory but there is none. But if we have a language laboratory, we now have audio whereby the student will hear the English man speak the language in his tongue and get the correct pronunciation because this is a foreign language, it is not ours. It is intonation language. The intonation if they don't catch it well corrupts the language and equally affects spelling... teachers are unhappy because it waters down all the efforts they make; it will be may be the teacher is not working hard or you have not done you work but there is only a limit to what the teacher can do with all the limitations surrounding the classroom environment.

Sharing a similar opinion, another participant observed:

I cannot say that I am provided with all the instructional materials I need because it is difficult to be provided with all the materials needed for the implementation of the new curriculum. In fact the government is not doing much to help teachers to implement the new curriculum. So the fault is from the government... it does affect our classroom practices a times especially when it involves the practical aspects [performing experiments]...I feel bad but there is nothing we can do about it since we cannot help it

Another participant expressed:

In Basic science where I am concerned, we don't have infrastructures [for the implementation of the new curriculum] why because Nigerians don't take Basic science to heart in comparison with the higher classes because they believe it is only in the higher classes that you need enough infrastructures; for that they don't have any provision for the junior. Like we don't have laboratory for the junior not to talk of the equipment concerning the works to be done [the implementation of the new curriculum]...I feel bad because proper knowledge cannot be transferred because those things are supposed to be there for you to practicalize before the students and that will help them to get enough information about the subject and now they know it more. But without the materials it seems the teacher have not done anything [implemented the new curriculum well].

The participants above suggest that the implementation of the new curriculum without instructional materials negatively impacted their classroom performance as they could not properly implement the new curriculum. Participants' comments also indicated that implementation of the new curriculum without instructional materials not only makes teaching more difficult but also makes students learning uninteresting. Further, the above comments underscored the importance of instructional materials in the implementation of the new curriculum and the negative impact their non-availability can have on teachers' classroom performances.

4.2.3.2 **Remuneration.** Participants felt that the remuneration they receive at the end of the month is not commensurate to the workload they face with implementation of the new curriculum.

Participants believed that this concern negatively impacts their classroom performances. Asked to describe the work morale of teachers in her school, one participant said:

It is discouraging in terms of remuneration because the workload we are faced with [the implementation of the new curriculum] is too high to compare with remuneration given. If you are not well may be encouraged, it dampens the spirit and reduces the rate at which you contribute your best... Of courses it does if I say it does not, I will be lying. When you get dampened you don't give in your best anymore... Teachers conditions of service is the major problem we have with the implementation of the new curriculum because it is not preparing teachers, giving them training, giving them workshop...but when you want to pay them, you pay them less. If a teacher who has three or four children in a secondary school cannot pay for the school fees of his or her children because his or her take home pay is very poor, the teacher will always have divided loyalty because he or she will want to make money so that he or she will be able to pay their school fees as well as feed them. So if teachers are well paid and are equipped, they will give in their best [classroom practices] but they have divided attention because their pocket is empty.

Corroborating the above, another participant observed:

The teaching profession is an interesting profession but it is only that government do normally neglect teachers. We are not well paid [commensurate to the work we do with the implementation of the new curriculum] and that's why in some schools most teachers engage in other businesses in order to get things moving or to get both ends meet [which impacts their classroom practices negatively]. Because you are not well paid that person has a family so you can never compare teachers with those in the federal ministries because we are being neglected so much.

In a similar line of thought, another participant added:

You know this our work. It is a nice work but the way people see it; people just see it as something not worth doing because when you finish teaching [implementing the new curriculum with its rigours] they won't pay you well. You see somebody two of you attended the same school, paying the same school fees, doing everything together, but once you just enter into teaching, they will pay you lower price than that person... So our work is good but the problem I don't know what the government is doing with us. Let them pay us well so that we can do the work well [maintain best classroom practices].

Participants were dissatisfied with what they receive as pay for the challenges of implementing the new curriculum, which in turn impact their classroom performances negatively.

4.2.3.3 Teacher workload. Participants indicated that implementation of the new curriculum with high student teacher ratio negatively impacted their classroom practices. Participants felt that they have more students in a class than what the policy of the implementation of the new curriculum specified. A participant described it thus:

In my school we merge the classes; A and B together, C and D together, E and F together, and G and H together [for the implementation of the new curriculum] so that instead of going from one class to the other, you attend two classes at a time. But it is adversely affecting our classroom practices the other way because of the large number of students in one class. It will take you time to go round and supervise what they are doing whether they are doing what you expect; by the time you go round you will spend a lot of time but if they are just few it will not take much time.

Another participant observed:

The teacher-student ratio, there is a wide margin there because [with the new curriculum] you have to handle a lot of things. The conditions are not favourable for effective learning [implementation of the new curriculum] because of the large number. You will not be able to handle the students one by one and because with a student of this population, they have different problems and students ability to learn depends on how you are able to bridge their difficulties in learning because it is not teaching that is important but students' ability to grasp what you are teaching... the workload equally reduces the rate at which I give them assignment [negatively impacts classroom practices].

Another participant expressed similar feelings as above, she said:

The workload here is somehow heavy because to fulfil the stipulation of the new curriculum, the population of the children you are to handle is supposed to be minimal. But here you find out that we have four physical classes but eight streams of a particular section

which is making it more difficult. The actual thing [with the implementation of the new curriculum] is that you have a minimum number of students so that you can handle them properly and do all that is necessary for them.

A fourth participant pointed out how the implementation of the new curriculum without enough teachers has impacted negatively her classroom performances:

My workload is too much. Like me now as I am teaching mathematics [implementing the new curriculum], it is only me teaching JS III and maths means something you should do and after doing you give them work to do and mark it but by the time you continue moving from A- G classes of JS III, six or eight classes a day, you know you will be tired and tomorrow you continue like that; so by the time you even give them assignment to do, you may not even finish marking it; so implementing the new curriculum without enough teachers to equal students enrolment impacts negatively on our classroom practices. You continue teaching from Monday to Friday. Which time do you have to sit down and mark student assignment and give to them as required by the curriculum implementation policy? Sometimes when we give them assignment, we don't have time to mark them and even when we mark them, we don't have enough time to do corrections for them because we are trying to cover up. But assuming we have enough teachers, the work will be easy because we suppose whenever we finish a lesson we give them assignment and mark it before the school is over so that when we come to class the next day, we do corrections before we begin a new topic. That is the way it is supposed to be [the stipulation of the new curriculum] but when we try it like that, you see that we don't do up to three topics in a term.

Participants' comments above suggest that implementation of the new curriculum with high student-teacher ratio impact teachers' classroom performances negatively. The comments also indicated that with a heavy workload, teachers try to shortcut the prescriptions of the new curriculum in order to cover their scheme of work.

4.2.3.4 Teacher Motivation. Most participants felt that in terms of moral and sometimes material support, their school management is trying to keep them motivated which helps them to face the challenges of the implementation of the new curriculum. Participants indicated that

because they are motivated by attitude and money they give everything they have for the implementation of the new curriculum. One participant observed:

This is a mission/government school and we are not just being taken care of by the government alone, the mission takes care of us...like in this school some teachers are given houses where they live. The mission takes care of the teachers from time to time like last Christmas, they gave us some bonuses; sometimes they give us food items. In so many aspects this school takes care of the teachers...So because teachers are well taken care of, they now use everything in them to display their duties [implement the new curriculum]...It is just natural; they say a hungry man is an angry man. If one is not well treated, he or she will not be able to display everything that is in him or her. Just like other teachers in these other public schools; the way they act [implement the new curriculum] they don't do what they are supposed to do because they are not treated well. It is some of these extra things that are provided for us in the mission schools that make us not feel the weight of the implementation of the new curriculum so much; like today is Friday, the teachers everybody is still there seated doing their work.

Another participant expressed:

In St. Luke secondary school, we are rewarded for hardworking unlike other public schools...they compensate teachers that work hard to see that they carry out the curriculum or those that made sure they finish their scheme of work within a given period of time. They tend to reward or motivate them...We are made to conduct evening lessons [which gives us more time for the implementation of the new curriculum] which help us to cover our scheme of work during the term and in order to do that they pay us but in other public schools they don't have that opportunity to conduct evening lessons.

A third participant agreed that moral and material incentives they received from their principal helped to cushion the negative impact of the implementation of the new curriculum on her classroom practices.

The principal use to call teachers meeting where she will be telling us that we should be more effective in teaching and that we know that the salary of teachers is in heaven and not in this world. That is the advice our principal use to give us and it is helping us not feel the whole weight of the implementation of the new curriculum...if a new curriculum is out now, the principal of the school will call us even if she doesn't have anything to support us,

she will be giving us encouragement that we should do it like this or like that so that the implementation of the new curriculum will not be too hard on us.

These participants' comments suggest that the support, both moral and material, that participants get from their school administration helped to cushion the burden associated with the implementation of the new curriculum. It is fair to say that if teachers are supported and given incentives that the implementation of the new curriculum will not negatively impact their classroom practices.

In summary participants felt that most aspects of the implementation of the new curriculum negatively impacted their classroom performances while only a few had positive impact. Participants listed provision of instructional materials and infrastructures, remuneration, and teacher workload as aspects of the implementation of the new curriculum that impacted their classroom performances negatively. They listed motivation of teachers as one aspect of the implementation of the new curriculum in their school that positively impacted their classroom performances.

4.2.4 St. Mary's High School Enugu

Study participants at St. Mary's high school felt that some aspects of the implementation of the new curriculum impacted their classroom practices negatively while a few aspects impacted positively. These participants mentioned provision of instructional materials, teacher remuneration, and teacher workload as aspects of the implementation of the new curriculum that negatively impacted their classroom practices. Participants mentioned management support and

motivation of teachers as aspects of the implementation of the new curriculum that have positive impact on their classroom practices.

4.2.4.1 Provision of instructional materials. Most participants felt that they lacked instructional materials, which made the implementation of the new curriculum difficult and therefore negatively impacted their classroom performances. These participants believed that lack of instructional materials made the implementation of the new curriculum more burdensome. When asked to comment on the provision of instructional materials by the school management, one participant immediately jumped in:

This is where the problem counts. We are incapacitated [with the implementation of the new curriculum] somehow because of unavailability of the necessary instructional materials; by necessary instructional materials, I mean those ones beyond our reach because of cost. But in all, the non-availability of those necessary ones especially in language teaching is impacting negatively on our classroom practices because language cannot be taught well without those basic facilities being present. Think of teaching of the oral aspects of language [implementation of the new curriculum], be it Igbo, English or French or any other language; if all those things are not present, the students will be lacking in elocution and you know elocution is one of the things that bring out competence in language usage.

In answer to a similar question, another participant retorted:

I teach a practical subject and I know that we are not doing enough practicals [as required by the new curriculum implementation policy]. The quality of what we do in the class as teachers depends on the materials you use to convey the message; like the teaching aids if they are not there, it will make things [the implementation of the new curriculum] more difficult for you, it will really make things more difficult... You resort to improvisation and because of that you do a lot of explanatory work, giving, making a lot of analysis, explanation and it will take you time... I feel bad. It then brings a lot of burden on me. I feel I have not actually done this thing to the best of my ability.

A third participant decried the negative impact of the implementation of the new curriculum without instructional materials.

I feel incapacitated. I find it difficult to perform; like I teach English Language even though there is lab for the science students but I still look forward to Language lab. It will make the students to perform better and make me to have confidence in what I am teaching because we have mother tongue interference in the pronunciation of English words. Sometimes the teachers that teach the subject still have that mother tongue interference and if you teach the students the wrong thing they absorb the wrong thing but if you have a language lab where the students can listen to the first speakers of the language, the students will get the benefit; they will get firsthand information.

A fourth participant concurred when he said:

Well it is said that it is what somebody knows that he can give out. Every work is tedious but if you have the tools that work will be very easy. There are certain topics in the new curriculum that when you handle in the classroom if the teaching aids are not there the students cannot grasp it well. There is no amount of illustration and examples that will let them understand properly what it is. But if there are teaching aids after explanation you will just show them. Seeing is believing. So if a teacher is not provided with those academic teaching aids, he will be sweating and the children will understand less. That is the thing. Even if you know the subject matter the methodology will differ and internalization may not be proper.

From the comments above, participants suggested that the implementation of the new curriculum without instructional materials negatively impacted their classroom practices. The non-availability of the instructional materials made the implementation of the new curriculum burdensome for teachers and the lessons uninteresting and difficult for students to understand.

4.2.4.2 **Remuneration.** Most participants believed that they are not well remunerated compared to the work they do implementing the new curriculum. These participants believed that without commensurate remuneration that the implementation of the new curriculum negatively impacted

their classroom practices as most teachers are becoming lackadaisical in the performance of their teaching duties. One participant observed:

One of the barriers to curriculum implementation is teachers' payment because I believe that if teachers are well paid they will do a good job. I myself I know how much I receive; just because I am the type wherever I find myself I like to make myself happy despite the little take home each month. So generally the payment is poor; the payment is poor and the teachers complain of course and they say is it because of this little change that they are given at the end of the month that they want them to do all the work [involved in the implementation of the new curriculum]. I think the financial aspect is the problem because they say that a hungry man is an angry man.

Another participant said:

We work more than we are paid for [with the implementation of the new curriculum]. I am a lawyer and I used to go to court before but now I cannot because if I should go, there will be some lapses with the implementation of the new curriculum and you will surely pay for it. Either you are surcharged or your reputation will be at stake. But being compensated for the kind of job we do here with the implementation of the new curriculum I don't think we are and it is affecting some teachers' classroom practices.

The comments above suggest that the implementation of the new curriculum without commensurate remuneration negatively impacted teachers' classroom practices as some teachers combine their teaching work with other businesses. The comments also indicate that for teachers' classroom practices to be positively impacted by the implementation of the new curriculum their monthly pay should be commensurate with the kind of effort they put in to implement the new curriculum.

4.2.4.3 Teacher Workload. Most participants felt that their classroom practices are negatively impacted by the implementation of the new curriculum with high student population. Participants believed that implementing the new curriculum with high student-teacher ratio does not allow

them to give students assignments as they should because of the marking involved. One participant observed:

In terms of workload it is much because the students are many in terms of giving assignments and marking scripts after exams [as required by the implementation of the new curriculum]. In fact at the end of each termly exam, I see myself marking up to 470 scripts because I teach JSIII and JSIII have A-G, each class having up to 50 students. It's not easy so you keep marking and marking. Giving assignment is the same thing that you hardly finish it in the school; you have to carry it home even at times deny yourself in order to meet up...the workload [implementation of the new curriculum] affects my classroom practices. Honestly, I just decide to give just one assignment in a term because before you finish marking that one you gave it is something else if you want to do thorough examination not just giving assignment and dumping it.

Another participant described her workload with the implementation of the new curriculum thus:

It is high; it is high if you want excellent teaching [implementation of the curriculum]. It affects giving assignments. I can still teach very well but for you to mark the assignments [sighs] because of the workload [sighs] it is not easy for me. So it affects the way I teach [implement the new curriculum]. It also affects my normal life because there are many JSIII students; the one I am handling they are many. Sometimes I will carry the whole assignment to my house and that takes away the time I would have had with my family. It affects.

A third participant underscored the high workload of teachers occasioned by the implementation of the new curriculum and the impact it has on classroom practices.

One of the problems of the present curriculum is the issue of time. The content is quite elaborate and because of the fundamental nature of the subject matter, I am now excluding co-curricular activities. So we try to manage the available time so that the real time for teaching the subject must be properly managed and utilized.

Participants' comments suggest that the implementation of the new curriculum has a negative impact on teachers' classroom practices. Participants believed that the content of the new

curriculum is quite elaborate and that it is almost impossible to cover without circumventing the implementation policy. Further, these teachers' comments indicate loss of job satisfaction due to high workload, which can be dangerous to the whole exercise of teaching and learning.

4.2.4.4 Teacher motivation. Participants agreed that their principal provides enough support to them with the implementation of the new curriculum in regard to assigning teachers to their areas of specialization, providing opportunities for professional development, and caring for the welfare of teachers. Participants believed that the support provided by the principal to the teachers has a positive impact on their classroom practices. When asked about the work morale of teachers, one participant said:

Work morale of teachers here is very huge compared to that of the teachers where I was before. When you compare the two that of teachers in my former school is nothing to write home about... Here you are assigned to a particular subject but in the other school where I taught before, when I got there they said they don't do French and they don't have enough teachers and as regards to that, that I will teach English language and English literature... No teacher in this school teaches more than one subject; you only have one subject and in that case you are meant to specialize; so because of that you want to give your best in the implementation of the new curriculum in that your subject area and that makes the teachers more happy even though the students are more but then they still have the courage and urge to continue.

On the provision of opportunities for professional development, another participant observed:

We have seminars to upgrade somebody's intellectual knowledge. So it is seminars, workshops so that you will be exposed to better ways of implementing the new curriculum... There will also be teachers forum where everything will be reviewed again - the curriculum and everything and if there are changes in the curriculum, in that teachers forum it will be discussed. It is a very big forum, people will be invited from everywhere to come and speak; specialists from each field; they will now streamline things and if there are new changes, they will now say it.

Another participant expressed how management support alleviates the burden of the implementation of the new curriculum on teachers which impacts their classroom practices positively

How they use to get the conscience of the teachers so that teachers will be working at their best is that they provide accommodation. Coming from rural to urban migration what stops it at times is where to live. May be in that rural area you may be paying 300 Naira as rent but when you come to the urban what you will be paying will be double. But they will get you settled by giving you accommodation inside the school so that you have nothing to regret. So that you will be working round the clock. And they also give awards, souvenirs and prizes. In fact they know how to handle human beings. You will be working yourself out implementing the new curriculum without knowing it. They will pet you and you will put down your best.

Participants' comments above suggest that motivation in one way or the other can help teachers overcome the difficulties associated with the implementation of the new curriculum. Also, the comments above indicate that when teachers feel motivated they do not allow the difficulties of the implementation of the curriculum to negatively impact their classroom practices.

In sum, participants agreed that most aspects of the implementation of the new curriculum negatively impacted their classroom practices. Participants mentioned provision of instructional materials and infrastructures, remuneration, and teacher workload as aspects of the implementation of the new curriculum that had a negative impact on their classroom practices. Participants also mentioned teacher motivations as an aspect of the implementation of the new curriculum that impacted their classroom practices positively.

4.2.5 Synthesis of findings from all teachers' interviews

Most participants from the four schools identified provision of instructional materials and infrastructures as aspects of the implementation of the new curriculum that negatively impacted their classroom practices. Participants believed that the lack of instructional materials and adequate infrastructures made it difficult for them to properly implement the new curriculum. Some participants reported that lack of instructional materials led them to use teaching methods not suitable for the age of their students while others agreed that it made them avoid teaching some topics as prescribed in the curriculum.

Almost all the participants from the four schools mentioned teacher workload as an aspect of the implementation of the new curriculum that negatively impacted their classroom practices. Most participants felt that they are overworked implementing the new curriculum with high numbers of students in their classes. These participants believed that because of the heavy workload involved with the implementation of the new curriculum with high number of students, most teachers have reduced the number of assignments they give to students because of the work involved in marking them.

Analysis of the data also indicated that most participants from the four schools believed that remuneration is an aspect of the implementation of the new curriculum that has a negative impact on their classroom practices. Participants felt that they were poorly remunerated for the kind of work they do with the implementation of the new curriculum which has resulted in many teachers having divided attention.

The classroom practices of the participants from the four schools were differently impacted by the implementation of the new curriculum depending on whether they were motivated or not. Participants from Boys' High School Enugu and Academy High School Enugu mentioned that the implementation of new curriculum negatively impacted their classroom practices because of lack of motivation from school authorities. Participants from St. Luke's Secondary School Enugu and St. Mary's High School Enugu agreed they are well motivated both with non-monetary and monetary incentives and that because of that the implementation of the new curriculum does not have much negative impact on their classroom practices. A plausible explanation for this difference in motivation is the financial support and autonomy offered by the principals of these religiously affiliated private schools. The management of these two schools gave financial support to their principals and allowed a freer hand in determining how best to use the funds to facilitate the implementation of the new curriculum.

Part 3

4.3 Presentation, analysis and synthesis of interview results from school administrators

This section will be the presentation and analysis of interview data from school administrators. In my research question, I sought information on how the professional practices of secondary school administrators and teachers in Enugu state are impacted by the implementation of the new Nigerian curriculum initiatives.

4.3.1 Boys' High School Enugu

The school administrator participant believed that all aspects of the implementation of the new Nigerian curriculum negatively impacted her job of ensuring proper implementation of the

new curriculum in her school. The participant mentioned provision of instructional materials and infrastructures, administrator workload, remuneration/incentives, and government support as areas of the implementation of the new curriculum that leave much to be desired.

4.3.1.1 Provision of instructional materials and infrastructures. The study participant expressed the view that the government provided her with neither the necessary instructional materials and infrastructures needed by her teachers for the proper implementation of the curriculum nor some monetary subvention from which she could provide them herself. As a result, when teachers make requests for instructional materials or infrastructures, the participant had nothing to offer them. This participant indicated that such a situation negatively impacts her job as the facilitator of curriculum implementation in her school. Describing the situation she said:

I feel bad about that and that is what is happening now for example you can look at the structure there; that is supposed to be physics and biology laboratory. Meanwhile there is no physics and biology lab. And also during examination at times we will need reagents to work with the teachers but they may not be there for us to use. And it doesn't augur well... What we are supposed to get from the government like science equipment, science reagents and the rest of them, which we don't get, are also barriers to curriculum implementation.

Corroborating the above, a teacher participant in this school had this to say:

We don't get anything from the principal because the thing has always been; she will tell you that the government does not give them any subvention for teaching materials. So you are on your own as far as she is concerned. She doesn't give anything... You try as much as possible you as a teacher to the extent that you have to provide your own chalk so that you can teach.

The above comments indicate that the school administrator did not get any support from the government in her job as the facilitator of curriculum implementation. It also appeared that the

school administrator found herself in an awkward position as she could not properly discharge her duty of helping her teachers to properly implement the curriculum. It is plausible that this school administrator will have limited job satisfaction.

4.3.1.2 Administrator workload. The participant felt that she is under-staffed with administrators as she had only two functional VPs. The participant believed that the shortage of VPs has increased her workload and prevented her from supervising teachers' implementation of the curriculum. The participant described her workload thus, "My workload here is heavy because now we have only two functional VPs; VP admin and VP academics so the workload is high on us. At times I take some of the workload home." This comment suggests that doing government mandated paper work is a distraction for principals in fulfilling their roles as facilitators of curriculum implementation.

4.3.1.3 Remuneration/Incentives. The participant felt that teachers are not receiving adequate remuneration and incentives, which negatively impacts how they carry out their work. This participant believed that teachers' remuneration is poor while other incentives and allowances due to them are not paid at all and that this affects their work morale. For this participant,

If our teachers are given incentive salary wise, looking into their welfare then they will work harder, they will work harder...if more incentive is given to them in the form of training workshop though now there are workshops going on but for junior secondary school teachers ; if we have such workshop for senior secondary school teachers, it will help them also as a sort of incentive and also the science allowances and the rest of them, it will give them incentive to work hard to implement the curriculum.

This participant suggests that because teachers are poorly paid with little or no incentives she lacked the moral courage to ask them to go out of their way to ensure the proper implementation of

the curriculum. If teachers are given better conditions of service then you can have the moral authority to demand the best practices from them.

4.3.1.4 Government support. The participant indicated that apart from the normal salary the government pays them at the end of the month there is no other form of monetary support from the government. The participant believed that lack of government support in the form of subvention to school administrators impact their job as facilitators of the curriculum implementation negatively.

A teacher participant from this administrator's school, as if speaking on behalf of this administrator, attested:

There is nothing like support from the principal now but initially we do get support from the principal. But with this present regime school is free from JS 1- 111 and you cannot even tell the students to bring anything apart from the particular 1000 Naira the ministry of education said SS I – III should pay. And an instruction came in that no principal will ask the students to pay anything apart from the stipulated amount. So you can't expect the principal to do otherwise. There is no money coming apart from the stipulated money the government approved. Initially in such situation you ask the students to pay 10 naira or 20 naira especially for their projects but this time around if you do that consider yourself sacked. So there is no revenue. So you won't blame the principal because the principal is only based on salary just like every other teacher and has her own family.

From the comment above, the school administrator's hands seemed to be tied as she did not have the autonomy to take initiative given that she has no subvention to work with. Also, it is plausible the school administrator may have limited job satisfaction because she may have a vision but will not have the funds to realize it.

In sum, this participant believed that almost all aspects of the implementation of the new curriculum in her school negatively impacted her duties as the facilitator of the curriculum implementation. She identified provision of instructional materials, adequate infrastructures,

administrator workload, remuneration and government support as aspects of the implementation of the new curriculum that had the most significant negative impact.

4.3.2 Academy High School Enugu

The study participant here believed that some aspects of the implementation of the new curriculum in his school positively impacted his work as the facilitator of curriculum implementation while others had a negative impact. The participant identified provision of infrastructures and instructional materials, and proprietors' support as aspects of the implementation of the new curriculum that had a positive impact on his job as the facilitator of curriculum implementation in his school. He also identified workers' remuneration/incentive and administrator workload as aspects of the implementation of the new curriculum that had a negative impact on his job.

4.3.2.1 Provision of instructional materials and infrastructures. The participant believed that the owner of the school is trying his best to equip the school with the necessary infrastructures and instructional materials for the proper implementation of the curriculum and that that has made it possible for him to be of help to the teachers in their struggle to properly implement the new curriculum. Commenting on his experience with the provision of infrastructures and instructional materials, the participant observed:

From experiences in fact I feel that the management has done a lot in providing a suitable environment for teaching and learning. In fact with my experiences in the public sector, you rarely get an institution that is as fortified as this private school. The management has done a lot to provide the materials, environment, and the infrastructures for teaching and learning... When these materials are not provided teachers at that point in time will now have reasons for not performing. When the materials are inadequate or when some basic things are lacking they have cause to relax and that is what we are trying to prevent. We give them everything they need so that there will be no lapses and no reasons.

This comment suggests that the school administrator is provided with instructional materials and adequate infrastructures and that he is enjoying his work being able to supply teachers with all they need to aid their teaching. The comment also indicates that when an administrator cannot provide his teachers with the teaching aids they need, the administrator lacked morale courage to enforce teachers' compliance with curriculum implementation. Further, the comment suggests that school administrators can carry out their job of helping teachers implement the curriculum well only when they themselves are enabled to provide resources for teachers.

4.3.2.2 Management support. Apart from providing instructional materials and infrastructures, the participant believed that the proprietor supported him by making it possible for him to provide opportunities for professional development for his teachers. The participant saw the support as having a positive impact on his work as the curriculum implementation facilitator in his school because it provided teachers with much needed knowledge in curriculum implementation.

Expressing the level of support from the management the participant indicated:

In fact the management is doing its very best. Even when you get new textbooks, new methods, they don't hesitate in providing them based on request... In fact the school is very well known for organizing seminars every time so that teachers can be updated, teachers can learn, teachers can improve, teachers can research and teachers can compare with other institutions. In fact these seminars they are well known for that. At least almost every holiday teachers come back two days before the start of the school and these two days are meant for seminars. And at other times they organize seminars within certain periods so that teachers will be updated and that raises the morale of teachers and the impact is felt in the system.

The participant's comment suggests that management's support of school administrators' by the provision of opportunities for teachers to develop themselves serves as incentive both for teachers and administrators to work better with regard to curriculum implementation.

4.3.2.3 Administrator Workload. The participant felt that his workload is very high due to shortage in administrative personnel. The participant believed that this did not support effective facilitation of the curriculum implementation in the school because he did not have enough time to attend to every teacher's needs. The participant observed:

Well, being a private school, the workload is high. Like here I am supposed to have vice principal academics, administration, discipline and so on but because of the private nature of the institution, everything is jam-packed so that you do everything not minding that there is no vice; you do that of the principal, do that of the vice, and do that of the teachers; so the workload is actually high.

This comment suggests that the participant is overwhelmed by work even though he tries to live with it as there is not much he could do to improve the situation because of the private nature of the school. It may be fair to say that an administrator who is so overworked like this participant cannot be the best curriculum implementation facilitator in his school.

4.3.2.4 Remuneration and incentives. The participant expressed the view that remuneration and incentives are a bit of an issue in private schools because private schools are profit oriented.

However, he suggested that remuneration and incentives are more of an issue especially with young administrators and teachers because they always compare themselves with their counterparts in the public sector. He observed:

Well actually our own cadre, we are not so much after certain conditions of service being retired civil servants. We now pay more attention in building the nation and in building the children; we try to create impart on the learners but you cannot compare the retired ones with the young ones because the young ones want to meet up with their counterparts in the public sector. That is one area where there is a lapse and you cannot help it because these young men are looking for greener pastures and you don't blame them. But all in all everything is done to push up their morale so that they do not mind so much the monetary side of the remuneration... because when their morale is high there will be proper teaching and learning and the children will benefit from their efforts.

This comment suggests that in private schools teachers and administrators are poorly paid which negatively impacted their classroom performances. Participant believed however, that the negative impact was felt more by the young administrators and teachers than by older teachers and administrators who were previously retired civil servants on secondment. Participant felt that as an experienced retired principal from the public schools, he was able to turn the negatives into positives by not allowing them to affect the way he carried out his work.

In summary, the participant indicated that some aspects of the implementation of the new curriculum positively impacted his duties as the facilitator of the curriculum implementation in his school while some others impacted negatively. He identified provision of infrastructures and instructional materials and proprietors' support as aspects of the implementation of the new curriculum initiatives that positively impacted his duties and identified remuneration, and administrator workload as aspects that impacted his duties negatively. The participant felt however, that as an experienced retired principal from the public schools he was able to turn the negatives into positives by not allowing them to affect the way he carried out his job.

4.3.3 St. Luke Secondary School Enugu

The study participant here felt that some aspects of the implementation of the new curriculum in her school positively impacted her job as the facilitator of curriculum implementation while others had a negative impact. The participant identified provision of instructional materials and infrastructures, management support, and remuneration and incentives as aspects that had a positive impact on her job. She also pointed out administrator workload as an area that had a negative impact on her job as curriculum the facilitator.

4.3.3.1 Provision of instructional materials and infrastructures. The participant believed that the much needed instructional materials and infrastructures for the proper implementation of the curriculum in her school were provided for the teachers. She felt that she was able to serve her teachers' need regarding instructional materials because the management of the school, which is under the mission and the government, provided her with necessary funds. Describing the situation, the participant observed:

The school is trying because it is jointly managed by the mission and the government. So the mission supply majority of the things that are being used unlike when only the government funds it...and because it is jointly managed institution the fees are higher and from the fees we buy some of what we need...When I cannot provide teachers with what they need for the proper implementation of the curriculum, I don't feel happy but I always encourage them to improvise. But if it is something within my reach I wouldn't mind providing it.

This comment suggests that this participant had some autonomy in realizing her visions for the school. In addition, it appears that the participant enjoys the favour of the management of the school and for that she is ready to go extra mile in carrying out her duties.

Further, the comment suggests that when teachers feel that their school administrator is making efforts to provide them with necessary instructional materials and infrastructures, they do not mind improvising ones that the school could not provide.

4.3.3.2 Management support. The participant was of the opinion that occasionally she got support from the government in terms of organizing workshops for her teachers in the junior secondary school section, which helped the teachers to develop themselves. She believed that even though the government did not pay teachers enough allowance to attend the workshops, they still attended in order to upgrade their knowledge. She made this observation:

Occasionally they (government) organize workshops for the junior section which is under UBE for primary and junior section and after that they give them peanut which not ought to be but because teachers are always appreciative, they appreciate whatever you give them and that is why they don't grow old, they just take it like that and joke and laugh over it.

The participant suggests that if the government makes their support more regular and pays teachers enough allowance to attend the workshops that it will positively impact her work and that of her teachers.

4.3.3.3 Remuneration and incentives. The participant felt that with the new government in power in the state that their salary comes regularly and that keeps her work morale high even though teachers in Enugu state are the least paid compared to teachers in other states of the federation. The participant also referenced incentives during Christmas times when the proprietor gave monetary incentives, which boosts morale. The participant also mentioned that her belief in God made her to prize what she does more than what she receives for doing it. In her own words:

I do it whether there is any incentive or not; I do it to get the best because what we are looking for is not a human reward; we are looking for heavenly reward. So because of that I keep on forging ahead.

This participant seemed to be motivated to work at her best not only by the monetary and moral encouragement from the management but also by her belief as a Christian that God will reward her with heavenly bliss if she did her job well. With this disposition it is likely that this aspect of the implementation of the curriculum will have less negative impact on the participant's performance of her professional duties as the school administrator.

4.3.3.4 Administrator workload. The participant indicated that her workload is high as the only facilitator of the new curriculum initiatives in her school, as her school does not have enough administrators. For the participant, the mission is slow in employing more administrators because of the cost implication, which has resulted in her not being able to carry out her job as she should.

In her words:

The workload is much o-o, is much o-o because the government doesn't employ more staff; suppose they employ more staff it would have been okay. But because they don't employ... even the mission they too don't employ much because the school fees paid by the students is not commensurate to what is expected to pay a staff so for that now they employ few staff and everybody keep managing and struggling to make both ends meet.

This participant struggled with a heavy workload due to shortage of administrative personnel in her school. This will most likely impact the performance of her duties in a negative way.

In summary, the participant felt that most aspects of the implementation of the new curriculum positively impacted her duties as the facilitator of the curriculum implementation in her school while only one aspect impacted negatively. She mentioned provision of instructional

materials, management support, and remuneration/ incentives as aspects that impacted her duties positively and administrator workload as the only aspect that had a negative impact. However, her Christian belief for a heavenly reward allowed her to keep on managing.

4.3.4 St. Mary's High School Enugu

The study participant here felt that all aspects of the implementation of the new curriculum positively impacted his job as the facilitator of the curriculum implementation in his school. The participant identified administrator workload, remuneration and incentives, and management support and provision of instructional materials as aspects of the implementation of the curriculum that positively impacted the way he carried out his job most significantly.

4.3.4.1 Administrator workload. The participant believed that his workload with the implementation of the new curriculum initiatives is not much due to the fact that he created a lot of administrative positions and shared out the things he had been doing alone. This, according to him, helped him to focus more attention on teaching and learning. The participant observed:

We have created a lot of administrative positions to help manage the school. Apart from the regular VPs, VP academics, VP administration, and deans for senior and junior secondary, we have also created VP for student life... and they are doing their work properly. It took me a long time to train them but today my workload is no longer as heavy as it used to be because of the division of labour. I have divided a whole lot of what I do personally to other people. Like the offices I created, they are now doing most of those things that I used to do alone. So it is just wonderful. And that is why I can take leave or go for a conference and stay there for one week while the school is still running because everything has been distributed properly. So it is better now. I think I am air borne now.

The comment above suggests that this participant enjoys some autonomy with regard to how things are done in his school. Further, the comment indicates that school administrators can perform better by decentralizing some of the administrative duties.

4.3.4.2 Remuneration and incentives. For this participant, remuneration did not seem to be a concern because he considered himself “a major stakeholder” in the ownership of the school. However, the participant saw the autonomy given him in the administration of the school as a big incentive to work because it allowed him to achieve particular goals. The participant appreciated the situation thus:

Well the good thing about being a principal in a catholic school in this diocese is the autonomy. There is a sense of autonomy and there is a sense of freedom. I am trying to achieve particular goals because I have been on both sides. When you are with the government, you have so much red-carpeting and so much limitation. But the mission gives you a freer hand to achieve your goal and that is what I might consider a major difference. Though my situation is a little bit difference from other principals in other catholic schools because I am incardinated in the same diocese that owns the school; so for me the school is like a personal property. I am running it with my whole heart. I am not looking at it as an employed staff. That may differentiate me from other principals but generally speaking you knowing the goal of the church- discipline and moral excellence- you have a freer hand to achieve that goal than in a government setting where the goal is there for sure but the bureaucracy hindering you from achieving those goals are there.

From the statement above one can deduce that remuneration is not an issue for the participant because he considered himself part of the ownership of the school. One can also argue that the kind of autonomy that was given to the participant in running the school stemmed from his being part of the ownership of the school. Be that as it may, it is fair to say that the autonomy given to this participant in the administration of the school positively impacted how he carried out his professional duties.

4.3.4.3 **Management support.** The participant indicated that the management supported him by allowing him free hand in sourcing for funds from the banks and from Parents Teachers Association (PTA) of the school.

What I do is that I manage the banks and once I manage the banks it is still something to be paid back so there is always a careful dealing between the banks and the school fees and that is how we are building a whole lot of things we are building... And I cannot but appreciate our PTA because most of what we do here is from the school fees and if we need a particular thing we call on the PTA like on Tuesday we are going to have PTA meeting. We are going to thank them for what they are doing and tell them our problems and if that needs some form of contribution... we shall agree to it and implement them.

The participant seemed to be happy with the management support that he enjoys in the sense of giving him a free hand in running the school. It seems fair therefore to say that this positively impacted his curriculum implementation facilitation.

4.3.4.4 **Provision of instructional materials and infrastructures.** The participant felt that the management of the school is working hard to provide teachers with the necessary instructional materials and to rebuild the dilapidated buildings. He believed that the procurement of instructional materials and rebuilding of dilapidated infrastructures will take some time because the school had suffered many years of neglect when it was under the management of the government.

Unfortunately this college went down at one point. This was exemplary college. It has literary everything but during the period it was under the government so much happened. There was a lot of pilfering. Things were stolen. At one point, 18 microscopes were stolen in this school; 18 microscopes; most schools do not even have one. But 18 of them were stolen in this school to tell you that this school was well endowed and well equipped but most of the things were stolen. And because they were also running mostly day students in those days and a very small boarding house, the infrastructures in the compound are inadequate for the reverse which we are now practicing where everybody is now a boarder. So the facilities we have in the school are not enough to accommodate the population... The science labs have so much dilapidated. We just engaged the Akwuke science center to come and rebuild and refurbish the labs; I hope they will do a wonderful

job...as of now I am talking to you, we don't have a library because what we have I don't call it a library and a school of this standard not to have a library is unfortunate...Though now there is this e-library going on and being opportune to have the type of computer labs we have, I am engaging a company called C-com to extend our internet which is only located in one place to make it wireless and extend it to the vast areas of the school...and with that we may install the e-library. That's my next goal.

This comment suggested that the participant is making efforts to provide his teachers with the necessary instructional materials and infrastructures even though he believed that more could be done. He seemed to be having positive experiences with regard to providing his teachers with some instructional materials and infrastructures.

In sum, this participant agreed that all aspects of the implementation of the new curriculum positively impacted his duties as the facilitator of the curriculum implementation in his school. He indicated administrator workload, remuneration/incentives, management support, and provision of infrastructures and instructional materials as the aspects that positively impacted the way he performed his duties most significantly. He believed that the financial support of the Parents and Teachers Association of the school made it possible for him to function effectively.

4.4 Synthesis of findings from school administrators' interviews

Participants from Academy High School Enugu, St. Luke Secondary School Enugu, and St. Mary's High School Enugu felt that the provision of instructional materials and infrastructures aspect of the implementation of the new curriculum positively impacted the performance of their job as their school management made it possible for them to serve the needs of their teachers by providing them with either the instructional materials or funds to acquire them. The participant from Boys High School Enugu felt differently. She indicated that the provision of instructional

materials and infrastructures aspect of the curriculum implementation negatively impacted the performance of her job as the facilitator of the curriculum implementation as she was not provided with instructional materials and adequate infrastructures to serve the needs of her teachers.

It was strange to learn that most teachers from the schools of the school administrators who felt that the provision of instructional materials and infrastructures aspect of the curriculum implementation positively impacted their job performance did not feel the same. A plausible explanation may be that the school administrators did provide instructional materials and infrastructures to their teachers but not as much as the teachers needed or the kind the teachers could assess and use easily.

Study participants from Academy High School Enugu, St. Luke's Secondary School Enugu and St. Mary's High School Enugu pointed out management support as an aspect of the curriculum implementation that impacted positively their job performance as facilitators of curriculum implementation. Only the participant from Boys High School Enugu felt that this aspect of the curriculum implementation negatively impacted her job. This participant lamented that she did not get any support from the government especially in terms of monetary subvention to run the school.

Regarding the impact of remuneration and incentives aspect of the curriculum implementation, participants from St. Luke's Secondary School Enugu and St. Mary's High School Enugu felt that it impacted their job performance positively. Participants believed that because their teachers were paid regularly and sometimes given incentives (monetary and non-monetary) they performed to their optimum. Participants from Boys High School Enugu and

Academy High School Enugu had a different experience. They felt that this aspect of the curriculum implementation negatively impacted the performance of their duties as they had to deal with unmotivated and uncooperative teachers.

Participants from Boys High School Enugu, Academy High School Enugu, and St. Luke's Secondary School Enugu indicated that the workload involved with the implementation of the new curriculum initiatives impacted their job performance negatively by not allowing them time to perform other tasks related to their job. Only the participant from St. Mary's High School Enugu agreed that his workload with the implementation of the new curriculum initiatives was normal and did not impact negatively the performance of his duties. This participant intimated that he created administrative positions that allowed him to disperse most of what he used to do alone to other administrators and thus freed him for the facilitation of the teaching and learning processes. This participant was able to have a different experience from other participants because of the autonomy he enjoyed in the administration of the school and his leadership style of sharing responsibilities with others.

CHAPTER FIVE

Summary, Discussion, and Implications

5.1 Summary

This study examined the impact of the implementation of the new Nigerian curriculum initiatives on the professional practices of selected secondary school administrators and teachers in Nigeria. The study took as a point of departure the findings of Igbuzor (2006) that most government owned secondary schools are in pitiable condition with leaking roofs, cracked walls, no writing desks, no writing materials, no libraries, no laboratories, no chairs and tables for students and teachers. A major assumption of the study is that the professional practices of the school administrators and teachers who implement the new Nigerian curriculum initiatives with its emphasis on functionality and hands on under the above conditions will be impacted negatively. According to Quaglia, Marison, and McIntre (2001) “Educators and educational researchers need a better understanding of the difficulties teachers face deriving satisfaction from teaching, how those difficulties relate to the aspects of the work environment, how teachers level of overall satisfaction influence other aspects of their professional lives”(p. 206).

The study utilized McShane and Von Glinow’s (2003) MARS model of individual behaviour and performance which represented the four factors that directly influence employee’s voluntary behaviour and the resulting performance as the theoretical framework (Figure 1). The framework served as the lens through which the study was conceived and the data interpreted. The framework helped me to assign meaning to my interpreted data. The Constructivist paradigm was used with qualitative case study as the research design (Creswell, 2007; Merriam, 1998).

Four purposefully selected school administrators and 40 teachers from Public, Private, Catholic, and Anglican secondary schools in Enugu education zone of Enugu state participated in the study (Merriam, 1988; Stake, 1995). To achieve the purpose of the study, the following research question guided the study: How are the professional lives of selected school administrators and teachers impacted by the implementation of the new Nigerian curriculum initiatives? Data gathering techniques for the study included participant interviewing, site observation, document analysis, and field notes. Analysis of data was done by reading, rereading the interview scripts and constantly comparing the data and the observation field notes searching for emerging themes. Four themes were generated on how the professional lives of selected secondary school administrators are impacted by some aspects of the implementation of the new Nigerian curriculum initiatives. Four themes also were generated on how the professional lives of selected teachers are impacted by some aspects of the implementation of the new Nigerian curriculum initiatives. I combined categorical interpretation and direct interpretation (Stake, 1995) to make meaning of the data. In categorical interpretation I put together events, occurrences, and instances to form patterns and themes. I did direct interpretation by reading and rereading the interview scripts several times and coming up with the underlying themes.

The findings showed that the professional lives of school administrators who carry heavy workloads, lack management's support, lack funds to provide teachers with instructional materials, and are poorly remunerated have their professional practices negatively impacted by those aspects of the implementation of the new curriculum initiatives. The findings also showed that lack of principal's support and motivation, work overload, poor remuneration, and lack of instructional materials are aspects of the implementation of the new curriculum initiatives that

negatively impact teachers' professional practices. Some participants felt that some aspects of the implementation of the new curriculum in their schools impacted their professional practices positively but that the other aspects that have negative impact seem to erode the gains of the aspects that have positive impact.

The discussion of the findings for the impact of the implementation of the new Nigerian curriculum initiatives on teachers' professional practices will be tied around the emergent themes: provision of instructional materials and infrastructures, remuneration, teacher workload, and principals' support and motivation. The discussion of the findings from school administrators will also be tied around the emergent themes.

5.2 Discussion of Findings from Teachers Interview in the Light of Relevant Literatures

5.2.1 Provision of Instructional Materials and Infrastructures

Afangideh (2009) mentioned provision of relevant instructional materials among others as one of the factors that enhance successful implementation of the curriculum objectives. The implementation of the new Nigerian curriculum initiatives with its emphasis on functionality places even more demand for the provision of instructional materials if the objectives will be effectively realized by teachers. Asebiomo (2009) identified an insufficient supply of instructional materials and lack of basic infrastructures among the factors that significantly affect the implementation of the new Nigerian secondary curriculum.

Findings from the teacher participants from the four school sites showed that they lacked the necessary instructional materials and infrastructures for the proper implementation of the new curriculum initiatives. This supports the work by Asokhia (2009) and Okobia (2011) who found

that teachers in Nigeria do not have regular supply of teaching materials. In selection of learning activities, Azikiwe (1994) counselled teachers to consider the learners' age of development, interest, and background experiences so that learners can react meaningfully to teaching and learning activities. Participants reported that the lack of relevant instructional materials erodes their job satisfaction which causes them either to use teaching methods not suitable for the age of the students or to avoid teaching some topics as prescribed in the curriculum altogether. A participant described her experience thus: "The class I just came out from, they are junior class-JSS I. As I went in there, there was no chalk to write with...so I could not illustrate on the board and you know tutorial is not good for them. You also need to put something on the board for them because of their age. So I only taught and taught and when I asked question I discovered I have not made much impact by the lecture method." Another participant lamenting the impact of lack of materials on teachers' professional practices said:

You feel helpless because here even the simplest thing the students should have- their text book, you will discover that you will not have up to five to ten students that will have it in the class. Like when you want to teach comprehension, it requires the students having their textbooks before them. But without the textbooks you find it very difficult teaching these students without their textbooks. As a teacher when I come into the class and remember I have the comprehension passage to read, I feel like leaving it and going to other related topic.

This finding supports Hebert et al.'s (2000) finding "that teachers who are dissatisfied and disengaged with their work...may use a number of coping strategies which are detrimental to students outcomes" (p. 3). This finding reveals the far-reaching effect of not providing teachers with the needed instructional materials to enhance their teaching. Not only does the lack of provision of relevant instructional materials impact teachers' professional lives negatively, it also affects students' outcomes negatively. This is because teachers' applications of good instructional

methods and strategies in teaching and learning have been associated with improved student learning (Agwubike & Disi, 2007; Ikeoji, Obasi & Ajeka, 2007).

Provision and utilization of relevant instructional materials makes teaching easy and learning enjoyable (Offorma, 2002). Afangideh (2009) found that instructional materials “offer reality of experience, provide visual aspects to a process or technique, and facilitate the understanding of abstract concepts by students”(p.172). All participants in the study believed that the burden of teaching the subjects of the new curriculum would be alleviated by the provision of relevant instructional materials.

Findings from my study show that teachers are unhappy when they do not find the relevant materials they need to aid their teaching because they believed that it waters down all their effort to properly implement the new curriculum. This is supported by Asokhia’s research (2009) which found that “teaching and learning become defective in the absence of appropriate instructional materials/improvisation” (p. 81). According to most participants, lack of relevant instructional materials with the implementation of the new curriculum takes away teachers instructional time. Participants explained that in trying to create the reality of experience that relevant instructional materials easily provide, they spend more time explaining a particular topic to the students over and over again. This, results in teachers not having enough time to cover the syllabus of the new curriculum. Also, in trying to improvise as trained teachers are taught to do when they are not provided with instructional materials, participants complained that much of instructional time is lost. Improvisation of instructional materials has been found to be the remedy for easy teaching and enjoyable learning especially in Nigeria where most of the instructional materials are not provided for teachers (Asokhia, 2009). The findings of this study much as it

supported the above findings raises a caveat about the time teachers spend trying to improvise.

This echoes the suggestion that principals must help to maximize the availability of sufficient and high quality classroom supplies and instructional resources to enable teachers to focus attention on instructional and curricula issues. (Robbins & Alvy, 1995). A participant articulated it this way:

Generally as trained teachers we try to improvise the materials we don't have. It is not always easy. Like poems if the students don't have the text book, you copy them on the board and make the students to copy them before you start teaching. At times if you have a very long poem to teach, before you finish copying them and the students with all their troubles, you discover that the major time would have been taken over.

Provision of instructional materials does not automatically imply their being adequately utilized by teachers in the classroom. Two participants from the Catholic school agreed that some instructional materials are provided for them but that not all teachers avail themselves of the opportunity of using them. The participants explained that most teachers are not computer literate and therefore are not comfortable employing any instructional materials that involve the use of computer in their teaching. This finding supports what Nwachukwu (2002) found that despite the provision of instructional materials for implementing introductory technology curriculum in Nigeria, that what dominates introductory technology classes are the normal student activities of copying notes, listening and preparing assignments. The possible reasons that teachers were not trained in the use of such instructional materials or that the use of such instructional materials requires the use of electric power supply which is not readily available in most schools in Nigeria is in line with the findings of this study. These findings suggest that for teachers' professional lives to be impacted positively with the implementation of the new Nigerian curriculum initiatives that they should not only be provided with the necessary instructional materials but also be trained in their use in teaching. This supports the findings of Fraeser-Thomas and Beaudion (2002) that

teachers who lack the preparation needed to handle curriculum innovation only resorted to what they were doing before.

5.2.1 Teacher Workload

The increasing awareness of the value of education all over the world and the compulsory Universal Basic Education programme in Nigeria has led to high enrollments in secondary schools (Afangideh, 2009). Most participants from the four school sites mentioned teacher workload as an aspect of the implementation of the new curriculum initiatives that impacted their professional practices negatively. Participants explained that teachers carry heavy workloads due to high student teacher ratio, the number of subjects they teach, and number of classes they attend.

Participants from Boys High School Enugu expressed that their workload is high due to the number of classes one teacher attends because of lack of teachers. They believed that attending to different grade level classes impacted their productivity negatively as it takes them more time to prepare well for all the classes. Equally, the participants noted that because of so many classes to attend, they do not assess the students as they should and they do not meet up with the timetable due to time constraint. This echoes the findings of Fraser-Thomas and Beaudoin (2002) that because of the minimal time given to physical education classes, teachers find it difficult to influence students' lives sufficiently to achieve the curriculum's overall goal. A participant assessing the load of a teacher teaching SSS III biology and also handling JSS I integrated science carries simply said: "The load is too much for her. We need more teachers and it affects efficiency because she cannot give the students enough exercises."

Most participants from the Academy High School indicated that their workload is high due to the number of subjects they teach and the number of classes they attend. These participants hinted that some teachers in their school teach two to three subjects of different directions which they believed impacted their classroom practices negatively as it places heavy workload on them which prevents them from giving their students assignments as they should because of the marking involved. They also commented that lack of teachers in their school made them be assigned to teach subjects they did not specialize in which has increased their workload as it takes them longer time to prepare for them. A participant commented, “In private schools you have enough work to do even to excess because you know the owners of the school try to maximize profit. A teacher can teach three subjects of different directions due to lack of teachers... even the ones you specialize on and the ones you don’t specialize on. Like myself I teach accounts, business studies, and civic education. That is why some of us write nine lesson notes every week which is cumbersome...the work is too much.” Dibbon (2004) found that “without a reasonable knowledge base in the subject(s) that a teacher is assigned to teach, it is only reasonable to expect an increased workload” (p. 31). Dibbon also found that there are workload problems when teachers are assigned to teach more than one subject.

Maduewesi (2003) found that one of the greatest problems facing teachers in Nigeria today lies in coping with ever growing class size, busy school timetable, and increasing variety of subject-matter contents without a corresponding growth in number of teachers and their subject matter knowledge. Participants described situations whereby some teachers are assigned to teach whole classes in a stream comprising of A-D classes with approximately 60 students in each class. A participant confirmed, “Personally I am loaded up to the level I should have. I teach agricultural

science and integrated science. In short, I teach all classes and we have six streams in all.” Dibbon (2004), assessing the impact of teacher workload in Canada, concluded that teachers who are trying to deal with many subjects or attempting to deliver courses outside their area of expertise felt overwhelmed and unable to cope. My findings that teachers who are overloaded with work either because of the number of subjects and classes they teach or because of the number of students in their classes found the job very stressful which impacted their classroom performances negatively is in agreement with the findings of Dibbon above. Not only do substantial reductions in class size result in improvements in students’ achievement, there is also evidence that it boosts teachers’ morale and job satisfaction (Molnar, et al., 1999).

The Nigerian policy on education stipulated that the teacher pupil ratio in the secondary school level be 1:40 (FRN, 2004) so that teachers can be in control of their classes and be able to help their students individually. Adeniyi (2003) found that an average classroom in the primary and junior secondary schools in Nigeria contains 70 to 120 students at any given time “which puts added stress on the school personnel, resources and scheduling, teacher workload, classroom management and maintenance of order and discipline” (p. 8). Participants from St. Luke’s Secondary School intimated that the number of students they have in their classes has increased their workload tremendously which has made the implementation of the new curriculum initiatives impact their classroom practices negatively. Participants believed that with high number of students in their classes they have minimized the rate at which they give assignments to students because of the work involved in the marking. A participant described her workload and its impact on her classroom practices thus:

My workload is too much. We are lacking in teachers. Like me as a maths teacher, it is only me teaching JSS III and maths means something you should do and after doing it you give students assignment to do and mark it but by the time you continue moving from A-G classes six or eight classes a day you will be tired and tomorrow you continue like that so by the time you give them assignment to do you may not even be able to finish marking it. So we are lacking in teachers.

Participants expressed that with high number of students in their classes it becomes impossible for them to give students individualized instruction as time and space do not allow for that. This finding supports Otuka's (2003) finding that, "one of the major characteristics of a large class is the inability to ensure adequate learning experiences, such as meeting individual learners needs" (p. 15). One participant puts it this way: "The teacher student ratio there is a wide margin there because you have to handle many things; some classes have up to 80 students when they are combined. The condition is not favourable for effective learning. Because of the large number of students in the class you will not be able to handle the students one by one...and the students' ability to learn depends on how you are able to bridge their difficulties in learning."

Mkpa (1992) observed that discipline problems, which militate against effective teaching and learning, are bound to exist if 60 students cluster in a classroom meant for 40 students under the guidance of one teacher. Fraeser-Thomas and Beaudoin (2002) reported of a teacher who, because of her class size, spent half of her time dealing with discipline issues. Participants did not mention discipline issues as a result of large class sizes which raise the question which is beyond the scope of this dissertation: Do discipline issues automatically occur with large classes or are there other factors that are contributive? Akubue's (1991) finding that teachers who care about their students may have fewer disciplinary problems than those who are insensitive to the general welfare of their student, their school and the job of teaching may provide a good starting point for this investigation.

Research and common sense generally suggest that smaller class size can help improve quality of the classroom experience for both the teacher and the student. For the teacher, who we are directly concerned about in this investigation, it should mean more time to devote to the needs of the individual students and to give and mark students' assignments (Dibbon, 2004).

Participants from St. Mary's High School hinted that their workload is high due to the number of students they teach and other non-teaching assignments they perform which they believed made the implementation of the new curriculum initiatives impact their classroom practices negatively. Certification in the junior and senior secondary students with the new curriculum is partly based on continuous assessment (FRN, 2004), which is time consuming. Owalabi and Onuka (n.d.) found, among others, that lack of time and large classes are some of the greatest challenges for implementing continuous assessment in Nigerian secondary schools. Participants believed that the heavy workload teachers carry has resulted in their reduction of the number of assignments they give to students for the purposes of continuous assessment and their skipping of some co-curricular activities as prescribed in the new curriculum initiatives so as to lessen their workload. One participant described her workload and its effect on her classroom practices thus:

In terms of workload it is much because the students are many in terms of giving assignments, marking of scripts after exams. In fact I see myself marking up to 470 scripts because I teach JSS III and JSS III has A-G; each class having up to 50 students....The workload affects my classroom practices negatively. Honestly I do decide to give just one assignment in a term because before you finish that one you gave it is something else if you want to do thorough assessment not just giving assignment and dumping them.

Adeniyi (2003) believed that the new primary and secondary schools curricula in Nigeria are overloaded. Maduewesi (2003) concluded that the influx of new materials into the already

crowded school time table have not only increased the workload of the Nigerian teacher but also leaves them no time to achieve desired outcomes. Participants mentioned that in order to lessen their workload, they do exclude some of the co-curricular activities so that they can have enough time to teach their subjects. In this regard a participant expressed: “One of the problems of the present curriculum is the issue of time. The content is quite elaborate but because of the fundamental nature of the subject matter, I am now excluding co-curricular activities so that the real time for teaching the subjects must be properly managed and utilized because that is the primary assignment.” This classroom practice clearly undermines the prescription of the new curriculum that “co-curricular activities form an essential part of the child’s education and should be actively encouraged” (FRN, 2004, p. 24). This finding suggests that the implementation of the new curriculum with its elaborate contents has added more workload to teachers which has impacted their classroom practices negatively.

5.2.3 Principals’ Support and Motivation of Teachers

Teacher motivation has been found to rank alongside professional knowledge, educational resources, and strategies in determining teacher performance and educational success (Ololube, 2006). Positive influence of school administration has been found to influence how teachers feel about their work (Herbert, et al., 2000). Poplin (1992) argued that administrators and teacher educators are called to be teachers’ aides, locators of resources, and organizers of opportunities that will help them to stay abreast of instructional innovations they are interested in. Hallinger and Murphy (1985) found that principals who create a reward structure for teachers and students that reinforce academic achievement; provide and promote high quality professional

development for teachers; and maintain high visibility in the school influence student achievement and teachers attitude.

Participants from Boys High School Enugu indicated they do not get the desired support from their principal in terms of providing them with opportunities for professional development, and the required instructional materials which impacts their professional lives negatively as they are left on the own with the enormous task of implementing the new curriculum initiatives.

Participants indicated that only the junior secondary teachers are provided with opportunities for professional development. They believed that lack of opportunities for professional development for senior secondary teachers has negative impact on their professional lives. This finding supports Hebert et al.'s (2000) that the more opportunities teachers have to expand their skills and abilities as teachers, the more committed they are to the profession of teaching and to their students. Ajagun (2002) argued that for the sustainability of curriculum innovations, training of teachers must take place at the pre-service and in-service levels.

Participants mentioned that because government no longer gives principals subventions to manage their schools, the monetary support they get from their principal diminished heavily. Participants explained that because of the lack of support from their principal in terms of providing money for their teaching resources, they teach the students with whatever is available to them. A participant commented: "You just teach the topic theoretically without doing the practical and you know that biology is supposed to be done practically for the students to understand. But without the materials you just teach them theoretically and go your way because you can kill yourself."

To minimize or eliminate the negative impact of the implementation of the new Nigerian curriculum initiatives on the professional lives of teachers, Marlow and Minehira's (n.d.) suggestion that school administrators "must provide direction in helping teachers identify, select, and develop programs and materials that meet students' needs... and also ensure that teachers have time, resources, and professional development opportunities to implement the curricular programs" (p. 8) should be seriously considered and implemented in Nigerian secondary schools.

Participants from Academy High School, St. Mary's High School, and St. Luke's High School indicated that the principal's support as an aspect of the implementation of the new Nigerian curriculum initiatives impacted their professional lives positively. For these participants, the offices of their principals are the centre for information, co-ordination, decision-making and problem solving for the school (Mitchel & Castle, 2005).

Participants from the Academy High School indicated that their principal gave them support in their effort to properly implement the new Nigerian curriculum initiatives as much as was in his power. This is because in private schools the owner of the school is the overall manager not the principal. Participants mentioned moral support and provision of opportunities for professional development from their principals as aspects of the implementation of the new curriculum initiatives that have positive impacts on their professional practices. This finding echoes Dufour's (2002) that "schools need principal leadership as ever. But only those who understand that the essence of their job is promoting student and teacher learning will be able to provide that leadership" (p. 15). Describing the moral support she gets from the principal, a participant said, "the principal is much supportive, very supportive morally. The kind of advice he gives; from time to time he keeps reminding us of our duties. If we are slacking our hold on our

duties, he keeps reminding us; if he sees any danger coming close to us, he advises us on how to avoid it. So he supports us morally.” This finding suggests that moral and material support of principals to their teachers can make the implementation of the new curriculum initiatives impact their professional practices positively.

Participants also believed that their principal’s support in the area of providing professional development opportunities positively impacted their classroom practices. Participants believed that teachers in their school are adequately prepared for the implementation of the new curriculum initiatives owing to the fact that their principal in conjunction with the owner of the school provides them with opportunities for professional development regularly. A participant acknowledged “The school do organize seminars very often especially when they see innovation in teaching. It has been a constant routine that every term before the term begins or at the middle of the term 2 or 3 days will be set aside in order to organize seminars to brush teachers up and to remind them of their duties.” This finding suggests that if teachers’ knowledge is constantly upgraded especially in the wake of the introduction of new curriculum that their classroom practices will be positively impacted by the implementation of the new curriculum.

Participants from St. Mary’s High School expressed that their principal’s support in the area of providing them with relevant instructional materials, conducive learning environment, and opportunities for professional development has made the implementation of the new curriculum initiatives impact their classroom practices positively. Participants explained that their principal is ready to go to any length in order to provide them with the necessary instructional materials. A participant commented: “Our principal takes this school as his father’s property. Just go to him and say I need this thing to uplift my teaching, he will provide it without looking behind.” Participants

explained that with their principal ready to provide them with all the relevant instructional materials they need, they are not afraid to try different methods of teaching. This finding suggests that principals' support to their teachers in providing them with the needed instructional materials can help them to make the transition from old to new practices that the implementation of the new curriculum initiatives require.

“Research shows that what teachers know about the subjects they teach and whether they have access to the latest research and materials on those subjects is essential to achieving high level of student performance” (NAESP, 2004, p. 41). Participants mentioned that their principal supported them by providing opportunities for professional development which has made the implementation of the new curriculum initiatives impact their classroom practices positively. Participants explained that the professional development opportunities exposed them to new teaching methods and deepened their knowledge of their subjects, which made it possible for them to deal with the issues of the new curriculum. One participant indicated, “We have seminars to upgrade somebody's intellectual. So it is seminars, workshops so that you will be exposed to what you did not know before. There is also teachers' forum where the curriculum will be reviewed again and if there are changes in the curriculum in that teachers' forum they will be discussed.” This finding is congruent with the finding that principals are key to providing support and learning opportunities teachers and staff need to improve instruction and boost student achievement (NASEP, 2004). This finding suggests that an effective principal strives to provide every teacher with opportunities to upgrade his or her knowledge and improve professionally.

Participants from St. Luke's Secondary School indicated that their principal provided them with moral and financial support that has helped to cushion the negative impact of the

implementation of the new Nigerian curriculum initiatives on their professional practices.

Participants explained that their principal calls teachers meetings even if she has no materials to give them where she provides them with moral support and encouragement for the good job that they are doing which consoles and encourages them to forge ahead despite odds. This finding suggests that the good relationship a principal develops with his or her teachers can help to mitigate the negative impact the implementation of the new curriculum initiatives can have on teachers' professional practices.

Participants also indicated that apart from the financial support from their principal in the form of Christmas bonuses, that their principal rewards those who make extraordinary effort to cover the scheme of work of the new curriculum. Participants believed that such support from their principal has helped to ameliorate the negative impact the implementation of the new curriculum without the needed materials could have had on their professional practices. This is because by appreciating the effort of the teachers, they are strengthened to face more challenges. This finding suggests that principals need autonomy and the financial ability to significantly reward teachers for strong performance (NASEP, 2004).

5.2.4 Teacher Remuneration

Okon and Uko (2008) indicated that given the arguably poor pay packet of the average Nigerian teacher and the many family dependants to cater for, "the typical Nigerian teacher will be motivated more by the extrinsic rewards as robust pay packet, assured job security, attractive fringe packets, favourable working conditions than just respect, recognition and excelling in the core duties of teaching" (p. 83). Maeroff (1988) hinted that money and improving teachers

working conditions are important factors in improving the circumstances of teachers, “so that they can feel better about themselves and what they do” (p.19).

Participants from the four school sites in one way or the other indicated that they are poorly remunerated compared to the kind of work they do with the implementation of the new curriculum. Participants believed that the poor remuneration has resulted in many teachers not caring about their practices any more as they channel their energy into other businesses that can put money into their pockets. This is consistent with findings of Garuba (2004) that some teachers combine teaching and trading even during school hours to compensate for the unattractive remuneration.

Participants from Boys High School Enugu believed that with poor remuneration the implementation of the new curriculum impacts their classroom activities negatively. A participant captured it this way:

You see what we are being paid (sighed), teachers are poorly paid and it affects their morale. Okay I am in my level 15 anyway stepping into it but a young worker somewhere else who has just started will be paid more than 60,000 Naira (\$400) but a teacher of level 14 ... will be going home with 57, 000 Naira (\$395) per month after tax has been deducted. What is it to my family? Let us say a family of six, mother, father, and four children. Can I pay their school fees which are very high? It makes me not to relax as a teacher that my salary cannot carry my family along. Once I don't relax, it is a human problem and once you have a human problem alongside, you know the efficiency will not be there as it should be.

Participants from Academy High School indicated that they are poorly remunerated compared to the work they do with the implementation of the new curriculum. Participants believed that this poor remuneration has made the implementation of the new curriculum negatively impact their classroom practices as they engage in other businesses that do not allow them to concentrate on their teaching duties. A retired teacher participant on secondment mentioned:

Well the only barrier I can think of regarding the implementation of the new curriculum is that there are some people who take teaching as side work because they are not satisfied with financial [remuneration] aspect of it and they do other things to supplement.

This finding supports Adelabu (2005) that although conditions of service in teaching [in Nigeria] have been improving, teachers are still obliged to engage in secondary employment activities after work in order to supplement their meagre income from teaching. Typically male teachers go into farming and female teachers start small trading enterprises. Teachers who engage in this secondary assignment find it difficult to make out time to prepare and write their lesson notes which militates against the efficient delivery of their lessons. Although it was reported by all participants that their remuneration is poor, the way it impacted their classroom performances varied. Young teacher participants' classroom performances seem to be more negatively impacted than that of retired teachers who are on secondment. A retired teacher seems to have the answer for this difference when he mentioned:

As a retired teacher who had seen public and private, what is most important is the promptness of the payment. Myself with what I have seen I am comfortable, though some teachers may be regretting being in a private school especially the young ones who aspire high and you know youth live in hope while elders live in remembrance. What is just important to me is that that little money is given to me as and when due so that house rent will be settled, a married man the little you have, give it to your wife to look after the children.

Participants from St Luke's Secondary School expressed that their remuneration is low in comparison with the work they do with the implementation of the new curriculum. The participants hinted that because of the poor remuneration, teachers engage in other businesses in search of more money, which prevents them from concentrating on their teaching job. One participant assessing the impact of the implementation of the new curriculum on teachers' professional practices declared:

It is discouraging in terms of remuneration because the workload we are faced with [implementing the new curriculum] is too high to compare with remuneration given. If you are not well may be encouraged, it dampens the spirit and reduces the rate at which you contribute your best... Of course it does if I say it does not, I will be lying. When you get dampened you don't give in your best anymore... Teachers conditions of service is the major problem we have with the implementation of the new curriculum because it is not preparing teachers, giving them training, giving them workshop...but when you want to pay them, you pay them less. If a teacher who has three or four children in a secondary school cannot pay for the school fees of his or her children because his or her take home pay is very poor, the teacher will always have divided loyalty because he or she will want to make money so that he or she will be able to pay their school fees as well as feed them. So if teachers are well paid and are equipped, they will give in their best [classroom practices] but they have divided attention because their pocket is empty.

When teachers have divided attention they no longer have the luxury of time to prepare their lessons well for effective teaching. Dibbon (2004), explaining what is involved in teachers' lesson preparation wrote, "preparation is the teacher's art and skill in taking the curriculum outcomes and other learning materials (e.g., text books, resource materials) and blending them with his or her subject area knowledge and organizing a classroom so that students are engaged in the learning process" (p. 13). This requires time and commitment, which a teacher with divided loyalty cannot afford.

Research findings show that when workers including teachers are not satisfied with their job for any reason they respond by seeking other jobs (Bencini, 2008). But "in a developing economy like Nigeria where unemployment is rife and job mobility low, workers generally and teachers in particular may find themselves locked into less satisfying employment" (Popoola, p. 1). This contention is also supported by Adelabu (2005) that "the protracted economic crisis in Nigeria is the main reason for low teacher attrition since there are hardly any alternative employment opportunities" (p. 10). Participants from St Mary's High School expressed that their

remuneration is not commensurate with the kind of work they do with the implementation of the new curriculum. The participants believed that most teachers have become lackadaisical about their classroom performances because of poor remuneration. This finding is congruent with Popoola (2009) that those teachers in Nigeria who are dissatisfied with their job and yet cannot quit because of the inability of finding another job may exhibit frequent absenteeism, lowered goals, poor performance with regard to quality of teaching and increased negative reactions towards the students.

5.3 Discussion of Findings from School Administrators in Light of Relevant Literatures

The following themes emerged from school administrators' interviews and school site observations: Provision of instructional materials and infrastructures, management support, remuneration and incentives, and administrator workload as aspects of the implementation of the new Nigerian curriculum initiatives that either positively or negatively impacted their professional lives.

5.3.1 Provision of instructional materials and infrastructures

Although there seems to be a broad consensus in literature about the important role of school principals in curriculum implementation (Steiner & Kowal, 2007), researchers are not in agreement on how best to carry out this important role. Some researchers, such as Segiovanni (1992), Leithwood (1992), Poplin (1992), and Reitzug (1997) contend that principals best fulfill their roles of instructional leadership by acting as facilitators of the instructional processes. Others, such as Hallinger and Murphy (1985), and Mitchel and Castle (2005) argued that the choice of direct or indirect instructional leadership style depends on the circumstances in which principals

find themselves in different schools. Whatever the instructional leadership style a school principal enacts, providing teachers with necessary instructional materials has been top on the agenda.

Participants from Academy High School, St. Luke's Secondary School Enugu, and St. Mary's High School Enugu felt that they were able to provide their teachers with the necessary instructional materials they need for the implementation of the new Nigerian curriculum initiatives. They believed that the implementation of the new curriculum initiatives impacted their professional lives positively as they were able to provide their teachers with teaching aids and other necessary infrastructures. The participant from Academy High School mentioned that he is not happy when he is unable to provide his teachers with the necessary instructional materials because:

teachers at that point in time will now have reasons for not performing when the materials are inadequate; when some basic things are lacking they will have cause to relax and that is what we are trying to prevent. We give them everything they need so that there will be no lapses.

This finding supports Mkpa's (1991) that the principals' ingenuity, resourcefulness, and public relations expertise are automatically tested in terms of their ability to provide the school with the much needed infrastructures that are required for the implementation of the curriculum objectives. This finding is also consistent with Ruebling, Stow, Kayona and Clarke, (2004) who found that principals who were able to provide their teachers with opportunities, tools, and resources to understand and use the curriculum and assessment documents demonstrated their focus on teaching and learning and seem to enjoy their job.

It is interesting to know that data collected from the teacher participants from the schools mentioned above suggested that they were not provided with the relevant instructional materials to

aid their teaching which has resulted in their professional practices being negatively impacted by the implementation of the new curriculum initiatives. A plausible explanation for this discordance of information may be that the principals provided instructional materials that were not utilized by teachers either because they do not have the knowledge to apply them in their teaching or they are simply not assessable to them for one reason or another. A participant gave a clue to this explanation as he observed, “even in the area of computer, there are so many instructional programs that our principal bought from overseas so that if you go there you will be seeing it on the screen teaching children after that it will be replayed but most teachers don’t go there.” This observation is consistent with Nwachukwu’s finding (2002) that despite the provision of instructional materials in implementing introductory technology curriculum in Nigeria, what dominates introductory technology classes are the normal student activities of copying notes, listening, and preparing assignments. Nwachukwu explained that the possible reason for this would be that teachers were not properly trained in the use of such instructional materials or that the uses of such instructional materials require electric power supply which is not readily available in most Nigerian schools. Whatever the reason for the teachers’ inability to use the instructional materials provided for the implementation of the new curriculum initiatives, principals should realize that they have not done their job well if the instructional materials they provided are not adequately utilized by teachers. “One must ask teachers to find out whether the resources are serving their purposes” (Robbins & Alvy, 1995, p. 11). Adefunke’s (2008) advice that instructional materials be user friendly and easily exploitable may be very instructive here too.

Principals “organize the school’s resources- human, facilities, budget, and materials- around the curriculum implementation. In this way, they are able to hold teachers, students,

parents and themselves accountable for achieving results- high student achievement” (Ruebling, Stow, Kayona, & Clarke, 2004, p. 250). The school administrator participant from Boys High School Enugu believed that the implementation of the new Nigerian curriculum initiatives impacted her professional life negatively because she could not provide her teachers with relevant instructional materials. She expressed that because she is not able to provide her teachers with the relevant instructional materials they needed, she could not hold them accountable for student achievement. This participant believed that she has failed in “making sure that all academic staff fulfills their instructional responsibility efficiently and effectively” (Mkpa, 1991, p. 82) by not providing them with the necessary instructional materials which the implementation of the new curriculum requires. This finding supports NASEP (2004) that “principals can no longer simply be administrators and managers. They must be leaders in improving instruction and student achievement” (p. 1).

5.3.2 Management support

“If school leaders are to be held accountable for ensuring higher levels of achievement for all students, they will require more autonomy, professional development and resources to do so. Without such support, the principal’s job is virtually impossible” (NAESP, 2004, p. 79). Militello and Behnke (2006) reached the same conclusion that “without providing qualified principals support they need and the resources they deserve, schools become like early flying machines- repeatedly crashing after take-off” (p. 22). Study participants from Academy High School Enugu, St. Luke’s Secondary School Enugu, and St. Mary’s High School Enugu saw management support as an aspect in the implementation of the new curriculum initiatives that impacted their professional lives positively as they felt supported in their work as curriculum facilitators. These

participants believed that the support they got from their management in terms of providing them with more resources and autonomy has helped them to function properly in their capacities as facilitators of the curriculum implementation in their schools. The Participants from Academy High School, St Luke's Secondary School, and St. Mary's High School enumerated provision of suitable environment for teaching and learning and opportunities for professional development as areas where the support provided by the management made the implementation of the new curriculum impact their professional lives positively. The participant from Academy High School expressed his delight about the support he got from the management with regard to the provision of suitable environment for teaching and learning thus:

From experiences, I feel that the management has done a lot in providing a suitable environment for teaching and learning. In fact with my experiences in the public sector, you rarely get an institution that is as fortified like this very private school. The management has done a lot to provide the materials, environment, and the infrastructures for teaching and learning. Even when you get new textbooks, new methods they don't hesitate to provide them based on request.

For the participant from St. Luke's Secondary School,

The environment is okay. The school is trying because it is jointly managed by the mission and the government. So the mission supplies majority of the things that are being used... because it is a jointly managed institution, the fees are higher and from the fees we buy what we need.

In the words of the participant from St. Mary's High School:

I cannot but appreciate our Parents Teachers Association (PTA) because most of what we do here is from school fees and if we need a particular thing we call on the PTA. Like on Tuesday we are going to have PTA meeting, we are going to thank them for what they are doing and tell them our problems and if that needs some form of contribution- a one-time contribution or a long time contribution whereby it will be added into the school fees and paid in instalments for a long time.

This finding not only confirms Robbins and Alvy's (1995) that "a strong Parent-school relationship can be a valuable resource" (p. 207) but also suggests that when the school

management provides principals with materials to improve their teachers' practices, principals perform their job better. Mkpa (1991), however, believed that principals should be able through their ingenuity and resourcefulness to provide for their schools the much-needed infrastructures that are required for the implementation of the curriculum objectives. This raises a question that goes beyond the scope of this dissertation: What is the main job of school principals – fund raising or facilitating instruction? Olatunji's (1984) contention that, "of all the many activities connected with the school, the instructional programme appears to be central because buildings are erected so that instruction may proceed in them and books and materials are provided so that instructions will be facilitated" (p. 262) may provide a clue to investigating the above question.

The participants from Academy High School, St. Luke's Secondary School, and St Mary's High School also indicated that their management supported them by providing opportunities for professional development for their teachers, which impacted their job as the facilitators of the implementation of the new curriculum initiatives positively. Participants believed that being able to provide their teachers with opportunities for professional development not only increased their own capacity as the curriculum implementation facilitators but also updated their teachers' knowledge, which impacted student learning positively. Describing the opportunities for professional development made available for his teachers to update, the participant from Academy High School observed "the school is well known for organizing seminars every time so that teachers can be updated, teachers can learn, teachers can improve and teachers can research...and that raises the morale of teachers and the impact is felt in the system." This finding is supported by NAESP (2004) that "effective principals work to provide their teachers and every staff member with the tools to learn and improve professionally which "lead to changes in practice of adults and

the performance of students” (p. 41). When principals are able to provide their teachers with relevant professional development opportunities to improve their classroom practices, they have a feeling of job satisfaction.

Obemeata (1984) argued “heads of secondary schools cannot be expected to use their initiative, to be innovative, and to adopt a positive and dynamic approach to their managerial responsibilities unless they are granted a generous measure of institutional autonomy” (p.71). Participants from St. Mary’s High School and St Luke’s Secondary School mentioned that their school management further supported them by allowing them some kind of autonomy in the pursuance of their visions for the school. Participants felt that allowing them autonomy in the performance of their job as the facilitators of the curriculum implementation made their job a lot easier as they are able to take initiatives and solve their problems without much bureaucratic bottlenecks. Articulating the importance of autonomy in the performance of the principal’s job, the participant from St. Mary’s High school observed:

Well the good thing about being a principal in a catholic school in this diocese is the autonomy. There is a sense of autonomy and a sense of freedom. I am trying to achieve particular goals because I have been on both sides. When you are with the government you have so much red-carpeting and so much limitations. But the mission gives you a freer hand to achieve your goals... than in the government setting where the goal is there for sure but the bureaucracy hindering you from achieving those goals are there. That is what I might consider a major difference.

Participants from Boys High School and Academy High School did not have such autonomy in running their schools. For the participant from Boys High School, the NPE (FRN, 2004) stated that “education boards or similar authorities shall be responsible for the management of schools and appointment, posting and discipline of teachers within defined areas of authority” (p. 59). This ties the hands of government secondary school principals as the decisions they used to make on issues

affecting their schools are now made and handed down to them for execution by external bodies (Obemeata, 1984). Describing the negative impact the implementation of the new curriculum initiatives has on her principal's professional practices because she does not enjoy institutional autonomy in running her school, a teacher participant from the Boys High School expressed:

You know when you complain to the principal, the principal will come and say students will do this... you see the principals are not empowered by the government to send students out so that parents will know actually the importance of having these materials. The principal will just tell you to do your best...she is trying but the system is hindering the performance of her job.

For the participant from the Academy High School, the nature of the private school does not allow the principal any autonomy in running the school. This is because the owners of private schools are most times directly involved in the running of the schools and most times have the final say on any decisions. A teacher participant from the Academy High School indicated:

What I discovered personally in the private school is that the principal is not the overall, the proprietor is the overall. If you lay your complaint to the principal, it will be subject to the approval of the proprietor. If the principal says yes and the proprietor says no then it stops there. I pity principals in private schools and in most cases they are like that.

When principals lack the autonomy to make decisions, take initiative, and respond to issues based on what they are finding or not finding in the school as curriculum facilitators, the implementation of the new curriculum initiatives is bound to impact their professional practices negatively. The implementation of the new Nigerian curriculum initiatives like the implementation of everything new requires constant support and timely interventions by school principals which most times demand that they make on-the-spot decisions and if they lacked the authority and resources to do so, they would have failed in their duty as curriculum implementation facilitators. This finding is supported by a survey that revealed that secondary schools which had built reputations for

themselves in Nigeria were headed by principals who virtually had absolute power over their schools (Obeameta, 1984).

The participant from Boys High School indicated that lack of management support has made the implementation of the new curriculum initiatives to impact her professional practices negatively as she is provided with neither materials nor funds to serve the needs of her teachers.

Olatunji (1984) contended that:

the provision of funds (or lack of funds) to school principals directly affects the implementation of the instructional programme of the school because funds are needed for purchasing books, special equipment for various subjects, equipment and chemicals for the laboratory, and special equipment and materials for sports. Funds are also needed for stationary and teaching aids as well as materials with which teachers can build their own teaching aids. If the money needed is made available, teaching and learning will hopefully, be greatly facilitated.

In government secondary schools like the Boys High School, the state government has the responsibility of providing school principals with the much needed financial support to serve the needs of their teachers, but according to this participant, “what we are supposed to get from the government like science equipment, science reagents and the rest of them that we are not getting, are also barriers to the implementation of the new curriculum initiatives.” The inability of the government to provide this participant with financial support seemed to have made the implementation of the new curriculum initiatives to impact her professional practices negatively as she could not perform her job of helping her teachers implement the curriculum well. This finding reinforces NAESP (2004) that management of schools should build principal’s capacity to provide instructional leadership. “Federal, state, and local education agencies should promote efforts to build the capacity of principals to ensure quality instruction” (p. 79).

5.3.3 Remuneration and Incentives

NAESP (2004) stated:

Principals need salaries commensurate with other professionals with similar responsibilities. Principals should be paid for the time, responsibility, care, and knowledge they bring to the job. Principals should have financial incentives for meeting the standards outlined in this document and should have the opportunity for other rewards such as sabbaticals, advanced training or international exchanges. (p. 80)

Participants from St Luke's Secondary School, St Mary's High School, Boys High School, and Academy High School indicated that remuneration and incentives as aspects of the implementation of the new curriculum initiatives, even though not as good as they wished, do not have a negative impact on the performance of their jobs. The participant from St Luke's Secondary School hinted that her belief in God and the promise of the heavenly reward made the remuneration and incentives as aspects of the implementation of the new curriculum initiatives not to impact her professional practices negatively. She expressed:

It doesn't affect me like that because as a Christian, I know where I am going to, so I do it whether there is any incentive or not I do it to get the best because what we are working for is not a human reward but we are looking for heavenly reward. So because of that we keep forging ahead [with the implementation of the new curriculum initiatives].

This observation, even though made in an Anglican school context, echoed the intimation of the National Congress (1992) that "leadership in and on behalf of Catholic schools is rooted in an ongoing relationship with Jesus Christ" (p. 34).

The participant from St. Mary's High School believed that his being part of the ownership of his school made remuneration and incentives aspects of the implementation of the new curriculum initiatives not to impact his professional practices negatively. He felt that his situation is a peculiar one from that of other principals in other Catholic schools for the simple reason that he

is a member of the clergy of the diocese that owns the school. The participant observed, “my situation is a little different from other principals in other Catholic Schools because I consider myself a major stakeholder because I am incardinated in the diocese that owns the school so for me the school is like a personal property. I am running it with my whole heart. I am not looking at it like an employed staff.” This finding suggests that when employees are made to feel part of the ownership of the business or institution where they work they tend to put in more despite odds. This is consistent with Rosen and Carberry’s (2003) finding that employees who feel a sense of ownership of their organizations tend to be motivated to work more for the success of the organization. This is because when employees begin to feel a sense of ownership of their organization they begin to see the success of their organization as their own success.

The participant from Academy High School mentioned that as a retired civil servant who is on secondment in the private school, that the remuneration and incentives aspects of the implementation of the new curriculum initiatives do not negatively impact his professional practices. As a retired civil servant, the participant has reached the zenith of his career and may have built himself some financial base over the years of his active service and, as such, remuneration and incentives from his present employment seemed not to be much of an issue. The participant indicated, “Well actually our own cadre we are not so much after certain conditions being retired civil servants. We now pay more attention on building the nation and on building the children. We do not pay more attention to conditions of service rather we try to create impact in learners.”

The participant from Boys High School hinted that since the new government came into power that at least the remuneration aspect of the implementation of the new curriculum initiatives

do not impact her professional practices negatively as they are paid regularly and on time. The participant observed, “The work morale is high at least since the present governor came at least at the end of each month we are paid and that one is keeping our morale high but other incentives are neglected. But salary wise we are happy because at the end of each month that same day 25th we receive our salary.” This participant, however, believed that if other incentives accruable to them are paid them, that they will be motivated to work harder despite odds. This finding supports Udeozor’s (2002) that “The teacher needs to be adequately remunerated for the tedious task of practically interpreting and implementing national objectives in the classroom. This will surely enlist the devotion and cooperation of teachers towards sustaining curriculum innovations”(p. 153).

5.3.4 Administrator Workload

In today’s world of ever changing external influences promulgated by media, conservative-minded legislatures and an increasingly litigious population, school principals are expected to be a combination of bureaucrat, educational leader, community pillar, role model, surrogate parent, and moral agent as they respond to all of the school’s constituents. (Meyer & Macmillan, 2001)

The workload of school administrators has increased tremendously in recent years as they are expected to be leaders of instruction in their schools while at the same time carrying out all their administrative duties. In Nigeria, the implementation of the new curriculum initiatives seemed to have added more work to the already over worked school principals. Participants from Boys High School, Academy High School, and St. Luke’s Secondary School indicated that the implementation of the new curriculum initiatives have increased their workload to the extent that it impacts their professional practices negatively. These participants indicated that the work they are involved with as the facilitators of the implementation of the new curriculum has made it difficult

for them to carry out their other duties well. The participant from Boy's High School observed that with only two functional vice principals in their school that has a large number of students and teachers the workload associated with the implementation of the new curriculum impacted the performance of her duties negatively. "My workload here [with the implementation of the new curriculum] is heavy because now we have only two functional VPs; VP administration and VP academics so the workload is high on us. At times I take some of the workload home when there is urgent need for us to submit forms or other things." The participant from Academy High School hinted that as a principal of a private school with profit as one of the goals the workload is high being the only administrator employed by the owner of the school in order to beat down the cost of running the school:

Well, being a private school the workload is high. Like here I am supposed to have Vice principal academics, vice principal administration and discipline and so on but because of the private nature of the institution everything is jam-packed so that you do everything not minding that there is no vice; you do that of the principal, do that of the vice and do that of the teachers, so the workload is high.

For the participant from St Luke's Secondary School, the workload involved with the implementation of the new curriculum initiatives coupled with the managerial aspects of her job have placed enormous workload on her shoulders as they are lacking in staff with the result that she is only managing.

The workload is much oo! Is much oo! The government doesn't employ; suppose they employ more staff, it would have been okay. But because they don't employ and the mission they too they don't employ much because the school fees paid by the students is not commensurate to what is expected to pay a staff. So for that they employ few staff and everybody keeps managing and struggling trying to make both ends [of the implementation of the new curriculum initiatives] meet.

From this comment, it is evident that the implementation of the new curriculum initiatives does not seem to be the cause of the participant's work overload but did add to it. With the employment of

more staff to take up some aspects of their managerial duties, the implementation of the new curriculum initiatives will not have much negative impact on the participants' professional practices. This finding supports Meyer and Macmillan's (2001) that principals today have been saddled with greater responsibility than before by school board policies, school reform reports, parental expectations, and changes in society that functioning in the capacity of instructional leaders only increased their burden. The finding calls for the delegation of some responsibilities of the principal to vice principals (Olatunji, 1984) but with the above participants reporting having few or no vice principals, the case becomes more complicated.

The participant from St Mary's High School indicated that his workload as the facilitator of the new curriculum initiatives was normal and did not negatively impact his job performance. He hinted that he created administrative positions that allowed him to disperse most of what he used to do alone to other administrators thus reducing his workload.

We have created a lot of administrative positions to help manage the school. Apart from the regular VPs, VP academics, VP administration, and deans for senior and junior secondary, we have also created VP for student life... and they are doing their work properly. It took me a long time to train them but today my workload is no longer as heavy as it used to be because of the division of labour. I have divided a whole lot of what I do personally to other people. Like the offices I created, they are now doing most of those things that I used to do alone. So it is just wonderful. And that is why I can take leave or go for a conference and stay there for one week while the school is still running because everything has been distributed properly. So it is better now. I think I am air borne now.

This participant's experience supports the idea that the implementation of the new curriculum initiatives is not the cause of the above participants' workload even though it added to it. The autonomy this participant has in sharing some of his administrative duties to others in the school echoes the autonomy that Maeroff (1988) advocated for teachers in carrying out their classroom

duties. This finding supports NASEP (2004) that principals need to be given autonomy to determine how best to run their schools.

5.4 Implications for Policy

The importance of instructional materials in the process of the implementation of the new Nigerian curriculum initiatives has been highlighted by the findings of this study. Government and owners of private schools should make every effort to provide teachers and school administrators with the necessary instructional materials so that their professional practices may not be negatively impacted by the implementation of the new curriculum initiatives. The policy that “government shall regulate the establishment of schools, supervise and inspect schools regularly and ensure that all schools follow approved curricula and conform to the national policy on education” (FRN, 2004, p. 22) should be implemented in practice not just on paper. As a matter of policy, any school that lacks basic instructional materials and infrastructures should not be allowed to operate.

Requiring teachers to teach only subjects for which they are certified and adhering strictly to the policy of teacher-pupil ratio of 1:40 could help to reduce the workload of teachers. When teachers teach in their areas of specialization with modest numbers of students in their classes, the implementation of the new curriculum initiatives will not impact their classroom practices in a negative way.

Commensurate remuneration with the work involved in the implementation of the new curriculum initiatives could help to boost teachers and administrators motivation to put in more effort so that the implementation of the new curriculum initiatives will not impact their practices negatively. The remaining part of the 27% salary increase promised teachers and administrators

should be paid to them without further delay. With commensurate remuneration, teachers and administrators can focus their attention solely on their job without having divided attention.

Teachers need support of their principals in procuring instructional materials for the implementation of the new curriculum initiatives. The policy that requires principals to keep a certain amount of money from the school fees they collected from the students for running their schools should be revamped in government secondary schools with accountability clauses attached to prevent misappropriation. Owners of private secondary school should also provide their principals with some subvention to run the school.

A policy establishing the kind of professional autonomy principals required in running their schools will be in order as that will allow principals to bring their professional expertise to bear on the way they go about their job of facilitating the implementation of the new curriculum initiatives. Principals in the study who enjoyed a kind of professional autonomy planned their work in such a way that the facilitating of the implementation of the new curriculum did not impact their practices negatively.

5.5 Implications for practice

The classroom practices of teacher participants who were supported by words of encouragement by their principals seem not to be impacted negatively by the implementation of the new curriculum initiatives as that provides them with the motivation to stay on course even in most difficult times. Principals should make it a priority to be encouraging their teachers especially when they cannot provide them with instructional materials or other monetary incentives. The practice of involving parents and members of the alumni associations in providing some of the necessary infrastructures and instructional materials for the implementation the new curriculum

initiatives should be encouraged and continued as government and owners of private secondary schools alone cannot adequately provide schools with all they need for the implementation of the new curriculum initiatives.

The number of students and subjects given to a teacher should not exceed what the policy stipulates. Participants who have high numbers of students in their class and who teach many subjects find it difficult to give students the number of assignments required because of the work involved in the marking and assessment. The extent of a teacher's current workload should be considered before extra assignments are given as that has the potential of overloading the teacher who is already struggling with the implementation of the new curriculum initiatives.

Paying teachers' salaries regularly with all other entitlements can provide a significant motivation that can dissuade teachers from engaging in other businesses. With their sole focus on their job they can have enough time to face the challenges of the implementation of the new curriculum initiatives by making adequate preparation for their lessons.

The leadership style of shared responsibilities should be encouraged among principals to lessen the burden of the implementation of the new curriculum initiatives on one person. School administrator participants who shared their mundane responsibilities created more time for the performance of their core duty as facilitators of the implementation of the new curriculum initiatives. This will not only allow them time to serve better the needs of their teachers with the implementation of the new curriculum but will also make them feel good about the work they do.

5.6 Suggestions for Further Research

My research was conducted using qualitative methodology with a small sample size typical of case study research to capture the singularities and the particularities of the cases studied for better understanding of the particular cases. To get a broader perspective, a future study employing quantitative methodology could be used to replicate my study with a view to accommodating a large sample size so that the result can be generalized to the population from which the sample size was taken. This can add quantitative validity to my study.

Studies have shown that teachers in Nigeria are not coping well with the implementation of the new curriculum initiatives (Maduewesi, 2003), which is also confirmed by my findings. Further research is required to determine the impact of this state of affairs on student achievement as there seems to be a correlation between how teachers teach and how students learn. This also has the possibility of determining whether the objectives of the new curriculum are being met or not.

5.7 Concluding Comment

This study explored the impact of the implementation of the new Nigerian curriculum initiatives on teachers and school administrators. It specifically sought how the professional practices of teachers and administrators are impacted by the implementation of the new curriculum initiatives.

The implementation of the new Nigerian curriculum initiatives without the much-needed infrastructures and instructional materials was found to impact teachers' and administrators' professional practices negatively. Some teachers used teaching methods not suited to the age of

their students while others avoided topics that required certain instructional materials that they did not have completely. This has serious consequences for maintaining high quality teaching and even retention of teachers as it has the potential of eroding teachers' and school administrators' job satisfaction. The importance of job satisfaction in maintaining high quality production and retention of workers has been well documented in the literature (Ololube, n.d).

Teacher and administrator workload was found to contribute to the negative impact the implementation of the new curriculum have on teachers and administrators professional practices. Teachers in the study who carried a heavy workload due to the number of students they taught and the number of classes they attended tended to give their students fewer assignments than required and did not provide their students with individualized instruction, which best practices suggest because of the work involved. Reducing teacher pupil ratio to 1:40 as stipulated in the NPE (FRN, 2004, p. 22) and the number of subjects assigned to a teacher can help eliminate the negative impact of the implementation of the new curriculum initiatives on teachers professional practices as that will allow them more time to properly prepare and deliver their lessons.

The classroom practices of teacher participants who received support and motivation from their principals either materially or morally seemed not to be impacted negatively by the implementation of the new curriculum initiatives and vice versa. Participants who felt their efforts being appreciated and supported by their principals seemed to be propelled to always strive for the best. The support and motivation teachers get from their principals appear to help cushion the negative effect of implementing the new curriculum initiatives in an unfriendly environment. Government and owners of private secondary schools should build principals' capacity in such a way that they will be able to support their teachers both morally and materially.

Poor remuneration and incentives were identified by most participants as what makes the implementation of the new curriculum initiatives impact their professional practices negatively as they engage in other businesses to make their financial ends meet. The content of the new curriculum is quite elaborate and requires time and dedication from teachers which pursuing other businesses does not allow. If teachers are paid commensurably with the kind of work they do, they will do their best work. A participant summed it up: “Let teachers be provided for; let teachers be cared for so that those doing business will stop it and face this work and make it 24 hours job and enjoy it. So as a teacher I am enjoying it but I need some incentives”. Indeed “a labourer deserves his wages” (Mt. 10:10).

Enjoying institutional and financial autonomy in running their schools appears to make the implementation of the new curriculum initiatives impact the principals’ professional practices positively. School administrator participants in the study who enjoyed institutional and financial autonomy reported being able to serve the needs of their teachers as the facilitators of the curriculum implementation. Because of their institutional and financial autonomy they are at liberty to channel their resources where and when it is most needed. Arguably, principals who enjoy institutional and financial autonomy are very likely to have more job satisfaction than those that do not.

Future research focusing on the impact of the the new Nigerian curriculum initiatives on student achievement will be appropriate. This is important as most teacher participants in my study revealed that they use some coping strategies that can be detrimental to students’ outcomes when they are not provided with the needed teaching materials and favourable working conditions.

The federal and state governments should put more money into education to tackle the issues of dilapidated infrastructures, lack of instructional materials, and teachers and administrators perceived poor conditions of service. The government and owners of private schools will either directly provide teachers with the needed infrastructures and instructional materials or make funds available for teachers and administrators to provide them themselves.

In sum, the implementation of the new Nigerian curriculum initiatives without necessary financial, material and moral support from the government and owners of private schools was found to be the main reason why it impacts the professional practices of school administrators and teachers negatively. Without providing teachers and school administrators with the necessary requirements for the implementation of the new curriculum initiatives, their professional practices in one way or the other will continue to be negatively impacted.

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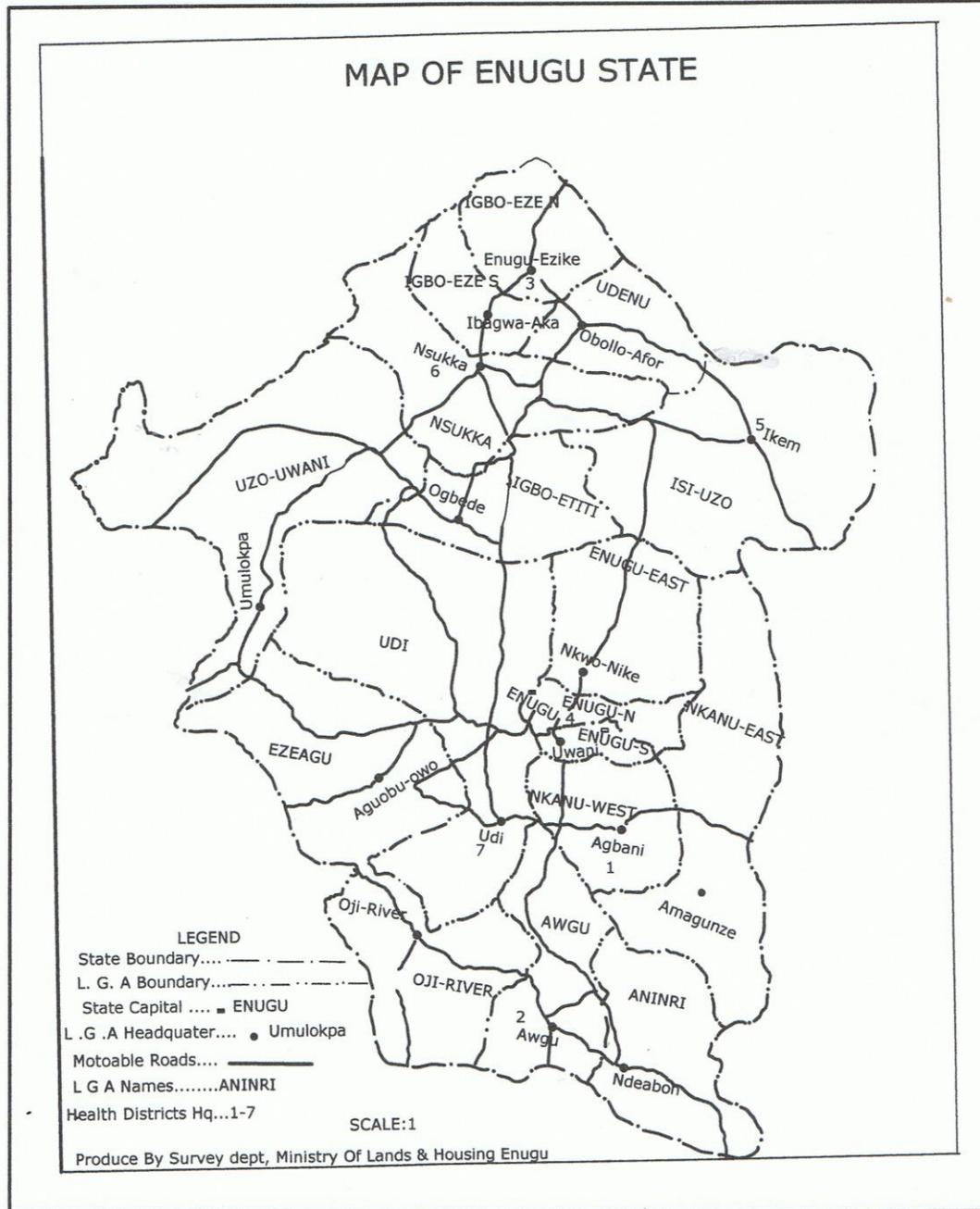
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Appendix A1

Map Nigeria





Appendix B1

Letter to director of education Enugu Education zone

Box 39 Eston, SK S0L1A0
Telephone: (315)-413-6851
Fax: (306)-962-4599
e-mal: nkweze@yahoo.com

The Permanent Secretary
Post Primary School Board
Enugu State

January 24, 2011

**APPLICATION FOR PERMISSION TO USE SOME SECONDARY SCHOOLS IN ENUGU
EDUCATION ZONE AS SITES FOR MY PhD DISSERTATION STUDY**

Dear Sir,

I am a doctoral student at the University of Calgary, Canada. I write this letter to ask your permission for me to use some secondary schools in Enugu education zone as sites for my Ph.D. dissertation study. The study which has been approved by the Graduate Division of Educational research, University of Calgary is entitled: *The Impact of the Implementation of the Nigerian Curriculum Initiatives on School Administrators and teachers in Enugu State*. The study will involve one-on-one semi-structured interview with the school administrators and some teachers in those schools who might be willing to participate in the study. It will also involve the observation of the school physical facilities with photographs of them taken to complement my interview data. The time and place for the interview will be chosen at the convenience of the school administrators and teachers to be interviewed. There will be only one interview session of about 60 to 90 minutes for each participant. The interview will be audio taped for accuracy. Participation is entirely voluntary.

The purpose of the study is to explore the impact of the implementation of the Nigerian Curriculum initiatives on the professional lives of school administrators and teachers in Enugu State. School administrators' and teachers' views are often not sought in studies aimed at improving teaching and learning and yet the success or failure of any proposed curriculum depends to a large extent on the roles played by teachers and administrators. Considering the lack of attention paid to teacher and administrators voice in Nigeria, it is expected that the study will open up for conversation the lives and practices of teachers and administrators in Nigeria.

I wish to assure you that serious effort will be made to avoid identifying the schools involved in the results of the study. Pseudonyms will be used and results will be reported in aggregate.

In case you have concerns or you would like additional information, you may contact Dr. J. Kent Donlevy (e-mail:donlevy@ucalgary.ca) my supervisor, at 0091-403-220-2973 or myself at the address above.

Thanks for considering the request.

Yours sincerely

Osondu Jude Nzekwe

Appendix B2

Letter to schools

Box 39
Eston, SK
S0L1A0
Telephone: (315)-413-6851, 08139595278
Fax: (306)-962-4599
e-mal: nkweze@yahoo.com

January 31, 2011

Dear School Administrator,

I am a doctoral student at the University of Calgary, Canada. I write this letter to ask for your permission for me to use your school as a site for my Ph.D. dissertation study. The study which has been approved by the Graduate Division of Educational research, University of Calgary is entitled: The Impact of the Implementation of the Nigerian Curriculum Initiatives on School Administrators and teachers in Enugu State. The study will involve one-on-one semi-structured interview with you, the school administrator and ten other teachers who might be willing to participate. It will also involve the observation of the school physical facilities with photographs of them taken to complement my interview data. The time and place for the interview will be chosen at your convenience and that of the teachers. There will be only one interview session of about 60 to 90 minutes. The interview will be audio taped for accuracy. Participation is entirely voluntary. Attached is a copy of written permission obtained from the permanent secretary post primary school board Enugu state permitting the study.

The purpose of the study is to explore the impact of the implementation of the Nigerian Curriculum initiatives on the professional lives of school administrators and teachers in Enugu State. School administrators' and teachers' views are often not sought in studies aimed at improving teaching and learning and yet the success or failure of any proposed curriculum depends to a large extent on the roles played by teachers and administrators. Considering the lack of attention paid to teacher and administrators voice in Nigeria, it is expected that the study will open up for conversation the lives and practices of teachers and administrators in Nigeria.

I wish to assure you that serious effort will be made to avoid identifying your school and yourself in the results of the study. Pseudonyms will be used and results will be reported in aggregate.

In case you have concerns or you would like additional information, you may contact Dr. J. Kent Donlevy (e-mail:donlevy@ucalgary.ca) my supervisor, at 0091-403-220-2973 or myself at the address above.

Thanks for considering the request.

Yours sincerely

Osondu Jude Nzekwe

Appendix B 3

Letter of invitation to potential teacher participants

Box 39
Eston, SK
S0L1A0
Telephone: (315)-413-6851, 08139595278
Fax: (306)-962-4599
e-mal: nkweze@yahoo.com

January 31, 2011

Dear Potential Teacher Participant,

I am a doctoral student at the University of Calgary, Canada. I write this letter to ask if you will volunteer to participate in a study for my Ph.D. dissertation. The study which has been approved by the Graduate Division of Educational research, University of Calgary is entitled: The Impact of the Implementation of the Nigerian Curriculum Initiatives on School Administrators and teachers in Enugu State. The study will involve one-on-one semi-structured interview, site observation, and documentary analysis. By courtesy of this letter, I am requesting your assistance as a participant in the semi-structured interviews of the study. There will be one interview session of about 60 to 90 minutes at a place and time of your choice. The interview will be audio taped for accuracy. Your participation is entirely voluntary and you are free not to answer any question if you don't feel like.

The purpose of the study is to explore the impact of the implementation of the Nigerian Curriculum initiatives on the professional lives of school administrators and teachers in Enugu State. School administrators' and teachers' views are often not sought in studies aimed at improving teaching and learning and yet the success or failure of any proposed curriculum depends to a large extent on the roles played by teachers and administrators. Considering the lack of attention paid to teacher and administrators voice in Nigeria, it is expected that the study will open up for conversation the lives and practices of teachers and administrators in Nigeria.

I wish to assure you that serious effort will be made to avoid identifying your school and yourself in the results of the study. Pseudonyms will be used and results will be reported in aggregate.

In case you have concerns or you would like additional information, you may contact Dr. J. Kent Donlevy (e-mail:donlevy@ucalgary.ca) my supervisor, at 0091-403-220-2973 or myself at the address above.

Thanks for considering the request

Yours sincerely

Osondu Jude Nzekwe

Appendix B 4

Letter of invitation to potential school administrator participants

Box 39
Eston, SK
S0L1A0
Telephone: (315)-413-6851, 08139595278
Fax: (306)-962-4599
e-mal: nkweze@yahoo.com

January 31, 2011

Dear Potential School Administrator Participant,

I am a doctoral student at the University of Calgary, Canada. I write this letter to ask if you will volunteer to participate in a study for my Ph.D. dissertation. The study which has been approved by the Graduate Division of Educational research, University of Calgary is entitled: The Impact of the Implementation of the Nigerian Curriculum Initiatives on School Administrators and teachers in Enugu State. The study will involve one-on-one semi-structured interview, site observation, and documentary analysis. By courtesy of this letter, I am requesting your assistance as a participant in the semi-structured interviews of the study. There will be one interview session of about 60 to 90 minutes at a place and time of your choice. The interview will be audio taped for accuracy. Your participation is entirely voluntary and you are free not to answer any question if you don't feel like.

The purpose of the study is to explore the impact of the implementation of the Nigerian Curriculum initiatives on the professional lives of school administrators and teachers in Enugu State. School administrators' and teachers' views are often not sought in studies aimed at improving teaching and learning and yet the success or failure of any proposed curriculum depends to a large extent on the roles played by teachers and administrators. Considering the lack of attention paid to teacher and administrators voice in Nigeria, it is expected that the study will open up for conversation the lives and practices of teachers and administrators in Nigeria.

I wish to assure you that serious effort will be made to avoid identifying your school and yourself in the results of the study. Pseudonyms will be used and results will be reported in aggregate.

In case you have concerns or you would like additional information, you may contact Dr. J. Kent Donlevy (e-mail: donlevy@ucalgary.ca) my supervisor, at 0091-403-220-2973 or myself at the address above.

Thanks for considering the request

Yours sincerely

Osondu Jude Nzekwe

Appendix C

Application for ethics approval

Be sure to consult the “Instructions to Applicants” when completing this form

Copies: Faculty (and students from those Faculties/Departments which do not have their own Ethics Committees*): Submit 1 original and 1 photocopy including all supporting documentation to Research Services, ERRB Building, Research Park

Copies: Students – Variable*: Submit the original and the number of copies required by your Faculty/Department Ethics Committee

*** See Ethics website for list of Committee Chairs and specific locations for submission of applications**

CFREB Ethics Certification extends only to those individuals who have a current University of Calgary affiliation (student, faculty, staff). For the purposes of this application, “applicant and co-applicant” refer to those individuals who are applying for ethical clearance from the University of Calgary. This may be different from the person who is listed as the Principal Investigator /Co-investigator on the project.

1.1 Applicant:	
Family Name Nzekwe	Given Name and Initial Osondu J
Department/Faculty: Faculty of Education Office of Graduate Programs in Education	
Mailing Address (complete only if different from Department/Faculty) Box 39 Eston, SK S0L1A0	E-mail Address: ojnzekwe@ucalgary.ca Telephone (local) 1 315 413 6851
Title/Position (Check One) <input type="checkbox"/> Full-time Faculty Member <input type="checkbox"/> Adjunct Faculty Member <input type="checkbox"/> Postdoctoral Fellow <input type="checkbox"/> Sessional Instructor <input type="checkbox"/> Professor Emeritus <input type="checkbox"/> Staff Member <input checked="" type="checkbox"/> Graduate Student: <input type="checkbox"/> Master's <input checked="" type="checkbox"/> Ph. D <input type="checkbox"/> Other (please specify): <input type="checkbox"/> Undergraduate Student <input type="checkbox"/> Other (please specify):	
1.2 Supervisor, if applicable:	
Family Name Donlevy	Given Name and Initial J. Kent
Department/Faculty: Faculty of Education Office of Graduate Programs in Education	

Mailing Address (complete only if different from Department/Faculty)

E-mail Address: donlevy@ucalgary.ca

Telephone (local): 1 403 220 2973

Title/Position (Check One)

Full-time Faculty Member

Adjunct Faculty Member

Sessional Instructor

Professor Emeritus

Other (please specify):

1.3 Co-Applicant, if applicable: N/A

Family Name

Given Name and Initial

Department/Faculty

Mailing Address (complete only if different from Department/Faculty)

E-mail Address

Telephone (local)

Title/Position (Check One)

Full-time Faculty Member

Adjunct Faculty Member

Postdoctoral Fellow

Staff Member

Sessional Instructor

Professor Emeritus

Graduate Student: Master's Ph. D Other (please specify):

Undergraduate Student

Other (please specify):

1.4 Additional Research Team Members: Provide as an attachment. N/A

If other person or persons is/are involved in the project, but not affiliated with the University of Calgary, please provide his or her name, organization/employer, affiliation and other details to identify them.

2. Project Details:

2.1 Exact Title of the Project: The Impact of the Implementation of the Nigerian curriculum initiatives on secondary school administrators and teachers in Enugu State.

2.2 Is this an amendment/modification to a previously approved protocol? No Yes (Note: see Information to Help Applicants for more details. Separate procedures apply when modifications do not involve significant changes to the original protocol. Please contact the CFREB office [220-3782] if you are unsure whether the changes to an existing protocol constitute a modification/amendment, or are significant enough to warrant a new application.)

2.3 Status of funding/support for the project - please choose one:

Unfunded project Funding pending Funding received

Sponsor(s)/funding agency(s): SSHRC NSERC CIHR Other (please specify):

Name of investigator(s) applying for or receiving funding:

Project title as submitted to funding agency (if different than title of ethics submission):

2.4 Anticipated start date of work involving human participants (mm/yy) : 06/11

Anticipated completion date of research activity; for graduate thesis or dissertation, please list anticipated date of defense (mm/yy): July 16, 2011; estimated date of dissertation defence: December 5, 2011

2.5 List the location(s) where the data will be collected: Enugu State, Nigeria

2.6 Are other approvals/permissions required where this research will occur? No Yes

If yes, provide a copy of the approval: Attached To follow (Specify where from):

2.7 Provide a succinct summary of the purpose, objectives, and aims of the research. Describe your methodology, and what will be required of the human participants. Please use language that can be understood by a non-specialist. Up to 1 additional page may be added, if required. (Note: Project descriptions exceeding the two-page limit will not be considered.) **REMINDER:** Be sure to include a copy of any questionnaire(s) or test instrument(s).

The purpose of the study is to explore the impact of the implementation of the Nigerian Curriculum Initiatives on the professional lives of selected school administrators and teachers from four secondary schools in Enugu State in order to better understand that phenomenon and to suggest further policies and procedures for better implementation of the school curriculum.

The objectives of the study are to find out how the school administrators and teachers are being impacted by the implementation of the Nigerian curriculum initiatives, and the effect of that impact upon their private and professional lives.

The aims of the study are to provide space for school administrators and teachers to share their experiences with the implementation of the Nigerian curriculum initiatives and to suggest policies and procedures for better implementation of the school curriculum.

This study will employ qualitative case study design (Stake, 1995) utilizing the constructivist paradigm as its philosophical orientation.

The methods of data collection will be through a one-on-one semi-structured interview with the school administrators of each school involved in the study and ten teachers each also from those schools, site observation of each school, and field notes gathered while doing site observation of each school (Yin, 2009). The interview time for each participant will be between 60 to 90 minutes. The interview will be audio taped for accuracy. I will observe the the physical facilities of each school like the classroom buildings, laboratories, staff rooms, toiletries, sporting fields, introductory technology workshops etc. to ascertain their present conditions. I will also gather data by taking photographs of the physical contexts of the schools in which the participants work. No picture of school administrators, teachers and students will be taken. I will try to be as unobtrusive as possible in order not to disrupt the natural flow of events in the schools being observed.

3. Recruitment of Participants

3.1 Describe the “types” of participants (e.g. city planners, environmental specialists, minor age children, University students) to be involved in the research. Be very specific about your method(s) for recruiting them, and comment on who will do the recruiting. Describe how and where you will advertise your project. **Include a copy of your recruitment notice, advertisement, information sheet, as well as that used by a sponsor or supportive organization, if applicable.** If actively seeking participation by speaking to specific groups, include the text used for verbal presentations. If remuneration/compensation is offered, provide details, including amount and confirm the budget provisions to meet these obligations. Describe any provisions that have been made to accommodate the participants’ language.

The types of participants to be involved in the study will be secondary school administrators and teachers. Secondary school administrators and teachers in Nigeria are all graduates of Universities and Colleges of Education where English, is the language of instruction therefore they understand and speak English and will be interviewed in English. After obtaining the permission of the school administrators to use their schools as the sites of the study, I will personally do the recruitment of the participants both of the school administrators and of the teachers by visiting them in their schools as a group, telling them about the study and soliciting their support by volunteering to participate. When I have gathered enough participants pool to cover the number of participants I intend to interview, I will write a letter of invitation to participate to those in the pool and hand deliver one letter to each person in the pool. A copy of that letter is attached to this application as Appendices 1A & B. Administrators who wish to participate will relate their intention individually to the researcher in the address provided by the researcher. From those who indicate a willingness to participate by responding positively and timely to the invitation letter, participants will be chosen according to criteria as follows: (a) more than five years teaching for teachers and more than five years of administrative experience for school administrators, (b) subject areas taught in order to have teachers experiences with the implementation of the new curriculum in different subject areas, (C) Gender to have a balance of male and female genders, (d) willingness to participate as determined by participants prompt positive response to the invitation. Those who are willing to participate but are not chosen either because they do not meet the criteria or because of more number of volunteers will be thanked for their goodwill.

In case I don’t get enough participants in a school, I will try another school in the same category from the same education zone.

At the completion of interviews in each school, I shall provide a token sum of money to each participant for a simple lunch. The cost for the lunch for the participants at a school will be approximately \$50 and will be borne by me.

4. Informed Consent

4.1 Described the informed consent process. **Provide a copy of your consent form.** If there is no written consent form, please provide an explanation for this and details about your alternative procedures. If obtaining verbal consent, a script containing the same points normally covered by written consent is required. Are participants minors or, for other reasons, not able to provide fully informed consent? Explain and justify, and describe alternative procedures (e.g. parental consent).

I will verbally introduce the purpose of the study to the prospective participants as a group in a meeting in their schools, explaining in detail, what I am asking from them if they choose to become involved as participants in the research. I will tell them in particular, the methods of data collection, storage, recording and time investment. I will also let them know that participation is entirely voluntary and that they are free to withdraw from the study at any time before and during the study without any explanation or any negative consequences associated with that action. Any data collected before their withdrawal from study, will be permanently destroyed by deleting them from the audiotape. However, they will be made to understand that when the interview is completed that they will no longer be able to ask for the deletion of the data they provided. The participants will be told that the information they provide in this study will be known only to the researcher and his supervisor and that they will be reported in aggregate for each school. They will also be advised that no names will be mentioned in the study. All participants who voluntarily choose to participate in the study will be required to sign a consent form before participating in the study. A copy of that Consent Form is attached to this application as Appendices 2A & B.

2 When and how will people be informed of the right to withdraw from the study? What procedures will be followed for people who wish to withdraw at any point during the study? What happens to the information contributed to this point? Please note that the CFREB does not require that researchers withdraw/destroy partial data in cases of participant withdrawal, provided that it is made clear on the informed consent form that data collected to the point of withdrawal will be retained/used.

Participants will be informed verbally and in the Consent Form of their right to withdraw from the study before or during data collection. Participants will simply withdraw from the study before or during the study by contacting the researcher either verbally, by e-mail or telephone call stating their intention. Any data collected from them to that point will be destroyed immediately by permanently deleting them from my audio tape. However, after the data have been collected from a participant, the data may be used by the researcher without further permission from the participant.

3 Do you plan follow-up procedures with participants? No Yes, if yes, what are they? Does your research design require formal debriefing? No Yes, if yes, please provide details about the procedures you will use.

5. Privacy: Confidentiality and Anonymity:

5.1 Check all that apply: **Participant contributions will be:** public and cited; anonymous; confidential. Explain the steps you propose to respect an individual's privacy. Describe these precautions in terms of access to raw data, as well as in terms of the write-up of the results. For example, will data be reported in aggregate? Will participants select a pseudonym? Will participants be asked to review their contribution before inclusion? (Please note that the CFREB does not require that participants be given the option of reviewing their data, provided they are aware that this opportunity will not be offered to them. Should you wish to provide participants with a chance to review material attributed to them, it is recommended that you set a specific time limit [e.g. within two weeks of receiving the material] by which participants must contact you with any suggested changes to material attributed to them, with a lack of response within that time indicating that the participant approves of the material as is, in order to avoid delays to your research. This timeline should be made clear in the consent protocol.) Who gets the data and in what form?

The privacy of participants is of paramount importance. The data collected from participants will be kept in a lock up cabinet in Nigeria and in Canada where only the researcher will have access during the process of data analysis. The Electronic files containing the data will be given pseudonyms to avoid identifying them with the participants that provided them. The key code aligning the data with the participants names will also be kept in the lock up cabinet in Nigeria and in Canada. The identity of each participant will remain anonymous as pseudonyms will be given them while the information they provided will be confidential. The findings of the study will be reported in aggregate for each school.

Participants will be advised that my supervisor will have access to their raw data.

2 Provide specific details about the security procedures for the data as well as plans for the ultimate disposal of records/data. Who will have access to confidential data now or in the future? Specify the length of time the data will be retained and the plans for disposal of records/data. (Note: The CFREB does not have specific data retention or destruction requirements. Researchers are free to retain data for long periods of time, or archive data indefinitely, provided this is made clear to participants in the informed consent protocol, and continued/future use of the data is consistent with what is described by the researcher[s] within this application.)

The computer containing the data will be password enabled so that nobody can accidentally have access to the data without my authorization. The data will be archived indefinitely following a successful dissertation defence for future purposes. My supervisor will have access to the confidential data until the dissertation has been successfully defended. Thereafter, I will be the sole person to have access to the raw data.

6. Estimation of Risks: Will this study involve the following? Please check ✓ When responding, see also Section 3– Information to Help Applicants	None	Minimal Risk	More than Minimal risk
6.1 Psychological or emotional manipulations – might a participant feel demeaned, embarrassed, worried or upset? Could subjects feel fatigued or stressed?	x		
6.2 Are there questions that may be upsetting to the respondent?	x		
6.3 Does your study have the potential for identifying distressed individuals?			
6.4 Is there any physical risk or physiological manipulation?	x		
6.5 Is any deception involved? Withholding of information from, or misinforming, participants?	x		
6.6 Is there any social risk - possible loss of status, privacy and/or reputation?		x	
6.7 Do you see any chance that subjects might be harmed in any way?		x	
6.8 Is there any potential for the perception of coercion? That is, might prospective participants feel pressured to participate in the research (due to, for instance, actual or perceived power relationships between those involved in recruiting and those being recruited, e.g. manager/employee or teacher/student)?		x	
6.9 Are the risks similar to those encountered by the subjects in everyday life?	[Yes [x] No if “no”, elaborate		

- If you answered, "more than minimal risk" to any of the above, describe the manipulations and/or potential risks as well as the safeguards or procedures you have in place. Please provide justification for any risks involved and explain why alternative approaches involving less risk cannot be used. Use additional pages, as required.
- If your study has the potential to upset or distress individuals, arrangements must be made to mitigate such effects. Describe the arrangements you have made. Have participants been informed of any costs to be incurred by them for services? **See "Provision for Rescue – Guidelines for Applicants"**
- If your study has the potential to identify upset or distressed individuals, you must describe the arrangements you have made (if any) to assist these individuals. If you do not make any arrangements, please explain why. Have participants been informed of any costs to be incurred by them for services?
- If, prior to the start of the research session, participants will not be fully informed of everything that will be required of them or deliberately misinformed about some aspect of the study, explain why. Please describe the procedures in detail and justify why deception is necessary to conduct the research.
- If the potential for any perception of coercion exists, please explain what measures have been put in place to minimize the possibility that individuals will feel pressured to participate.

There will be risks to the social status and personal job of teachers and administrators who participate in the study if they voiced opinions contrary to the official government or school policies but the possibility of such risks will be mitigated by the following procedures:

A serious effort will be made to hide the identity of the schools that will serve as sites of the study by giving them pseudonyms

No teachers or administrators names will be mentioned in the study.

The findings of the study will be reported in aggregate. There are so many schools in each category in the Enugu education zone and this makes it more difficult to identify the school used in each category.

School administrators and teachers will be advised that there still may be the possibility that their identity and that of their schools be known.

The letter of permission given by the Enugu State Post Primary school Board seems to imply that school administrators and teachers may be pressured to participate in the study especially the last paragraph which reads "I, therefore, expect you to give him maximum co-operation". But this is just the normal expression of courtesy in Nigeria. No school administrator or teacher in Nigeria will feel obliged to participate in the study just because of the content of the letter. Besides, the letter was not addressed to any school administrator in particular and this further removes from the school administrators, the thought of being coerced to participate in the study.

There is no further ethics review of the proposed study required in Nigeria after the review from the university's ethics research board.

It is possible to add the contact of a local academic as a further ethics contact in case of participants comment or complaint.

7. Benefits

What are the likely benefits of the research to the researcher, the participants, the research community and society, at large, that would justify asking people to participate?

Completion of the research will help the researcher to complete his doctoral studies. The findings of study will also open up for conversation the effect of the implementation of the Nigerian curriculum initiatives on the professional and private lives of participants which hitherto have been neglected. The research community will benefit by having its literature base on the effect of curriculum implementation on teachers and administrators increased by the research project.

8. Signatures

I/We, the undersigned, certify that (a) the information contained in this application is accurate; (b) conduct of the proposed research will not commence until ethical certification has been granted; (c) the Board will be advised of any revisions to the protocol arising before or after ethical certification is granted; (d) an annual renewal report will be filed 12 months from the date that ethics approval is issued, and a final report will be filed immediately upon completion of research activity. Failure to submit renewal or final reports in a timely manner will be considered a breach of University and Tri-Council policy, and may result in the suspension of research funding and/or the research being rendered academically invalid; students who fail to submit reports may be barred from graduating. Conduct of research using human subjects that has not received ethics certification is a breach of University policy on integrity in scholarly activity.

Applicant's signature: _____ Date: _____

Co-applicant's signature: _____ Date: _____

Supervisor's Signature: I have been involved in the preparation of this application, and agree with the information it contains.

Supervisor's Signature: _____ Date: _____

PROTOCOL CHECKLIST – required	N/A	Attached
Copy of the verbal or written explanation that will be provided to participants before they are asked for consent to participate		x
Copy of the informed consent(s) that will be distributed to each participant.		x

If written consent is not used, a detailed explanation of alternative procedures is <u>required in Section 4</u> of this application, along with one or more of the following:		
<ul style="list-style-type: none"> •If verbal consent is to be obtained, (e.g. telephone surveys), a script containing the equivalent points covered by written consent is required. 		
<ul style="list-style-type: none"> •Totally anonymous online or mail out questionnaires: Signed consent is not necessary. A covering letter, containing the equivalent points covered by written consent, is required. 		
Copies of questionnaire(s), sample questions or thematic overview, interview guide		x
Recruitment: Your recruitment notice, advertisement, and/or information sheet <u>as well as</u> that used by a sponsor or supportive organization, as may be applicable		
Documents or information specific to or requested by the potential sponsor.		
Completed and signed application for review with the required number of copies.		x

Revised: 03/07

Note: The information contained in this application is collected under the authority of the Freedom of Information and Protection of Privacy (FOIP) Act. It will be used to evaluate your application for ethics certification. Anonymized data will also be used to fulfill reporting obligations.

If you have any questions about the collection or use of this information, please contact the Ethics Resource Officer (Research Services, ERRB Building, Research Park) at (403)220-3782.

Appendix D 1

Interview Guide for Teacher participants

Introductory Comments

1. Thank the participant for accepting to participate in the research.
2. Provide an overview of the purpose of the research.
3. Remind interviewee of length of interview session.
4. Assure participant of confidentiality of all responses and participant's liberty to refuse to answer any question they feel uncomfortable with.
5. Get written consent letter signed and request the permission to record interview and inform them that they may request stopping the recording at any time.
6. Allow participant to ask questions about their concerns before proceeding to interview questions.
7. Remember to thank the participant for participating after the interview.

Interview Questions (60-90 minutes)

The questions of the interview are semi-structured. The order of asking the questions may not necessarily follow the order in which they are written down as follow up questions may be asked when appropriate.

1. How do you feel being a teacher in a Catholic/Anglican/Government/Private secondary school in Enugu State?
2. How would you describe the context in which you work?

3. How would you evaluate the implementation of the curriculum of studies in your subject area?

4. Studies have found that most schools in Nigeria lack the necessary infrastructure, personnel and material resources for the successful implementation of the secondary education curriculum. What is the situation in your school?

5. As a teacher, how do you feel when you are not provided with all the necessary materials to effectively implement the curriculum in your subject area?

6. Do the conditions of your work environment affect how you feel as a teacher and as a person?

7. How would you describe the work morale of other teachers in your school?

8. How much support do you get from the principal of your school in your effort to properly implement the curriculum in your subject area?

9. How do you deal with the implementation of your subject curriculum when you are not provided with the necessary materials and knowledge needed for its proper implementation?

10. How would you describe the workload of teachers in your school?

11. In your opinion, do you feel that most teachers are adequately prepared for the challenges of implementing a new curriculum?

12. Does the implementation of your subject curriculum impact on your classroom practices?

13. Does your workload at school affect the way you live your normal personal life?

14. How would you assess the teaching profession in Nigeria in general and in Enugu State in particular?

15. What would you consider as barriers to effective curriculum implementation in your school?

16. How do you perceive the work you do as a teacher given the context in which you work?

Appendix D 2

Interview Guide for School administrator participants

Introductory Comments

1. Thank the participant for accepting to participate in the research.
2. Provide an overview of the purpose of the research.
3. Remind interviewee of length of interview session.
4. Assure participant of confidentiality of all responses and participant's liberty to refuse to answer any question they feel uncomfortable with.
5. Get written consent letter signed and request the permission to record interview and inform them that they may request stopping the recording at any time.
6. Allow participant to ask questions about their concerns before proceeding to interview questions.
7. Remember to thank the participant for participating after the interview.

Interview Questions (60-90 minutes)

The questions of the interview are semi-structured. The order of asking the questions may not necessarily follow the order in which they are written down as follow up questions may be asked when appropriate.

1. How do you feel being a principal in a Catholic/Anglican/Government/Private secondary school in Enugu State?

2. How would you describe the context in which you work?

3. How would you evaluate teachers implementation of the curriculum in your school?

4. Studies have found that most schools in Nigeria lack the necessary infrastructure, personnel and material resources for the successful implementation of the secondary education curriculum. What is the situation in your school?

5. As a principal, how do you feel when you cannot provide teachers with all the necessary materials to effectively implement the curriculum in their subject areas?

6. Do the conditions of your work environment affect how you feel as a principal and as a person?

7. How would you describe the work morale of teachers in your school?

8. How much support do you get from the government in your effort to support teachers to properly implement the curriculum prescriptions in their subject areas?

9. How do you deal with the implementation of the curriculum when you are not provided with the necessary materials by the government needed for its proper implementation by your teachers?

10. How would you describe the workload of teachers in your school?

11. In your opinion, do you feel that most teachers are adequately prepared for the challenges of implementing new curricula?

12. Does your workload at school affect the way you live your normal personal life?

13. How would you assess the teaching profession in Nigeria in general and in Enugu State in particular?

14. What would you consider as barriers to effective curriculum implementation in your school?

15. How do you perceive the work you do as a principal, given the context in which you work?

Appendix E

Observation protocol

Setting: Classrooms, Staffrooms, Principals' offices, libraries, laboratories, and other physical structures.

Observer:

Time:

Place:

Length of observation:

Descriptive Notes:

Reflective Notes

(notes describing the setting)
observers experiences)

(notes about the

Appendix F 1

Consent Form for teachers**Name of Researcher, Faculty, Department, Telephone & Email:**

Osondu Jude Nzekwe
Faculty of Education
Office of Graduate Programs in Education
1 315 413 6851
ojnzekwe@ucalgary.ca

Supervisor:

Dr. J. Kent Donlevy
Office of Graduate Programs in Education

Title of Project:

The impact of the implementation of the Nigerian curriculum initiatives on secondary school administrators and teachers in Enugu state, Nigeria.

This consent form, a copy of which has been given to you, is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take time to read this carefully and to understand any accompanying information.

The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study.

Purpose of the Study:

The purpose of the study is to explore the impact of the implementation of Nigerian curriculum initiatives on the professional lives of selected secondary school administrators and teachers in Enugu State, Nigeria. The study seeks to provide a space for these teachers and administrators to share their difficulties and successes with respect to the implementation of the recent Nigerian curriculum initiatives.

You have been invited as a possible participant in this study because you are a school administrator in a secondary school where I intend to do site observation for the same study.

What Will I Be Asked To Do?

You will be involved in a one-time one-on-one semi-structured interview which will last between 60 and 90 minutes. This interview will be audio taped. Your participation is entirely voluntary. Should you wish to participate, you are still free to withdraw from the study any time before the end of the interview without penalty or loss of benefits which you are otherwise entitled to. If you decide to withdraw during the study, all the data collected from you will be destroyed. If you participated in the interview to the end and the study is over, you will not have any opportunity to ask that the data collected from you be withdrawn.

What Type of Personal Information Will Be Collected?

Should you agree to participate, you will be asked to provide your gender, subject and grade level taught.

Are there Risks or Benefits if I participate?

It may be possible that by chance your school and therefore your identity may be revealed. This is because the photographs of your school context will be included in the final report. However, a serious effort will be made to reduce the chances of this happening to a near zero. All participants will be provided individually with a token sum of money for a simple lunch at the end of the study as an appreciation of their support.

What Happens to the Information I Provide?

Participation is completely voluntary, anonymous, and confidential. In my reporting, I will keep the information as confidential as possible. You are free to discontinue participation at any time during the study and the data collected from you will be destroyed. Once you have participated to the end of data collection, it will be too late to have your data withdrawn. The primary use of the data collected will be to help me complete my doctoral dissertation project. No one except the researcher and his supervisor will have access to the interview tape. The findings of the study will be presented in aggregate in each category and pseudonyms will be used. The interview tape will be kept in a locked cabinet accessible only to the researcher. The data will permanently be stored in a computer disk for future references.

Signatures (Written consent)

Your signature on this form indicates that you 1) understand to your satisfaction the information provided to you about your participation in this research project, and 2) agree to participate as a research subject.

In no way does this waive your legal rights nor release the investigators or involve institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time up to the end of the interview. You should feel free to ask for clarification or new information throughout your participation.

Participant's Name: (please print) _____

Participant's Signature _____ Date: _____

Researcher's Name: (please print) _____

Researcher's Signature _____ Date: _____

Questions/Concerns

If you have any further questions or want clarifications regarding this research and/or your participation. Please contact:

Osondu Jude Nzekwe, Ph.D. Candidate
Office of Graduate Programs in Education,
Faculty of Education, University of Calgary
1315 413 6851; ojnzekwe@ucalgary.ca

And

Dr J. Kent Donlevy, (Supervisor)
Office of Graduate Programs in Education,
Faculty of Education, University of Calgary
0091403 220 2973; donlevy@ucalgary.ca

If you have any concerns about how you've been treated as a participant, please contact the Senior Ethics Resource Officer, Research Services Office, University of Calgary at (009)1 403 2203782; email rburrows@ucalgary.ca or Vice Chancellor, Godfrey Okoye University, Professor Christian Anieke at 08056948248; email christiananieke@hotmail.com

A copy of this consent form has been given to you to keep for your records and reference. The investigator has kept a copy of the consent form.

Appendix F 2

Consent form for school administrators**Name of Researcher, Faculty, Department, Telephone & Email:**

Osondu Jude Nzekwe
Faculty of Education
Graduate Division of Educational Research
1 315 413 6851
ojnzekwe@ucalgary.ca

Supervisor:

Dr. J. Kent Donlevy
Graduate Division of Educational Research

Title of Project:

The impact of the implementation of Nigerian curriculum initiatives on secondary school administrators and teachers in Enugu state, Nigeria.

This consent form, a copy of which has been given to you, is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take time to read this carefully and to understand any accompanying information.

The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study.

Purpose of the Study:

The purpose of the study is to explore the impact of the implementation of Nigerian curriculum initiatives on the professional lives of selected teachers and administrators in Enugu State, Nigeria. The study seeks to provide a space for teachers and administrators to share their difficulties and successes with respect to dealing with significant curricula implementation. You have been chosen as a possible participant in this study because you are a teacher in a secondary school where I intend to do site observation for the same study.

What Will I Be Asked To Do?

You will be involved in a one-time one-on-one semi-structured interview which will last between 60 and 90 minutes. Your participation is entirely voluntary. Should you wish to participate, you are still free to withdraw from the study anytime without penalty or loss of benefits which you are otherwise entitled to.

What Type of Personal Information Will Be Collected?

Should you agree to participate, you will be asked to provide your gender, subject and grade level taught.

There are several options for you to consider if you decide to participate in this research. You can choose all, some or none of them. Please put a check mark on the corresponding line(s) that grants me your permission:

I grant permission to be audio taped: Yes: _____

No: _____

I wish to remain anonymous: Yes: _____

_____ No: _____

I wish to remain anonymous but you may refer to me by a pseudonym. Yes: ____ No: ____

The pseudonym I choose for myself is: _____

You may quote me and use my name: Yes: _____

No: ____

Are there Risks or Benefits if I participate?

There are no reasonably foreseeable risks associated with participation in the study. There will be no monetary benefit for participation but the researcher will provide lunch to all who participated at the end of the study as an appreciation of their support.

What Happens to the Information I Provide?

Participation is completely voluntary, anonymous, and confidential. You are free to discontinue participation any time during the study. You shall, however, advise the researcher as to what will happen to the data already collected from you. No one except the researcher, his supervisor and the members of the supervisory committee will be allowed to see or hear the interview tape. The findings of the study will be presented in aggregate and pseudonyms will be used where necessary. The interview tape will be kept in a locked cabinet accessible only to the researcher and his supervisor. The anonymous data will permanently be stored in a computer disk for future references.

Signatures (Written consent)

Your signature on this form indicates that you 1) understand to your satisfaction the information provided to you about your participation in this research project, and 2) agree to participate as a research subject.

In no way does this waive your legal rights nor release the investigators or involve institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time. You should feel free to ask for clarification or new information throughout your participation.

Participant's Name: (please print) _____

Participant's Signature _____ Date: _____

Researcher's Name: (please print) _____

Researcher's Signature _____ Date: _____

Questions/Concerns

If you have any further questions or want clarifications regarding this research and/or your participation. Please contact:

Osondu Jude Nzekwe, Ph.D. Candidate
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1306 628 7612; ojnzekwe@ucalgary.ca

And

Dr J. Kent Donlevy, (Supervisor)
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0091403 220 2973; donlevy@ucalgary.ca

If you have any concerns about how you've been treated as a participant, please contact the Senior Ethics Resource Officer, Research Services Office, University of Calgary at (009)1 403 2203782; email rburrows@ucalgary.ca

A copy of this consent form has been given to you to keep for your records and reference. The investigator has kept a copy of the consent form.