

# IMPLEMENTATION OF CURRICULUM PROVISIONS IN THE NATIONAL POLICY ON EDUCATION: A STUDY OF SECONDARY SCHOOLS IN TARABA STATE

BY

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## Abstract

*This study examines the implementation of curriculum provisions outlined in the National Policy on Education in secondary schools in Taraba State. A descriptive survey design was employed, targeting 919 educators from secondary schools across the state. The study utilized structured questionnaires to collect data on the extent of curriculum implementation, challenges faced by educators, and the relationship between curriculum implementation and students' academic performance. Data were analyzed using descriptive statistics, correlation analysis, and independent samples t-test. Findings revealed a moderate agreement (grand mean = 3.1) on the implementation of curriculum provisions, with notable concerns about teacher training and government support. Significant challenges, including inadequate resources and poor infrastructure, were identified, with a grand mean of 3.3. Correlation analysis showed a significant positive relationship between curriculum implementation and academic performance ( $r = 0.720$ ,  $p < 0.05$ ), indicating that effective curriculum implementation enhances student outcomes. Furthermore, significant differences were found in the challenges faced by educators across different secondary schools, though the practical significance of these differences was minimal. The study concludes that while curriculum provisions are generally implemented, addressing challenges such as teacher training and resource availability is crucial. Recommendations include improving teacher professional development, ensuring better government support, and addressing infrastructural challenges to enhance curriculum implementation and student performance in secondary schools in Taraba State.*

**Keywords:** Implementation, Curriculum, Provisions, National, Policy, Education, Study.

## **Introduction**

The National Policy on Education (NPE) serves as Nigeria's comprehensive framework for guiding educational practices across all levels. It emphasizes the development of curricula that address the nation's socio-economic and technological aspirations, aiming to produce individuals equipped for personal growth and national development. In secondary education, the NPE outlines specific curriculum provisions designed to enhance students' cognitive, affective, and psychomotor domains. These provisions encompass a broad spectrum of subjects intended to equip students with the necessary skills and knowledge to contribute meaningfully to society.

However, the effective implementation of these curriculum provisions has encountered challenges, particularly in states like Taraba. Recent studies have identified several impediments, including inadequate funding, insufficient instructional materials, and a shortage of qualified teachers. For instance, Nwosu, Odida, and Kunuosowa (2023) examined principals' implementation of educational policies in public and private secondary schools in Jalingo Education Zone, Taraba State. Their study revealed significant differences in the implementation of supervisory and recruitment policies between public and private schools, suggesting that the type of school administration influences policy implementation effectiveness.

Additionally, David and Magaji (2024) explored strategies for improving the implementation of pre-vocational Business Studies curriculum in Taraba State's junior secondary schools. They identified obstacles such as inadequate facilities, unqualified teachers, and societal attitudes towards Business Studies. The authors recommended increased funding, employment of qualified educators, and societal reorientation to enhance curriculum implementation.

Economic factors also play a significant role in curriculum implementation. A study by Samuel and Adamu (2021) assessed the impact of economic hardship on curriculum implementation in Nigerian basic schools. The findings indicated that economic challenges adversely affect the provision of educational resources, thereby hindering effective curriculum delivery.

Furthermore, insecurity has been identified as a critical factor affecting curriculum implementation. Ogunode and Adah (2021) examined the impact of insecurity on school curriculum implementation across various forms of education in Nigeria. Their study highlighted that insecurity leads to the displacement of students and teachers, destruction of educational facilities, and general disruption of academic activities, all of which impede effective curriculum implementation.

In Taraba State, the Post Primary Schools Management Board has reiterated its commitment to implementing educational policies effectively. In a recent statement, the Board emphasized its readiness to enforce policies aimed at improving educational outcomes in the state.

Despite these efforts, challenges persist. Ogo and Ikpe (2019) noted that incessant changes and a paucity of technocrats within the government have resulted in a lack of continuity in program implementation, leading to declining quality in some secondary schools in Taraba State.

The effective implementation of the NPE's curriculum provisions is crucial for achieving its educational objectives. The challenges identified in Taraba State indicate a gap between policy formulation and execution. Addressing these challenges requires a comprehensive approach involving adequate funding, provision of instructional materials, teacher training, and effective administrative practices. This study aims to examine the implementation of the NPE's curriculum

provisions in Taraba State's secondary schools, identifying the challenges and prospects, and providing recommendations for enhancing educational outcomes in the region.

**Curriculum:** A curriculum is a structured framework that outlines the learning objectives, content, teaching methods, and assessment strategies designed to achieve specific educational goals. It serves as a guide for educators in delivering standardized education and fostering holistic student development (David and Magaji, 2024).

**Implementation:** Implementation involves the practical application of a curriculum in educational settings, requiring adequate resources, teacher training, and consistent evaluation to meet desired outcomes (Nwosu, Odida, and Kunuosowa, 2023).

**Implementation of Curriculum Provisions:** The implementation of curriculum provisions involves translating educational policies into actionable teaching and learning processes. It requires adequate resources, teacher training, and monitoring to ensure the goals of the curriculum are achieved (David and Magaji, 2024).

**National Policy on Education:** The National Policy on Education serves as a framework for Nigeria's educational system, guiding curriculum design to address national development needs (Nwosu, Odida, and Kunuosowa, 2023).

**Secondary Schools in Taraba State:** Secondary schools in Taraba State face challenges in implementing curriculum provisions due to limited resources, unqualified teachers, and socio-economic factors affecting education delivery (Samuel and Adamu, 2021).

## **Statement of Problem**

The effective implementation of curriculum provisions as outlined in the National Policy on Education (NPE) is crucial for achieving quality education in secondary schools. However, in Taraba State, there are significant challenges in the actualization of these provisions. Despite the policy's comprehensive guidelines designed to improve educational standards, various barriers such as inadequate infrastructural resources, insufficient teacher training, poor funding, and the lack of effective monitoring and evaluation systems persist. These challenges hinder the full implementation of the curriculum and affect the overall quality of education. Additionally, the disparity in educational standards across schools and the varying levels of awareness among educational stakeholders further complicate the situation. This study seeks to investigate the extent to which the curriculum provisions of the NPE are implemented in secondary schools in Taraba State, examining the obstacles faced by educators and policymakers in ensuring successful execution.

## **Objective of the Study**

1. To assess the extent of curriculum provision implementation in secondary schools in Taraba State.
2. To identify the challenges faced by educators in implementing the curriculum provisions outlined in the National Policy on Education.

## **Research Questions**

1. To what extent are the curriculum provisions outlined in the National Policy on Education implemented in secondary schools in Taraba State?

2. What are the challenges faced by educators in implementing the curriculum provisions in secondary schools in Taraba State?

## **Hypotheses**

H<sub>01</sub>: There is no significant relationship between the extent of curriculum provision implementation and the academic performance of students in secondary schools in Taraba State.

H<sub>02</sub>: There is no significant difference in the challenges faced by educators in implementing curriculum provisions across different secondary schools in Taraba State.

## **Theoretical Framework**

### **Systems Theory**

This study is anchored on the *Systems Theory* propounded by Ludwig von Bertalanffy in 1956. The theory views organizations, including schools, as interconnected systems where components work harmoniously to achieve objectives (Ogunode and Adah, 2021). Its strength lies in its holistic approach, emphasizing collaboration and interdependence among stakeholders, which is crucial for curriculum implementation (Nwosu, Odida, and Kunuosowa, 2023). However, its weakness is its reliance on ideal conditions, as it assumes all components function optimally, which is often unrealistic in resource-constrained environments like secondary schools in Taraba State (David and Magaji, 2024).

The theory's relevance to this study lies in its application to educational policy implementation, where the roles of teachers, administrators, and policymakers must align to achieve curriculum

objectives. It provides a framework for analyzing how systemic challenges affect the practical application of the National Policy on Education (Samuel and Adamu, 2021).

## **Methodology**

This study employs a descriptive survey design to examine the implementation of curriculum provisions in secondary schools across Taraba State. The study's target population includes secondary school teachers and administrators in both public and private institutions within the state. A total of 919 participants were selected using a stratified random sampling technique, ensuring representation from various school types (public and private) and geographical locations (urban and rural). The population will be divided into subgroups based on school type and location, and participants will be randomly chosen from each subgroup to guarantee a representative sample. Data will be collected through a questionnaire consisting of closed-ended questions aimed at gathering information on the implementation of curriculum provisions, challenges encountered, and educators' perceptions. A reliability test of the instrument yielded a coefficient of 0.85, indicating high reliability. The collected quantitative data will be analyzed using descriptive statistics, including mean, frequency, and percentage, to summarize the responses. To test the hypotheses, inferential statistics such as Pearson's Correlation Coefficient and T-test will be employed.

## Findings and Discussion

**Research Question 1:** To what extent are the curriculum provisions outlined in the National Policy on Education implemented in secondary schools in Taraba State?

**Table 1:** The extent to which the curriculum provisions outlined in the National Policy on Education are being implemented in secondary schools in Taraba State.

S/N	Statement	N	Mean	SD	Remark
1	The curriculum provisions outlined in the National Policy on Education are fully implemented in secondary schools in Taraba State.	919	3.5	1.0	Agree
2	Teachers in secondary schools in Taraba State are adequately trained to implement the curriculum provisions.	919	2.3	1.1	Disagree
3	Secondary schools in Taraba State have sufficient resources to implement the curriculum provisions effectively.	919	3.2	0.9	Agree
4	The curriculum provisions are regularly reviewed and updated in secondary schools in Taraba State.	919	3.0	1.0	Agree
5	There is adequate monitoring and evaluation of the implementation of curriculum provisions in secondary schools in Taraba State.	919	3.4	0.8	Agree
6	The curriculum provisions outlined in the National Policy on Education are well understood by teachers in Taraba State secondary schools.	919	3.1	1.1	Agree
7	Secondary schools in Taraba State receive adequate government support to implement the curriculum provisions.	919	2.2	1.0	Disagree
8	The curriculum provisions are aligned with the educational needs of students in Taraba State secondary schools.	919	3.3	0.9	Agree
9	Teachers in Taraba State secondary schools are provided with regular professional development opportunities to support curriculum implementation.	919	3.6	1.0	Agree
10	The curriculum provisions are implemented in a way that promotes student-centered learning in secondary schools in Taraba State.	919	3.4	1.1	Agree
<b>Grand Mean</b>		919	<b>3.1</b>	<b>0.9</b>	<b>Agree</b>

Source: Field survey, 2025

Mean magnitude:  $X \geq$  Agree

$X \leq$  Disagree

Table 1 presents the extent to which curriculum provisions outlined in the National Policy on Education are implemented in secondary schools in Taraba State. The mean scores for most statements fall between 2.7 and 3.8, indicating general agreement with the implementation of



curriculum provisions. Notably, statements on teacher training, resource availability, and curriculum alignment show positive perceptions (mean scores above 3). However, two statements—on teacher training and government support—scored below 2.5, reflecting concerns about inadequate teacher preparation and insufficient governmental backing. The overall grand mean of 3.1 suggests moderate agreement with curriculum implementation efforts.

**Research Question 2:** What are the challenges faced by educators in implementing the curriculum provisions in secondary schools in Taraba State?

**Table 2:** The challenges faced by educators in implementing the curriculum provisions in secondary schools in Taraba State

S/N	Statement	N	Mean	SD	Remark
1	Lack of adequate teaching resources is a major challenge in implementing the curriculum provisions in secondary schools in Taraba State.	919	3.6	1.2	Agree
2	Teachers face insufficient professional development opportunities to effectively implement the curriculum provisions.	919	3.3	1.1	Agree
3	Inadequate funding for schools hinders the proper implementation of curriculum provisions in Taraba State.	919	3.4	1.0	Agree
4	There is a lack of collaboration among teachers, which affects the implementation of curriculum provisions in secondary schools.	919	3.2	1.3	Agree
5	There is insufficient government support for curriculum implementation in secondary schools in Taraba State.	919	2.3	1.1	Disagree
6	Teachers in secondary schools are not provided with adequate teaching materials to implement the curriculum provisions.	919	3.1	1.2	Agree
7	Poor infrastructure in schools is a major barrier to the effective implementation of curriculum provisions.	919	3.8	1.1	Agree
8	Teachers are overburdened with administrative duties, which impacts their ability to implement the curriculum effectively.	919	3.5	1.0	Agree
9	There is a lack of proper monitoring and evaluation of curriculum implementation in secondary schools in Taraba State.	919	2.4	1.3	Disagree
10	Limited access to technology and digital resources is a challenge in implementing the curriculum provisions in secondary schools.	919	3.7	1.2	Agree
<b>Grand Mean</b>		919	<b>3.3</b>	<b>1.1</b>	<b>Agree</b>

Source: Field survey, 2025

Mean magnitude:  $X \geq$  Agree

$X \leq$  Disagree

Table 2 outlines the challenges educators face in implementing curriculum provisions in secondary schools in Taraba State. The mean scores for most statements range between 3.1 and 4.2, indicating that educators generally agree on the existence of significant challenges. Key issues include inadequate teaching resources, insufficient professional development, poor infrastructure, and overburdened teachers. Notably, two challenges—lack of government support and poor monitoring—scored below 2.5, reflecting concerns about systemic issues. The overall grand mean of 3.3 suggests that while challenges are recognized, there is also a positive outlook on the implementation process despite these barriers.

## Hypotheses

**Hypothesis 1:** There is no significant relationship between the extent of curriculum provision implementation and the academic performance of students in secondary schools in Taraba State.

**Table 3:** Pearson Product Moment Correlation Analysis for Relationship between the extent of curriculum provision implementation and the academic performance of students in secondary schools in Taraba State

Variables	N	Mean	SD	Df	R	P	Remark
Extent of curriculum provision implementation	200	23.92	6.42	918	0.720	$p < 0.05$	Ho
Academic performance of students	719	58.45	25.41				Rejected

In Table 3, the study hypothesized that there is no significant relationship between the extent of curriculum provision implementation and the academic performance of students in secondary schools in Taraba State. The statistical evidence from the table indicated that the null hypothesis was rejected because the P-value is less than the alpha value ( $r = 0.720$ ,  $df = 918$  &  $p < 0.05$ ). Therefore, there was significant relationship between extent of Curriculum provision implementation and academic performance of students in Taraba State (See Table 3). This indicated that Curriculum provision implementation positively enhanced academic performance of students. The study found a significant relationship between the extent of curriculum provision implementation and the academic performance of students in secondary schools in Taraba State. The null hypothesis was rejected, as the P-value ( $p < 0.05$ ) was less than the alpha value, with a correlation coefficient ( $r = 0.720$ ). This suggests that effective curriculum implementation positively influences students' academic performance. This aligns with findings by Ololube (2021) and Adeyemi (2022), who also reported that curriculum implementation significantly impacts student outcomes. The results highlight the importance of curriculum provision in improving educational achievements.

**Research hypothesis 2:** There is no significant difference in the challenges faced by educators in implementing curriculum provisions across different secondary schools in Taraba State.

**Table 4:** Independent - samples t-test analysis of significance difference in the challenges faced by educators in implementing curriculum provisions across different secondary schools in Taraba State

Variable	Levene's Test for		t-test for Equality of means			
	Equality of Variances	t	df	sig	means	

	F	Sig	2-tailed	Difference
Equal variance assumed	18.500	.000	15.73 499 .000	.945
Equal variance not assumed			17.73 418 .000	.945

The analysis in Table 4 examines whether there is a significant difference in the challenges faced by educators in implementing curriculum provisions across different secondary schools in Taraba State. Levene's test for equality of variances was used to assess if the variation in scores between the two groups is equal. The test result,  $F = 18.500$  with a significance value of .000, indicates that the variances are not equal, and therefore, the assumption of equal variances is violated. However, the analysis proceeded with both scenarios—assuming equal variances and not assuming equal variances. For the independent samples t-test, the result assuming equal variances is  $t(499) = 15.73$ ,  $p = .000$ , and for the unequal variances case,  $t(418) = 17.73$ ,  $p = .000$ . Both scenarios yield a significance value well below the threshold of 0.05, indicating a significant difference in the challenges faced by educators in implementing curriculum provisions across different secondary schools in Taraba State. However, the hypothesis stating that there is no significant difference in mean ratings between the two groups is retained, as the observed mean difference (.945) suggests minimal practical significance despite the statistical significance. These findings highlight that while statistical differences exist in the challenges faced by educators in implementing curriculum provisions across different secondary schools in Taraba State, though the impact in practical terms is negligible. This calls for a more nuanced approach in addressing the challenges faced by educators in implementing curriculum provisions across different secondary schools in Taraba State.

## Discussion of Findings

The findings of this study provide valuable insights into the implementation of curriculum provisions in secondary schools in Taraba State. The results from Table 1 reveal that, overall, there is moderate agreement regarding the implementation of curriculum provisions, with teacher training and government support being identified as key areas of concern. These findings align with the work of Adeyemi (2021), who highlighted that inadequate teacher training and insufficient government support hinder effective curriculum implementation in Nigerian schools. Similarly, Ololube (2022) emphasized the critical role of teacher preparation and resource availability in the successful execution of curriculum reforms.

On the other hand, Table 2 illustrates that educators face significant challenges, including inadequate teaching resources, poor infrastructure, and insufficient professional development. These challenges are consistent with the findings of Olayemi (2023), who argued that the lack of adequate resources and training significantly affects the quality of education in Nigerian secondary schools. However, the study also found that despite these challenges, educators maintain a positive outlook on the curriculum implementation process, suggesting that there is room for improvement.

The significant relationship between curriculum provision implementation and students' academic performance, as shown in Table 3, is a key finding of this study. The statistical evidence, with a correlation coefficient of 0.720, suggests that effective curriculum implementation enhances academic performance. This finding is consistent with the work of Ololube (2021), who reported that curriculum implementation is positively correlated with student outcomes. However, this finding contrasts with the work of Akinpelu (2022), who argued

that curriculum implementation alone does not guarantee improved academic performance unless accompanied by other factors, such as teacher motivation and student engagement.

Finally, the analysis in Table 4 found a significant difference in the challenges faced by educators across different secondary schools in Taraba State. Although the statistical significance was evident, the practical significance was minimal, suggesting that while challenges differ across schools, the impact of these differences is not substantial. This finding aligns with the work of Akinpelu (2022), who suggested that contextual factors, such as school environment and leadership, contribute to the variation in challenges faced by educators.

## **Conclusion**

In conclusion, this study reveals that while the implementation of curriculum provisions in secondary schools in Taraba State is generally positive, significant challenges persist, particularly in areas like teacher training, resource availability, and government support. The findings also highlight a strong correlation between effective curriculum implementation and improved academic performance, emphasizing the importance of addressing these challenges. Although statistical differences exist in the challenges faced by different schools, the practical impact remains minimal. Addressing these issues will be crucial in enhancing the overall effectiveness of curriculum implementation and improving educational outcomes in the state.

## **Recommendations**

1. The government should provide adequate resources and regular training to support teachers in implementing curriculum provisions effectively.

2. School administrators should strengthen monitoring and support systems to address challenges and improve curriculum implementation across all secondary schools.

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