



EXTENT OF TEACHERS PARTICIPATION IN THE SELECTION OF EDUCATIONAL OBJECTIVES IN SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA.

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ABSTRACT

The study examined the extent of teachers' participation in the selection of educational objectives in secondary schools in Enugu state, Nigeria. One research question and one null hypothesis guided the study. Descriptive survey research design was adopted for the study. The population comprised all the eight thousand, nine hundred and nine teachers in the two hundred and eighty seven secondary schools in Enugu state. The instrument for data collection was the researcher developed questionnaire titled (Extent of teachers' participation in the selection of educational objectives EOTPITSOEO). The instrument was face validated by three experts, two in the area of educational management and one in the area of measurement and evaluation, all from the Faculty of Education, Enugu State University of Science and Technology (ESUT) Agbani. The reliability co-efficient of the instrument was calculated using Cronbach Alpha method. The reliability co-efficient of the instrument was 0.89. The researcher administered the copies of questionnaire with the help of two research assistants. Mean scores and standard deviation were used to answer the research question, and t-test statistics was used to test the hypothesis at 0.05 level of significance. The major finding was that teachers participate in the selection of educational objectives in secondary schools in Enugu state to a little extent. That teachers poor involvement in the participation in the selection of educational objectives during curriculum process affect their productivity and generally lead to student's poor academic performance because the extent of one's involvement in a programme planning determines the strength of his participation in the programme. Moreso, the general education objectives may likely going to be achieved to a very great extent if instructional objectives at the various levels of instruction are achieved by the teachers probably for participating in the selection of the educational objectives which they intends to achieve.

Keywords: Teachers participation, Selection, Educational objectives, Secondary Schools, Enugu State.

Introduction

Educational objectives or learning outcomes, are statements that clearly describe what the learner will know or be able to do as a result of having attended an educational program or activity (Eya,

1999). Educational objectives must be observable and measurable. It should focus on the learner and contain action verbs that describe measurable behaviour. The verbs to consider when writing educational objectives at the classroom level are: list,

describe, recite, write, compute, discuss, explain, predict, apply, demonstrate, prepare, use, analyze, design, select, utilize, compile, create, plan, revise, assess, compare, rate, critique etc. The following are verbs to avoid when writing educational objectives: know, understand, have, learn, appreciate, become aware of, become familiar with, etc (Nnabuike, 2012). Learning objective should be used to guide students as they work through the course, and to assess their learning progress. Excellent learning objectives provide a guide for students when reviewing materials and preparing for assessments by the teachers. Ibrahim (2021) observed that the involvement of teachers in curriculum planning induces good quality into the curriculum, enriches the activities and makes them move worthwhile. The conditions under which education can be made to serve the expressed aspirations of any nation revolve around the quality of the teachers. Any education of quality is not possible without intelligent, well-educated and professionally qualified teaching staff dedicated to the service of humanity. Education which is one of the sectors the federal government spends huge sums of her scarce resources deserves a commensurate return. This in effect, means that the teachers who are in key positions to execute these curriculum contents in form of teaching where the educational objectives are achieved can do that with every sense of responsibility and commitment only when their inputs are sought for at all levels of the curriculum development process. The performance and efficiency of teachers can among other things depend on the extent to which they can participate in curriculum decision which they implement. This assertion agrees with the comments of Nwankwo

(2020), that poor involvement of teachers in matters relating to curriculum either in planning the educational objectives or reform makes good performance impossible, no matter the teachers' methodological competence. The teacher is the most important single factor in curriculum implementation. When curriculum planners have put in their best to present a curriculum for use in schools, when facilities and other materials needs have been provided; the resource person who would ensure that curriculum objectives are realized is the classroom teacher (Akubuilu, 2014). It is the teacher who is solely responsible for the implementation of curriculum objectives and contents especially the programme of studies components of the curriculum. The teacher is the most important determinant in the success of any curriculum plan and achievement of its educational goals. He is the one that finally implements the curriculum in the classroom and this effort largely determines how the educational objectives will be achieved and the quality of learners school experience (Maduwesi, 2010). According to (Doll, 1979) in (Aboho, 2021) teachers perform three major tasks that enable them achieve educational objectives and make the effective curriculum innovators.

- i. Working and planning with Learners
- ii. Engage in individual study
- iii. Sharing of experience with other teachers

These levels of experience enable teachers to gain more insight and hereby bringing innovation in their teaching. Since teachers are the major players in the implementation of the curriculum that lead to the achievement of educational objectives, it is natural that they should have their inputs in

any curriculum decision making more especially in development of educational objectives. According to Adams (2019) the success and achievement of any educational objectives of any curriculum in terms of leading to appropriate ends of Education in any society, depends on how it is handled by teachers. But it would appear that some teacher who is central in implementation and interpretation of the curriculum to enable the achievement of educational objectives are always left out. This raises a number of questions thus: are teachers still perceived as being relevant in curriculum process in secondary schools in Enugu state? To what extent do they participate in selection of educational objectives during curriculum development process? These questions create a need for this study.

Statement of the Problem

The syllabuses of the senior School Certificate Examination and Joint Matriculation examination are normally drawn from the secondary school curriculum. A quick look at the performance of the students in both examinations is very worrisome. Each year, there are recorded failures at an alarming rate and as a result, some observers and stake holders in education attribute it to poor implementation of the curriculum content by the teachers and poor knowledge of the desired curriculum content imparted to these students.

It has been observed that the extent of involvement of an individual in programme planning determines his or her active involvement and effective implementation of such programme to a great extent. Therefore, since the extent of teachers' involvement in curriculum development processes which selection of educational

objective is one of, in secondary schools in Enugu State is not yet determined; the problem of this study is therefore to determine the extent of teachers' participation in the selection of Educational objectives for secondary schools in Enugu State.

Research question

One research question guided the study.

1. To what extent do secondary school male and female teachers participate in the selection of educational objectives during curriculum development?

Hypothesis

The following null hypothesis were tested at 0.05 level of significance

There is no significant difference in the mean scores of male and female teachers of secondary schools in Enugu state on the extent of their participation in the selection of educational objectives during curriculum development.

Research Method

The study examined the extent of teachers' participation in the selection of educational objectives in secondary schools in Enugu state during the curriculum development process. The design for the study was survey. The population for the study was 8,909 teachers in the 287 secondary schools in Enugu state. The sample for the study was 688 respondents made up of (285 males and 403 females) teachers selected through stratified random sampling. The questionnaire was used in collecting data. The questionnaire was developed by the researcher and was validated by three experts: two in Educational management and one in measurement and evaluation. The instrument had reliability co-efficient

of 0.89. The reliability of the instrument was established by using the test-retest reliability method and the reliability coefficient was determined using Pearson correlation method. The questionnaire elicited responses of the teachers on the extent of their participation in the selection of educational objectives during curriculum development process. Mean score was used to answer the research question, while the

postulated hypothesis was answered using t-test statistics of 0.05 level of significance and appropriate degree of freedom.

Presentation of Results

Research Question: To what extent do male and female teachers' participate in the selection of educational objectives in Enugu State during curriculum process?

Results: Table 1: mean scores and standard deviation of male and female teachers on the extent of their participation in the selection of educational objectives. N=680 (M=280: F= 400)

S/N	Item Description	\bar{X}_1	Male		Female		DCC	DCC for both male and female
			SD ₁	DCC	X ₂	SD ₂		
1	Teachers participate in the selection of objectives related to intellectual task /skills.	2.16	0.91	LE	2.14	0.90	LE	LE
2	Teachers participate in the Selection of objectives that Are within the level of the Learner in terms of his Mental and physical Capabilities	2.16	1.00	LE	2.18	0.88	LE	LE
3	Teachers participate in the Selection of objectives that Are related to manipulative Task/skills.	2.46	0.99	LE	2.30	0.84	LE	LE
4	Teachers take part in the Selection of objectives that are related to the needs and interest of the learners.	2.10	0.96	LE	2.14	0.90	LE	LE
5	Teachers participate in the Selection of objectives That are directly and Appropriately related To the learning Experiences provided.	2.12	1.04	LE	2.13	0.94	LE	LE
GRAND MEAN		2.20	0.95	LE	2.18	0.87	LE	LE

Data in table 1 indicate that male teachers had a mean score of 2.20 with the standard deviation of 0.95 on the items assessing their participation in selecting educational objectives. And their female counterparts obtained a mean score of 2.18 with a standard deviation of 0.87. This means that both male and female teachers participate to a little extent in selection of educational objectives.

Hypothesis 1 There is no significant different in the means response scores of male and female teacher of secondary schools in Enugu State on their extent of participation in the selection of educational objectives.

Table 2: the t-test of significant difference in the means scores of male and female teachers on participation in the selection of educational objectives. N=680

Gender	Cases	Df	\bar{X}	SD	t-cal	t-crit	Decision
Male	280	678	2.20	0.98	0.2768	1.9600	Do not reject H_{01}
Female	400			2.18	0.89		

For hypothesis one, t-cal (0.2768) is less than the t-crit (1.9600) at an alpha of 0.05 since at the calculated value is less than the critical value at the given alpha levels, the null hypothesis is not rejected. The researcher therefore uphold the null hypothesis and conclude that the mean scores of male and female teachers on their extent of participation in selecting educational objectives is not significantly different.

Discussion of findings

The finding of this study as indicated from research question 1, table 1 with respect to teachers participation to the selection of educational objectives, the grand mean response score of male teachers is 2.20 while the female teachers obtained an overall mean response score 2.18, this is a direct allusion that both male and female teachers participate to a little extent in the selection of educational objective. The finding is in line with Mkpa (2005) that Nigerian teachers have not been sufficiently involved in any curriculum making decision in this country. Aims of education, according to him are worked out without reference to the teachers, who are supposedly the implementers of this curriculum. He argued further that in other processes, the teacher are not often involved and that hardly does he even know when and where the decisions influencing the other aspect of the curriculum are taken.

Therefore, it could be deduced from the above that the degree of commitment expected from the teachers can hardly be demonstrated since they are meant to play an acted script. This is no small measure is bound to affect the performance of students in their academic work. The test difference in mean of male and female teachers on their extent of participation in selecting educational objectives revealed that they did not differ significantly in their participation on the above issue. This negates the findings of Adams (2019) that disparity in educational opportunities existed between male and female, and going by this logic, the chances are that male teachers are more disposed to have an upper hand in the selection of curriculum content and educational objectives which does not seem to be the case as the findings appear to suggest.

Summary and Conclusion

This study examines the extent of teacher's participation in the selection of Educational Objectives in secondary schools in Enugu State. One research question was answered and one hypothesis tested for the study. Literatures were extensively reviewed on related areas to the study. The population for the study was 8909 teachers in the 287 Secondary Schools in Enugu State. The sample for the study was 688 teachers drawn from the six education Zones in Enugu State. Questionnaire was the

instrument utilized for the collection of data. The Questionnaire was validated by three experts in the field of Educational management and measurement Evaluation. Mean scores were used to answer the research Question while the hypothesis was tested using t-test statistics at 0.05 level of significance and appropriate degree of freedom. Some of the major findings show that teachers in Secondary Schools in Enugu State participate to a little extent in the selection of Educational objectives and this affect their productivity and consequently result to student's poor performance in their academic work. Consequent upon in the findings, some recommendations were made, one of which was that Government and other stakeholders in education should consider teachers active participation in curriculum process as a matter of priority.

Recommendation

Government and other stakeholders in education industry should ensure that teachers are given deserved place in all matters relating to curriculum development more especially in the area of educational objectives. To involve them only at the implementation stage will not augur well with our future and any nation without a future risks her extinction.

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