

## EFFECT OF INNOVATIVE INSTRUCTIONAL METHODS IN THE IMPLEMENTATION OF GOVERNMENT STUDIES CURRICULUM CONTENT IN SENIOR SECONDARY SCHOOLS IN ENUGU STATE

BY

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### ABSTRACT

*This study is on the effect of innovative instructional methods in the implementation of Government Studies Curriculum in senior secondary schools in Enugu State. The population for the study is 348 teachers that teach government as a subject in the whole secondary schools in Enugu State. Questionnaire was the instrument used for data collection. The instrument was tested using Cronbach Alpha reliability index formula. The reliability was established using Kuder Richardson formula 20 (K-R20) to obtain reliability coefficient of 0.86. One research question and one hypothesis guided the study. The hypothesis was tested using t-test statistics at 0.5 level of significance and appropriate degree of freedom. Purposive sampling was used for the sampling technique. The finding shows that innovative instructional methods of teaching effect positively the implementation of government curriculum in senior secondary schools in Enugu State. Generally, the educational implication is that teachers employ innovative instructional methods in the implementation of government studies curriculum content in secondary schools in Enugu state is very encouraging.*

**Keywords:** Effect, Innovative instructional methods, Government studies curriculum, Implementation, Secondary Education.

### Introduction

Education is seen as a process that develops the human minds, the personality, the potential, and impacts useful and relevant skills to individuals, thereby enhancing the growth of society (Fafunwa, 2000). Education is indispensable, and that is why FRN (2013) describes it as an instrument par excellence for national development. To educate therefore, is to teach, as well as to inculcate desirable values in the learner. The information which the learner requires is contained in the various subjects taught in the schools. Each subject has a specific lesson to teach the learner. The content of each subject is carefully selected in curriculum in such a way that it brings about positive changes in the learner. Time after time, innovative instructional methods are employed in the implementation of selected curriculum contents. This is an act of improving the already system. Thus for clarity of purpose this study innovative instructional methods will be discussed under the following sub-headings:

- ❖ Meaning of innovative
- ❖ Concept of curriculum
- ❖ Concept of Implementation
- ❖ Curriculum content

- ❖ Instructional Methods
- ❖ Discussion
- ❖ Conclusion
- ❖ Education Implication

### **Meaning of Innovative**

Innovation is something new, something different or something introduced. It is the act introducing new methods or new things to the already existing. The term innovation can be explained as a process of introducing something new, making some changes which are geared at improving the existing way or pattern or even conditions of doing things to make them more efficient (Duru, 2011). Innovation is also define as a dynamic policy, a programme, a project, a method, a technique, a pattern, or a design formulated, planned, devised, created or invented to bring about a change in the educational policy, programme, structure and operation in a given system of education so that the system meets the changing needs of the individual and the society at large and effectively increase the efficiency of the various resources it employs in the performance of its risk (Duru, 2013). Innovation is the practical implementation of ideas that result in the introduction of new goods or services or improvement in offering goods or services. Curriculum innovation, therefore, is where teachers design learning experiences by experimenting with the curriculum and instruction

### **Concept of Curriculum**

The term curriculum means different things to different people, scholars or educators. This was as a result of individual differences in understanding, and analyzing issues (Ogah, Eze, Mba and Emesini, 2009). Curriculum as a discipline has defied every definition such that it has no concessive definition. According to Otteh and Akuma (2011), the term curriculum has not lent itself to any universally acceptable definition, as experts have not yet fully agreed on its exact meaning. For them, definitions have changed with time and have, to a large extent, reflected varying conceptions which, as in other fields of study, are a function of a wide variety of factors.

However, in this dilemma of definition of the concept curriculum, some schools of thought have offered some definitions. According to Nnadi (2010), curriculum is also referred to as race or race track, which is the ground to be covered. A race-course usually has a starting point and a finishing point. Curriculum can therefore be likened to a programme of studies which runs from the time one enters school till the time of graduation. The educational pursuit is then likened to a race which commences at the time of admission and ends at the time of graduation. Curriculum is defined as all the learning experiences and intended learning outcomes systematically planned and guided by the school through the reconstruction of knowledge of the cognitive, affective and psychomotor development of the learners (Akundolu, in Eya 2012).

Curriculum is thus said to be implemented when the outcome are in line with the objectives (Olaitan, 2011). The implementation stage is so important that if it is by passed, all efforts expended in the planning process will not be useful. Also, without proper implementation, evaluation will not be carried out, and guiding students' learning will be difficult. Thus, to achieve this success, method of implementation is necessary.

### **Concept of Curriculum Implementation**

According to Fullan in Owusi (2009) curriculum implementation is a process of putting a document or an instructional programme into practice. Yube (2011) defines curriculum implementation as the task of translating the curriculum concepts into operating curriculum by the combined efforts of the teachers and society. Zumwalt in Akwesi (2012) defined curriculum implementation as the practical application of theory into practice in such a way that the evaluation outcome is noticed through the performance of learners in the classroom. The method of teaching is a very important aspect in the implementation.

Thus, the way teachers go about to implement or relate the aims, content and assessment in government as a subject can also be a factor influencing the number or interests of those choosing the subject. Employed innovative instructional methods contribute positively or negatively in curriculum implementation. This is because the manner of imparting knowledge to the learner is important. Therefore for an effective implementation to take place there must be a complete or perfect innovative method of teaching employed by the teacher.

### **Curriculum content**

Curriculum content in a broad sense incorporates all the experiences contained in the curriculum components (Programme of studies, Programme of activities and Programme of guidance) which learners need to know in a particular course of study. It involves all the skills, methods and ideas that teachers need to know and master to be able to impart same or use them in the classroom. Simply put curriculum content means the totality of what is to be taught in a school system. Research tells us that better learning happens when teachers offer explicit instruction in which they select the learning area to be taught, set criteria for success, inform students of criteria, demonstrate the lesson through modeling, evaluate student learning, provide remedial opportunities, and offer closure after each lesson (Clever, Detrich, States and Keyworth, 2021 ). The content component of teaching and learning situation refers to the important facts, principles and concepts to be taught. These contents must be in line with the learning experiences and there must be clear cut objective to be achieved by the end of each respective lesson. It can be in form of knowledge, skills, attitude and values that learners are exposed to ([VAL202](#)) .

### **Instructional Methods**

Method means a particular way of doing things. Methods of teaching are planned activities involved in the presentation of curriculum. According to Onyejemezi as cited by Eya (2012) any established school curriculum calls for ways and means of implementing it in order to reach the objectives at the various levels. He stressed that no discussion of the curriculum is complete without suggestion about methods and means of effective implementation. Teaching is presented as a process of making it possible for students to learn. The method by which the teacher presents his materials to learners and engages them in the task on hand is referred to as methodology. Adenira (2012) stated that the method adopted by the teacher may promote or hinder learning. It may sharpen mental activities which are the basis of social power, or, it may discourage initiative and curiosity thus, making self-reliance and survival difficult. According to Okebukola (2005) teachers are fond of asking whether there are some universally accepted methods of teaching or not. Adeniyi as cited by Olamide (2013) reveals that although several other factors came into play to determine the success of a lesson, the method used in teaching a lesson is of paramount importance. A competent teacher chooses

the method or a combination of methods that would suit the accomplishment of the lesson objectives. These methods include the lecture method, the discussion method, the play method, the project method, and the problem solving method. According to Okebukola (2005), these methods are as follows:

### **Lecture method**

It is the commonest method used in teaching, and it is most used in institution of higher learning. It is a verbal presentation of subject matter, content or learning materials presented over a long period of time. It is a teacher dominated method. The lecture method ignores the teacher learner active participation in the classroom atmosphere.

### **Merits of lecture method**

**The merits are:**

1. It helps in giving students the details of a particular topic prior to a practical class
2. It is the best method for teaching a large class
3. It allows a teacher to cover a lot within a short period
4. It is efficient in conveying factual information

### **Demerits of lecture method**

Lecture method has some disadvantages and they include the following:

1. It is tiring for the teacher
2. It does not cater for the individual difference among students
3. The class is less motivated and as such students do not pay much attention to the lecture
4. The teacher/lecturer may be too fast for students to follow, and sometimes his/her voice may be too low for them to hear him/her clearly

### **Discussion method**

The discussion method requires all participants to have at least minimum knowledge, if all members must contribute; otherwise it will be dominated by just a small number of participants. In the hands of a good teacher, prepared discussions can give many learners a chance to speak. In preparing such discussion, a topic of interest is selected for the class and different aspects of the topic are assigned to the small discussion group. A good teacher may employ this method to teach in secondary schools.

### **Merits**

1. The learners' initiatives are encouraged
2. It creates room for creativity and self-expression for students in government studies class.
3. It encourages active participation of learners in the teaching-learning process.
4. It enables the teacher to easily identify the ability levels of the students for the sharing of tasks in future
5. It helps the discussants correct wrong impressions or misconceptions.

### **Demerits**

1. It takes time to prepare for discussions of government studies subjects
2. If the teacher is not clever, effective co-ordination may be poor, thus bringing failure of the entire exercise.
3. If care is not taken, clever students will dominate the discussion and sideline the dull or less fluent ones

### **The play method**

Play method can be said to be simulation and games. This mode of instruction endeavours to introduce elements of reality in teaching-learning situation. It is a presentation in which learners assume the roles of other individuals. The purpose is to provide learners with opportunities to assume different roles in a problem situation, thereby increasing their general understanding of human behaviour. This method can also be used by government teachers to teach government curriculum studies in our secondary schools to help students understand the subject very well.

### **The project method**

The project method is the most effective means of linking subjects together in schools. The project method is a purposeful activity, and it is a meaningful whole or unit of experience which proceeds in a social environment. It enables learners to acquire wholehearted purposes and to pursue them to a satisfactory end. This method if applied in the teaching of government studies by teachers in secondary schools, the curriculum objectives of the subject is likely to be achieved.

### **The Guided discovery method**

In the problem solving method, discovering is stressed instead of absorbing of knowledge by learners. The learner becomes an enquirer who engages himself in rational thinking. Problem-solving method is used extensively in teaching. It is important to note that every problem has an origin in the needs of the individual.

### **Statement of the problem**

The essence of a nation's education is to achieve educational aims, objectives and goals which are contained in the curriculum. To achieve the above there must be selection of contents which are put forward as curriculum content. When curriculum is developed the method of implementation can make or achieve the objective therefore, the researcher is poised to know whether the innovative instruction method is effective and reason why majority of senior secondary school students are no longer keen to offer government as a subject in SSCE.

### **Purpose of the Study**

The purpose of the study is to determine the extent to which teachers employ innovative instructional methods in the implementation of government curriculum in secondary schools in Enugu state.

### **Research Questions**

The following research question guided the study:

1. To what extent do teachers employ innovative instructional methods in the implementation of government curriculum in secondary schools?

## Hypotheses

The following null hypothesis which was tested at 0.05 level of significance guided the study: There is no significant difference between the mean ratings of teachers in urban and those in rural secondary schools on the extent to which employed innovative instructional methods affect their ability to implement government curriculum

## Research Method

Survey research design was adopted for this study. Nworgu (2006) stated that survey research design is one in which a group of people or items is studied by collecting and analyzing data from only few people or items considered to be representative of the entire population. The study was carried out in Enugu State. The population for this study is made up of 348 teachers that teach Government as a school subject in all the 283 Secondary Schools in Enugu State. They comprise 180 in Urban and 168 Government teachers in secondary schools respectively (Statistics and Planning Unit of Ministry of Education, Enugu 2012/2013). The entire population was studied because it was manageable. The questionnaire was used to collate the data from the respondents and it was done on the spot for consistency and accuracy. Before the actual research a reliability test of the instrument was done by administering it to 20 teachers that teach government in Ebonyi State. The reliability index yielded 0.86. The mean (x) and standard deviation was used to answer the research question.

## Data Presentation and Analysis

**Research Question 1:** To what extent are teachers in urban and rural secondary schools employ innovative instructional methods in the implementation of government curriculum in Enugu State?

**Table 1:** Mean and standard deviation of the extent to which teachers employ innovative instructional methods in the implementation of government curriculum in Enugu State

S/ N	The extent to which teachers employ innovative instructional methods in the implementation of government curriculum	No of Teachers in Rural (180)		No of Urban Teachers (168)			
		MEAN	SD	MEAN	SD	DEC	DEC
1.	Government teachers use individualized instruction to teach government as a subject.	2.91	0.95	2.92	0.80	High Extent	High Extent
2.	Government teachers use computer assisted instruction in teaching government curriculum.	2.40	0.85	2.58	0.72	High Extent	High Extent
3.	Government teachers use play method to teach government subject.	2.73	0.96	2.83	0.93	High Extent	High Extent

4.	Government teachers use field trip method as an innovative method in teaching the subject.	2.7 3	1.06	High Extent	2.83	1.04	High Extent
5.	Government teachers use programme instruction in teaching the subject.	3.0 8	1.10	High Extent	3.09	0.98	High Extent
6.	Government teachers use resource persons in teaching of some topics or contents in the government curriculum.	2.9 3	0.76	High Extent	2.97	0.86	High Extent
7.	Government teachers use open education in teaching government curriculum/syllabus.	3.1 1	0.85	High Extent	3.04	0.90	High Extent
8.	Government teachers use Problem solving method to teach the subject.	2.8 5	0.85	High Extent	2.75	1.05	High Extent
<b>Grand Mean</b>		<b>2.84</b>	<b>0.82</b>		<b>2.88</b>	<b>0.94</b>	

The table 1 above shows data on the extent to which teachers employ innovative instructional methods in the implementation of government curriculum in Enugu State. All the 8 items (1-8) were accepted because their respective mean ratings are above the criterion mean of 2.50 which is the point for acceptance of the item in the questionnaire.

Furthermore, the grand mean ratings of the 10 items were 2.84 for rural teachers and 2.88 for urban teachers which are above the criterion mean of 2.50. This indicates that teachers in rural and urban areas employ efficiently innovative instructional methods in the implementation of government curriculum in Enugu State.

### Test of Hypothesis

Ho1: There is no significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent to which employed innovative instructional methods affect their ability to implement government curriculum in Enugu State.

**Table 1:** T-test analysis of the difference in mean ratings of rural and urban Government teachers on the extent to which employed innovative instructional methods affect their ability to implement government curriculum in Enugu State

Group	N	Mean	S.D	Df	T-cal	T-critical	Decision
Rural	168	23.00	3.68	346	0.07	1.96	Do Not Reject H <sub>03</sub>
Urban	180	22.86	4.60				

Table 1 shows that t-calculated value of 0.07 is less than t-critical value of 1.96. Hence, the null hypothesis is accepted. This implies that there is no significant difference in the mean ratings of rural and urban Government teachers on the extent to which employed innovative

instructional methods affect their ability to implement government curriculum in Enugu State.

### **Discussion**

The findings in table 1 reveal that teachers employ innovative instructional methods in the implementation of government curriculum in Enugu State because items 2.84 and 2.88 of mean ratings are above the criterion mean of 2.50. Generally, the table reveals that the extent to which teachers employ innovative instructional methods in the implementation of government curriculum in rural and urban secondary schools in Enugu is very encouraging. Thus, teachers that teach government as subject use computer assisted in teaching government curriculum, government teachers use play method to teach government subject, government teachers use field trip method as an innovative method in teaching the subject and government teachers use problem solving methods, they are mostly used.

The above findings are in line with that of Ukamupong (2012) who notes that the main qualities of an effective teacher include good knowledge of the subject, implantation of the content and effective methods of presenting the curriculum.

The findings of hypothesis 3 shows that there is no significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent to which employed innovative instructional methods affect their ability to implement government curriculum in senior secondary schools in Enugu State. This shows that irrespective of the school location the teachers share the same view concerning the innovative instructional methods affect their ability to implement government curriculum in senior secondary schools in Enugu State.

### **Conclusion**

That teachers in urban and rural secondary schools employ innovative instructional methods in the implementation of government curriculum is a statement of fact, therefore, government should endeavour to provide the necessary innovative instructional method materials.

### **Education Implication**

Teachers' teaching methods affect the implementation of Government curriculum in senior secondary schools in Enugu State suggests that teaching methods have gone a long way to contribute to the successful implementation of Government curriculum in senior secondary education in the country. Thus, these methods may vary from one teacher to another depending on the teacher's years of experience in teaching the subject.

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