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**THE INFLUENCE OF SCHOOL ON SOCIO-CULTURAL
ENVIRONMENT IN NIGERIA**

BY

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Introduction

In dealing with groups, associations and institutions and the complexes of these which constitute society, Otite and Ogiwo (2003) distinguished three main kinds of social structure: the economic structure, the cultural structure and the regulative structure. The economic structure is concerned with the means of life while cultural structure has to do with the intrinsic ends and values of society (that is those institutions and associations concerned with knowledge, art, religion, recreation etc). The regulation or control of human relations is served by what may be called the regulative structure which includes the machinery of law, the moral and religions codes as well as conventions and fashions. All these fall within the framework of socio-cultural factors which the school directly influences in any society. Nigeria is not an exemption.

The concept of basic literacy would mean the same for everybody. Basic literacy may be defined in terms of the ability to read, write and calculate. The intrinsic value of this knowledge according to Tihombe and Ndongko (1992) is what is vital. The literacy therefore is a necessary skill in itself and the bases of life skill that would strengthen cultural identity and heritage. It would also provide for skills in apprenticeship, for formal and non-formal education which would have implications for health, nutrition, child rearing and family life. It would provide for skills in agriculture, environmental and societal issues. The skills and knowledge gained in this wise would have serious impact on the attitudes of individuals towards issues in the society.

The role of the family as the primary socializing agent is crucial. The role of school as a secondary agent is equally very important. The primary and the secondary agents are both vital to human life. Because they are responsible for providing basic learning needs to the child and to enable them inculcate appropriate attitudes for effective training of the children the basic

knowledge for economic, political, and social survival, the individuals involved in these two agents need for an integrated system that would mutually complement, reinforce and contribute to life-long learning that is so important. To this end, the need to articulate important life-long learning matters is inevitable. The place that houses this is the school.

Adelabu (1992) opined that in any Nigerian communities, rural or urban, have always had their own ways of educating their young ones. This type of traditional education refers to the indigenous methods of education which is largely informal. But the trend now is that even the very rural or so called agricultural communities no longer value this type of locally provided traditional education. This is because education is the key that unlocks the door to modernization. It is against this background, that Egonu (1992) explained that “the illiterate is therefore a person for whom the written word or symbol in any language conveys no meaning and who I consequently, cannot use it in any form of communication”. Nigeria alone records about 49.2% or about 60 million illiterates whose ages range from 11 years to well over sixty. These figures reveal the magnitude of the problem of illiteracy in Nigeria. It serves as a log in the wheels of progress in all ramifications in this country. It is to this end, that various moves are made clearly to combat illiteracy among the young and old citizens in the country. Nigeria is now becoming aware of the challenges posed by illiteracy and recognizes the vital role which literacy can play in national development part of the strategies to combat illiteracy and its menaces among the citizens are the launching of such programmes as the Universal Primary Education (UPE), the Operation Feed Yourself and the Nation (OFN), the War Against Indiscipline (WAI) the Campaign Against Illiteracy (CAI), the Mass Mobilization for social Justice and Economic Recovery (MAMSER). Egonu (1992) opined that: however, the effective and successful implementations of these programmes seem to have been hampered by inadequate

trained and skilled personnel as well as by some economic and other socio-cultural factors (p.269.)

It is in view of the above, the role of a school could not be over stressed. This is because; the school is the best unit of articulation of all values that need to be inculcated in the citizens. It affords the opportunity of a centralized unit and appropriate planning arena for important knowledge of concern and inculcation. It gives room for detecting ways / manners or techniques appropriate to acquire knowledge. It plans for the growth of academic and to dictates the tune of education at a point in time.

School is defined by the Oxford Advanced Learners Dictionary as the “institutions for educating children, primary and secondary schools. It goes further to explain that school could be a college or university. A school is a place where people are educated. A school is a group of people, such as artists, writers or thinkers whose works, opinions or theories are similar (BBC English Dictionary. A school is synonymous to institution of learning. It is essentially an institution for instruction in a skill or business (e.g. a secretarial school and a karate school). At the same time, The American Heritage Dictionary of the English Language states that a school is referred to as college or university. On the other hand, the Webster’s (3rd Edition) New International Dictionary writes that a school may be defined as an organized body of scholars and teachers associated for the pursuit and dissemination of knowledge. It is a social institution established specifically to socialize the youth.

Along the line, a school may be seen as an institution within or associated with a College or University that gives instruction in a specialized field and recommends candidates for degrees. It is a division of an educational institution consisting several grades or classes. A school is the student body of an educational institution. It is the process of being educated formally, especially

education constituting planned series of courses over a number of years. A school could as well be described to mean the group of people distinguished by similar manners, customs or opinions. It is essentially, the community of those who teach and those who are taught especially for the education of children.

Unlike the family, the school is a formal and planned institution with rules and regulations charged with the responsibility of preserving, improving and extending the culture, by showing appreciation to it and adherence to its norms. Here in Nigeria, three fundamentally distinct education systems exist. These are the indigenous system, Quranic school system and the formal education system brought to the country before independence in 1960 by the missionary societies.

From the explanatory above, it is glaring that the indigenous education system predated any form of other education system in the country. Before the whites came for missionary works or colonialism, schools had been in existence though they were not physically built. Before the arrival of the missionaries who brought formal education, Nigerians lived mainly in the rural areas. Children in this setting learned skills of farming, blacksmithing, hunting, dyeing and weaving of clothes. The children also got equipped with the knowledge of the duties / roles to perform when they became old and are required to perform the duties of the elders especially when they are called upon to serve as a political head in a sector or the other. This process was often supplemented by age – based schools in which groups of young boys were instructed in community responsibilities by mature men. The apprenticeship systems were widespread throughout all occupations. The trainees provided services to their teachers for over a period of time and eventually become self – reliant. In this wise, there was no regulation by the government guiding the training of students. Each association of the profession mapped out their

own rules and regulations and due regard was always accorded to the senior professionals and their advices. By the 1970s, education experts were asking how the system could be integrated into the formal schooling system of the young. The question, up till this moment remained unresolved.

On the other hand, children learned Quran by rote from a local mallam, or religious teacher. Learning here included the Arabic alphabets and the ability to read and copy texts in the language along with those texts required for daily prayers. Instructions were provided in the mallam's house, mosque or under the tree. The primary level was the most widespread. Any students from wealthier or more educated homes went further to learn the meanings of the Arabic texts. Later, grammar, syntax, arithmetic, algebra, logic, rhetoric and theology were added.

The Western or formal system of education came to Nigeria with the missionaries in the mid-nineteenth century. Fajana (1978) writes that it was not surprising that the missionaries showed keen interest in literary education as soon as they set feet on Nigeria soil. This was because many of the Europeans and emigrants from Sierra Leone came with elementary, books, Bible Slates and Testaments. These emigrants needed instructions to help them. A school therefore began under the supervision of De Graft as soon as the station was established in 1842. Modern education which is largely the formal western education began to be introduced into Nigeria by the Christian missionaries. These missionaries include The Church Missionaries Society (C.M.S), the Wesley, a Methodist Mission, the Baptist Mission, the Roman Catholic Mission (RCM), the Presbyterian Scotland Mission and the Qua Ibo of Northern Ireland. Each of these

missions established their own schools. They also included the following functions in their areas of jurisdiction.

- Used education as a means of conversion of people to Christianity.
- Placed emphasis on religion, character training and learning European ethics
- Employed their own teachers
- Enrolled mostly their adherents
- Established their own administrative and management structures in the schools.

The missionary activities began in 1884 and the first schools to be established in Nigeria are: C.M.S. Boarding school in Badagry, 1845; CMS Teacher Training in Abeokuta, 1849; Baptist Academy Lagos, 1853; CMS Grammar School, Lagos, 1859; Lagos Anglican Grammar School, 1886; St. Gregory's College, Lagos, 1876; Wesley Boys High School, Lagos, 1878; Methodist High School, Lagos, 1878; Hope Waddel Training Institute, Calabar 1895; Awka Teacher Training College, 1904; Wesley College Ibadan, 1905 and St. Charles, Onisha, 1933.

The government later got involved in the establishment of schools when it promulgated the purely Nigerian Education Ordinance in 1887. It added the establishment of scholarships of E10 per year to poor children for secondary education and in 1899 the first government school mainly for the Moslem children in Lagos was established. In 1901, another one was opened in Benin City and the first Department of Education was established in 1903. The first government secondary school was

established in 1909. By 1912, there were 59 government primary schools and 91 mission schools aided by the government Fafunwa, (2004).

The establishment of schools during European contact with Nigerians is a landmark achievement for the improvement of the citizens. With regards to development, it is evident that illiteracy is a stumbling block to improvement, economic progress, economic and social development in general. Differing from traditional literacy, the arrival of school makes education more selective and intensive in order to meet dire needs, and aims at social improvement, but first of all at economic improvement of the individuals and their community as a whole. To this end, the teaching of the three R's in schools in Nigeria brought landmark progress in the area of socio-cultural environmental improvement – a serious reflection of transformation from agrarian society to not only secondary society but equally to a tertiary society like her contemporaries in the world.

Fasanmi (2005) posits that the following are the effects of western education on Nigerians:

- Certain aspects of the people's ways of life have undergone changes and some aspects are really dead.
- Many aspects of indigenous education have been incorporated into the modern trend of development.
- The admixture of the indigenous and foreign ways of life has negative and positive values.
- One of the negative effects on the indigenous way of life is dress namely; the mini, topless, backless and other types of ladies' dresses.

- These types of dresses have been opposed by individuals and some churches and mosques by affirming that it is a corruption of moral education.
- The Christian way of naming a new baby and the performing of marriage ceremonies and burial rights tend to pave a way for the indigenous education in these areas.
- The indigenous way of worship with its attendant poetic oration, the melodious songs and the skillful dances, now enjoy fewer adherents and therefore fewer people are educated along these lines.
- The mentality has changed. People talk of European vegetables, European pawpaw, European rabbit etc. Some are now, in the name of fashion, trying to change their complexion from blonde to white.
- There is a change in the political system – traditional political system now been subdued by the European Political systems. Modern democratic authority preferred to traditional autocratic political authority.
- Modern development tends to aggravate the recklessness of youths. Many of them take to the use of drugs that produce hallucinating effect. Drifts to cities take the youth away from the more influential and positive parental and societal educational control in the villages, it could therefore be concluded that the presence of school is a mixture of positive and negative effects. The positive effects however outstrip the negative effects.

The following are some of the importance of school to the society in general:

- The school helps in the transmission of culture. Schools inculcate into students the values, beliefs norms and attitudes of the society.

- The school recruits and prepares children for role play.
- It serves the role of cultural integration
- School brings about innovations for the development and growth of the society.
- It is a means of reinforcement of the stratification system of the society.
- It plays custodial functions e.g. keeping children off the streets and away from home for studies.
- It trains youth towards embracing desirable attitudes for the growth, peace and development of themselves and the entire society.

The different types of schools in Nigeria include the monastic, castle, handicapped, charity, technical and monastic schools. There are different ways in which School is being related or influenced by the society. Such as: relationship between school and culture in the society. School flourishes through the medium of various languages, which is an element of culture. Language is the vehicle with which school transmit knowledge or skills. In the absence of language, therefore, education or school cannot take place. Culture as a way of life demands that means are evolved for patterning or moulding human activities and relationship to guarantee the continued existence of the society. In this way, not only are individuals prepared or trained to play their roles in the society, they are also acquainted with the rules and regulation in order to avoid conflict. Thus, school provides them with the knowledge and skill with which to understand and influence their social and physical environment.

Furthermore, the interaction between school and culture can be seen in the various subject taught in schools. For instance, while agricultural science, vocational and technological course help to promote food production and technological and development, religious education helps to meet the spiritual needs of the society.

Similarly, while subject like geography helps member of the society to be familiar with their physical environment.

On the whole, school and culture sustain one another, in the absence of culture, school would have nothing to build on.

Similarly, without school or education, or socialization, culture cannot be propagated or transmitted.

School as agent of social change plays an important role in bringing about the desired social transformation or change in the society. Existing practices and attitudes; which constitute obstacle to economic development, can be eliminated through the school. This is important because bringing about social change is more successful with children who are still malleable or in their formative stage. In this way, the schools carry out activities or instructions to discourage old but unprogressive practices such as uncontrolled birth rate, the erroneous belief that vaccination causes fever and so on. These can be made part of the social studies or primary science instructions in schools. The desired change or attitude or beliefs may be impressed or calculated in the pupils, these changes promote economic development through happier and healthy living. This brings the federal government to be highly concerned with raising and sustaining the level of awareness of Nigerians with its emphasis on War Against Indiscipline (WAI) and Mass Mobilization for Social Justice, Economic Recovery and Self-Reliance (MAMSER) and environmental sanitation. In this light, the school is expected to serve as agent for making people accept and live by those ideals, which are considered necessary for national development.

Apart from teaching basic hygiene, the school demonstrates high level of sanitation for the pupils to learn from. These could be by regular inspection of pupils' teeth, nails and cleanliness and

also, the classroom every morning. It teaches pupils to be considerate, patient and orderly. For example, the queuing culture can be inculcated through the conduct of morning assembly's orderly leaving of the classroom for recess and so on. In performing its socialization function, the school looks up to the home, which is a unit of the society.

School aid citizenship training: Patriotism is an aspect of economic development. This is one attribute that is lacking in most Nigerian today. Efforts of the government to re-inform the people have not been very fruitful because of the relatively high rate of illiteracy. These people do not seem to be making their maximum contribution to national development because they are not aware of their civic rights and obligations. Education, which is subjected to school, is therefore seen as a tool for increasing the awareness of the citizens. This promotes their participation as members of the society. For example, mass literacy of the masses of the population is expected to improve their awareness and understanding of the socio-political development in the country. They would be able to assess the economic problems of the country such as fall in the nations foreign earning due to unfavourable condition in world market.

Moreover, education would make them to know their civic right and duties. They may no longer shy away from exercising their voting right or accepting leadership responsibilities in the community.

The school and the society have a close relationship. In this wise, there are ways by which the community and contribute to the development of the school. These are stated as follows:

- a. Provision of infrastructural facilities such as buildings buildings and equipment to facilitate children learning;
- b. The provision of school materials by parents. The materials include pencils, books, chalk, exercise books, etc;

- c. The provision of land by community for buildings and whose possible helps in clearing it;
- d. The community also organizes communal labour to aid the school. This is in areas of provision of laboratory equipment, textbooks, building of school blocks, quarters, library, plastering of school buildings, painting of school structures and the decorations of school environment. The school land could as well be fenced by the community and playgrounds or games' pitches could be provided by the Parents' Teachers Association (P.T.A.);
- e. The community could also make provisions of conveniences in the home for the pupils that make for healthy living. The society provides good shelter, feeding, proper dresses for their children so that they could be healthy and thus be able to learn well in the school;
- f. Individuals and community could also make donations to the school. The donations may be meant for the purchase of library books, games equipment, teaching materials and laboratory apparatuses;
- g. The Parents Teachers Association also provides funds to aid the school. Through the P.T.A., the community could help build/ innovate school buildings in the provision of many school needs;
- h. The community in many cases is charged with the responsibility of providing security for the school and its equipment. The community through the P.T.A. could make arrangement for fencing the school or making iron gates for entrances leading to where important school materials are stored;
- i. The society takes active interest in what goes on in their school; and

- j. The society in many cases helps the school in the area of inculcating discipline in students. They served as watch dog for both the students and the school. They take keen interest in school matters and at times report cases to the government when the need arise.

Along the line, the activities in which the school and the community co-operate for the benefit of the school include the following:

- provision of classroom
- building of laboratories
- supply of school items
- purchases of school bus/ van
- repair of school buildings and property
- collection of levies
- maintenance of discipline
- posting of teachers
- education of the child
- curriculum planning
- overall school management
- transfers of teachers
- inter-house sports competition

The school however has some peculiar problems in both the rural and urban areas in Nigeria.

The problems of schools in the rural areas in Nigeria include those stated below according (Fasanmi, 2005):

- During the farming season, pupils in the rural areas may be compulsorily absent from school.
- Some rural schools do not have secure places to pack school books and registers.
- In the rural areas, pupils seldom speak or converse in English language.
- Teachers are reluctant to go to the rural areas to teach.
- Classrooms are not sufficient in most schools.
- Many school pupils are dirty. Some wear ragged school uniforms.
- Roads to rural areas are sometimes not accessible. This makes teachers to shun transfer to rural areas and supervision here is not as such keen and regular.
- Some students in rural areas hawk before coming to school in the morning. They therefore become tired and inactive or inattentive in the class.
- Certain schools are far from some rural inhabitants. Children will have to trek long distances daily before getting to school. The situation makes students get unfit for academic acumen.
- Some school buildings are not fit enough for conducive academic attainment as they are dilapidated, un-ventilative and poorly maintained.
- Sitting organizations and equipment are lacking in most schools located in villages. Most students find it impossible to get places to seat and many chairs and lockers are already damaged.

In the urban areas in Nigeria, most schools are left devastated by hoodlums thereby making their laboratory, technical workshops and library left with nothing.

In the urban, students are more found of joining gangs which create problems and threat to the society. Such gangs include the various cultist groups, etc. The problem of cultism in Nigeria is great and so attracts serious penalty to those court engaged in any one of the groups.

Also there are problems in the provision of landed property to schools especially in places like Lagos, Port Harcourt, etc where land becomes too expensive to acquire.

The problem of transportation is great especially when school vans are not available and where they are available, the incessant fuel shortage cripples the smooth journey of students to their residents in most cases.

There is relationship between school, economy and politics. Economy is the system by which a country's money, goods and services are produced and used. In other words, economy defines all arrangements directed towards production, distribution and consumption of goods and services in the society.

In real sense, there is no way we can discuss any of these vitals words-school, politics and economy in the society that we will not relate it to the others because, those words are interwoven. The relationship that exist among them starts with origin of school. Through schooling, people become enlightened and acquire knowledge, power and position. People also become a great politician and economist through the knowledge they acquire in attending schools and all these contributes to the development of the country in one way or the other.

Therefore, without the establishment of schools starting from primary school level to higher institutions, people will not have access to education, but because of schools in the nook and cranny of the country both private and public, people are able to have education which enable the country to develop in so many ways.

Through the knowledge of education, the nation leader (the president) is being able to be selected. The unenlightened people set up political parties such as PDP, ANPP, AD, etc as in Nigeria to compete for some post through elections which brings about politics. At the end of the day, the president and some top office holders selected their co-workers through politics. The people, who have been voted in, make use of the knowledge and wisdom they acquire through education to serve the masses and sharing the revenue among the three tiers of government. That is, Federal, State and Local government for the development of the country.

School also, brings about education which prepare people for happy and useful living within the society. People are being trained as Doctors, Engineers, Lawyers, Accountants, etc in the school to contribute to the development of the country. All these are being referred to in the court of law which make people not be denied of their rights. Also, the knowledge acquired by the Doctors in the school are being carried out when a patient is being attended to in the hospital. Without doctors around us, there would have been more death in the society than the number of death we are recording now and all these involve politics.

In addition, there is no education without economy which is money. Without money, there is no way someone can be educated. That is to say, politics, schools and economy are interwoven and there is no way one can separate one from the other.

The study is designed to determine the influence of school on socio-cultural environment in Nigeria. It is to find out whether the opinions of students and parents on the influence of school on socio-cultural environment is different and to find out if there would be any significant difference between the attitudes of respondents based on socio-cultural backgrounds and sex.

Methods

One hundred and fifty parents from different communities (urban and rural) and one hundred and fifty Southern Nigerian undergraduates in Universities were randomly administered an inventory on the influence of school on socio-cultural environment in Nigeria. However, only 128 parents and 148 students returned the inventory and they were found analyzable. Some subjects however failed to respond to one or two items required for analysis, hence the variation in the number of subjects for the data analysis. (The questionnaire is a 26-item inventory, consisting of two alternative response mode of “yes” or “no”. It was tagged “Attitude Scale on the Influence of School on Socio-Cultural Environment (ASISSE) questionnaire.

It was certified to have construct validity by expert judgment. Obtained data were subjected to percentage and Mann Whitenny U-test statistical analyses and the hypotheses were fixed at 0.05 and 0.001 level of significance.

Results and Discussions

Based on the responses gathered from both students and parents the following analyses were found.

Table 1: Percentage Response of Parents and Students on Awareness of School as an Institution

S/N	ITEMS	RESPONSES			
		Yes	%	No	%
1.	Do you know what a school is?	276	100	00	00
2.	Do you have schools in your locality?	276	100	00	00
3.	Do you have elementary school alone in your locality?	276	100	00	00
4.	Do you have secondary school and elementary	173	62.7	103	37.3

	schools in your locality?				
5.	Is there any tertiary institution in your locality?	202	78.2	74	21.8
6.	Do you work in a school?	196	71.0	80	29
7.	Do you have at least a relative who is a student?	276	100	00	00
8.	I have been living in a school environment for the past 10 years	276	100	00	00

The result of findings above shows that the respondents are well acquainted with the influence of school on their immediate socio-cultural environment.

Table II: Percentage Response of Positive Effects of School on Socio-Cultural Environment

S/N	ITEMS	RESPONSES			
		Yes	%	No	%
1.	Do you feel any positive effect of school on your environment	189	68.5	87	31.5
2.	The existence of school(s) give(s) room for socio-cultural enlightenment of the people in the environment	207	75	69	25
3.	The existence of school(s) bring(s) employment opportunities to the people in my locality	250	90.6	26	9.4
4.	The existence of school(s) in our environment allow(s) people to build modern and beautiful houses in our locality	202	73.2	74	26.8
5.	The school population swells up the population of our locality	272	98.6	04	1.4
6.	The student population gives room for a rise in the socio-economic status of my vicinity	217	78.6	59	21.4
7.	The establishment of school(s) in our locality encourage the provision of social amenities in our vicinity	276	100	00	00
8.	The existence of schools in my place allows for improvement in the peoples' socio-cultural activities	196	71.0	80	29
9.	The presence of school(s) in my locality increases religious activities in the town	276	100	00	00
10.	The presence of school(s) in my locality encourages the influx of elites within and outside this country into the locality	165	59.8	111	40.2

While the majority of the respondents agree that school has positive influence on the environment where it is located, they also agree that the benefit of socio-cultural

enlightenment of the people, employment opportunities, existence of fanciful houses and the rise in population of the locality are the benefits derived from the presence of school(s).

The students' population allows for a rise in population of the locality of the school, social amenities, socio-cultural improvement, increase in religious activities, influx of elites and imported goods are parts of the benefits of the existence of school in a place.

Table III: Percentage Response of Negative Effects of School on Socio-Cultural Environment

S/N	ITEMS	RESPONSES			
		Yes	%	No	%
1.	Do you feel any negative effect of school in your environment	172	62.8	104	27.2
2.	The presence of school(s) allow(s) for scarcity of rented houses in my environment	182	65.9	94	34.1
3.	The presence of school(s) give(s) room for hike in house rents	182	65.9	94	34.1
4.	Conflicts among students and local people exist where school(s) is/ are located	166	60.1	10	39.9
5.	The existence of schools in a locality encourages cultist activities in the locality	152	55.1	124	44.9
6.	Schools create opportunities for hike in goods and services in the areas they are located	201	72.8	75	27.2
7.	Existence of schools increases chance for social ills such as stealing, looting, arson, raping and kidnapping	213	77.2	63	22.8
8.	The existence of schools	198	71.8	78	28.2

bring about pollution to socio-cultural activities as indigenous activities are influenced by foreign cultures				
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While high percentages of the respondents agree that school encourages scarcity in house rents; hikes in house rents; hike in goods and services; increase in social ills and a rise in pollution of socio-cultural activities, a little above average of the respondents feel that school encourages cultism in its place of existence.

Table IV: U-test Analysis Showing Difference in the Attitude of Students and Parents Towards the Effect of School on Locality

	Mann-Whitney U-test	P	Significant level
Parents and Students	305.000	0.546	Not significant at 0.05

The findings above show no significant difference between the attitude of students and parents towards the effect of school on locality. The parents and students agree that the presence of school in an environment allows for a mixture of positive and negative effects.

Table V: U-test Analysis of Difference between Male and Female Respondents on the Effect of School on Socio-Cultural Environment

	Mann-Whitney U-test	P	Significant level
Gender	18.500	0.0001	Significant at 0.0001

The findings above show a significant difference between the attitude of male and female respondents of 0.0001 level towards the influence of school on socio-cultural environment. While most males emphasize the negative effects most females recognize the positive effects of school or socio-cultural environment.

Table VI: U-test Analysis of Difference between Respondents from Local and Urban Areas.

	Mann-Whitney U-test	P	Significant level
Location	285.000	0.332	Not Significant at 0.05

The null-hypothesis which states that there is no significant difference between the attitude of rural and urban respondents towards the influence of school on socio-cultural environment was accepted. This is because the findings show a non-significant result. Both the rural and urban respondents recognize the positive and negative effect of schools on socio-cultural environment.

Recommendations

Based on the observations above, it is recommended that:

- accommodation should be provided for students in tertiary institutions. This would alleviate the problems of housing and its associated hike costs.
- government should increase its efforts towards curbing the acts of cultism and its defects.

- School authorities should include in their curricula studies that would encourage acts of discipline. The effect would be a check to nefarious attitudes of students.
- The school and the government should give candid and prompt response to the yearnings of students as this would curb students' unrest in our campuses.
- Infrastructural materials should be put in place and serviced as at when due in order to give way for peace and stop students revolt against authorities.

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**IMPEDIMENTS ON THE IMPLEMENTATION OF
INNOVATIONS IN NIGERIAN SECONDARY SCHOOLS**

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INTRODUCTION

Fagbulu (1971), wrote that innovation means the introduction of novelties, the alteration of what is established a novel practice or method. Innovation in education can be a new idea that is introduced in the learning process. It could be in form of the use of a new technique or equipment for facilitating understanding in learning. Fasanmi (2005), wrote that “an innovation is an adaptation of old ideas or material for new uses”. It is the process of introducing significantly new practices or ideas which will lead to positive changes in the teaching – learning processes. The ideas or practices could be the method of teaching, subject-matter, administrative procedures and instructional materials or equipment.

The importance of innovation in the school system is so profound that it could not be exaggerated. It is against this background that the Institute of Education, Obafemi Awolowo University (2006) included in its book the statement which emphasizes the importance of innovation in its training of teachers. According to the Handbook:

The Degree of Bachelor of Education is designed to produce teacher educators and professional teachers who will introduce and maintain a spirit of dedication, creativity and innovation into the teaching profession (p. 1).

Along the line, Federal Government of Nigeria in the Policy on Education (2004), wrote in support of the Institute of Education when it emphasized that “Teachers shall be regularly exposed to innovations in the profession (p.33-34). It is against

this background that the Institute of Education includes the following among others in its objectives:

1. To identify relevant and strategic professional partners among teacher education institutions in the country with which to implement innovative teacher education programmes through distance learning system.
2. To nurture o commitment to lifelong learning that is creative, innovative and responsive to changes in the world of knowledge and changing needs of the society.

Innovative ideas may reach teachers in the field through exposure to different types of courses such as reading professional journals and literature, participation in seminars, workshops, symposia, meetings, conferences and literary programmes. Teachers may equally be exposed to innovations through becoming members of Teachers Association/Subject Associations, attending Teachers Centres and the acts of using Problems Approach to tackle problems encountered in the class.

In the recent times in Nigeria, many innovations in curriculum practices have been introduced. According to Adaralegbe (1971), a trend in curriculum development today is the emphasis on:

- (a) essential or common leanings, sometimes called the core curriculum, which every-body is expected to experience, and
- (b) specialized learning to meet the different traits, talents, abilities and aptitudes of students (p. 58).

Along the line, Nigerians have witnessed innovations in the field of education in the following areas, teaching methods, specialized teaching aids, team teaching, individualized instruction schools broadcasts and excursions. The encouragement and spread of part-time/sandwich programmes, the 6-3-3-4 education system, the Universal Primary Education Policy and the introduction of the Universal Basic Education Programmes are all innovations along the line of education in schools in Nigeria.

The focus of this research is to find out the impediments on the implementation of innovations in Nigerian Secondary Schools. This research is justified as the ideas of innovation in this country have not achieved much. For example, the Universal Primary Education Policy, the 6-3-3-4 Education Policy and the early 6-5-4 Education System failed because of almost the same reasons such as lack of qualified teachers, insufficient school equipments, poor laboratory and library equipments, low incentive for teachers, poverty on the part of students leading to inability to process school needs, poor attitude of teachers to attend workshops, seminars, conferences, symposia, academic lectures and excursions. The poor attitude of principals to sponsor teachers to educative gatherings and the laizze-faire attitudes of teachers to implement innovations because of lack of incentives and personal hatred for teaching job. The resultant effects of all these being massive yearly academic failures, massive cheating in examinations, low turn of school children, poor school attendance, low standard of education and certificate racketeering.

It is therefore, the objectives of this research to find out why teachers poorly implement innovative ideas in their schools. The research would equally find out lasting solutions to the problems of poor implementation of innovations in the country's education system.

Behvaioural Change

Many educational changes demand changes in the behaviour of teachers, students, administrators, parents and also other groups involved. The more a change effort is characterized by behavioural change, the more it is important to involve the user in all aspects of change process from early identification of need throughout the process of implementation.

Organizational change

Organizational change may imply changes in structure, decision making, human interaction roles and functions and the technology of the organization, many changes efforts in education assume some degree of organizational change. Strategies for educational change therefore need to take organizational variables into account. The more educational changes involve the whole organization, the more complex change strategies will be and less certain one can be about the process and its outcome. Increasing degrees of organizational change call for increasing sophistication in understanding change and managing educational change.

Social change

Social change was earlier defined as 'the redistribution of power, resources, and opportunities within the system'. It is possible to facilitate social change within the educational sector by internal redistribution of resources and opportunity. One can also, however, look upon social change in a more global perspective, using the educational sector as the means by which life opportunities are equalized in society at large. In both cases one is dealing with highly complex change processes where the main aspect of the process is power redistribution, political control and redistribution of resources. The higher the degree of social change, the more vital is the link with the environment, and particularly support from political and social forces which will assist the change effort.

Centrality

In chapter 2 we defined this concept and referred to the findings of the Rand Corporation 'Change Agent' Project. The study found that the perceived centrality of an innovation appears to affect the interest and commitment of project participants at all level in the adopting institutions. The importance which the administration attaches to an innovation provides a 'signal' to project implementers. In highly centralized systems, the involvement of parliament, the ministry of education and central

innovation agencies maximizes the chances for programme implementation, but in no way guarantees it. High involvement of central political and administrative forces tends to increase the chances for adoption, but does not guarantee implementation.

Complexity

Innovations that assume a fairly level of co-ordination may vary along the following dimensions:

Target group focus: The smaller, more homogenous or specifically defined the target group, the less complex the project. The most complex innovations, for example, will involve an entire student body, curriculum area or faculty. **Curriculum focus:** The smaller the area of curriculum involved (i.e. foreign languages as opposed to requirements for the B.A. degree), the less complex the innovation. **Behavioural focus:** The broader the change in faculty or staff behaviour or attitudes assumed by the reform, the more complex the innovation. **Institutional integration:** This factor refers to the degree to which the activities constituting an innovation are interrelated, both among themselves, and with other activities of the institution's standard operating procedure. The greater the amount of institutional integration required for project implementation, the more complex the innovation.

The outsider groups

The interest in education ensures that all representative bodies will at some time try to influence the service. But there is also a wide range of pressure groups specific to the education service. They range from the National Confederation of Parent-Teacher Associations (NCPTA), which has representatives from all the major teachers' unions on its executive committee, is consulted by the DES and is itself represented on the Schools Council, to a group of parents trying to get a homosexual teacher removed from the local school. These groups often have acronyms for their little, such as the Campaign for the Retention of Eleven to Eighteen Schools in Manchester (CREEM) or the Campaign For A Uniform System of Education (CAUSE).

The NCPTA is a federation of groups concerned to press the case for cooperation between home and school. It includes the Home and Schools Council, the Parent-Staff Association and the Friends of the Schools. It presses for understanding between parents and teachers rather than parental influence over the curriculum, and this accounts for the support it receives from the teachers' unions. Other groups press more stridently for changes that may not be welcome to all teachers. For example, the Campaign for the Advancement of State Education (CASE) has, through local groups sought to accelerate the move to comprehensive schooling, to abolish corporal punishment in schools and to increase

parental participation in school government. Similar organizations are the Campaign for Comprehensive Education, the Programme for Reform in Secondary Education (PRISE) and the Council for Educational Advance. These and others press for more resources for education for the completion of a system of comprehensive secondary schools. There are also groups such as the Campaign for Academic Standard and the National Council for Educational Standards who cry 'halt' to any further innovation in order to stop what they see as the accompanying decline of standards of attainment. Further on there is FEVER, the Friends of the Education Voucher Experiment.

The most remarkable example of successful activity is the Pre-School, Playgroups Association. This started as a grassroots effort provide playgroups until there were sufficient nursery places provided by LEAs. When the expansion of nursery schooling slowed down, the playgroups, which were started by mothers and supported by organizers from the Pre-School Playgroups Association, have filled the gap. Today they are seen as having a permanent place in the education service. This is a remarkable development as the movement has grown in the face of opposition from the NUT, who saw it as a threat to professionalism. There are other groups pressing the case for resources for gifted children, handicapped children, dyslexic children and numerous categories who need special facilities. The importance of these groups lies not only in keeping politicians,

administrators and teachers aware of the need for attention to groups who require special resources, but in identifying problems for such attention. Pressure groups are an essential part of the democratic process. The position of the children of immigrants is a good example. There was not only a need to deflect resources to help such children in schools, but a need to bring home to those responsible that the communities were concerned and wanted to help.

It is not easy to affect change in education with half a million teachers claiming autonomy in the classroom and head teachers maintaining their claiming autonomy in the classroom and head teachers maintaining their freedom to run their schools in their own way. When MPs ask questions in the House of Commons about Curricula, teaching methods or the way individual schools are run, they are told that this is not the business of the Secretary of State. When the Right to Learn or some other pressure group approaches an assistant education officer they are told that the running of schools is the concern of the staffs within them. The questions that most pressure groups ask are referred to the professionals. They claim autonomy and are sustained in this stance by the teachers' unions and professional associations. The Education Act might state that the Secretary of State should secure, or the LEA organize, efficient schooling, but actual practices and the informal agreement that reinforce them act as a barrier to those who press for change from the outside.

Here the difficulty of securing a democratic, parental or consumer interest in the service is most apparent. The Beveridge Report, and the legislation that founded the welfare state in the 1940s, omitted any direct public participation in the running of the new public services, on the assumption that this would not be necessary given the open, fraternal way in which they were to be run. Pressure groups may be only an inferior substitute. First, they usually represent those whose least need help in getting the service they want. Second, the influence of groups tends to cancel out. Inaction in the face of pressure to support a Moslem voluntary school can always be justified by reference to other pressures for multi-ethnic schools. Finally, the rich informality of much of the negotiation involving 'insider' groups serves to exclude other groups. It is difficult to know where to lobby when meetings are not scheduled, or to look when there are no agendas, or to press when you don't know where the decisions were made. Justifiably, a frequent official response to a new pressure group is "What is their constituency, how wide is their support? But to those on the outside looking in, rejection can appear to be not only unfair, but sinister because the interests involved are concealed.

The activities of outsider pressure groups feed grassroots view into decision-making. They make it difficult for government to act in unpopular ways. But the pressure also influences decision-making for if this is improvisation and accretion, and not a top-down, linear procedure,

influence can move up as well as down. Furthermore, they are influential at all levels.

Innovation and the educational setting

Successful implementation will to a large extent be determined by factors in the educational setting in general or in the climate of the school in particular.

The educational system as such simultaneously has a need for change and for stability. The 'change capacity' of the system will, to some extent, depend on the balance between these two forces.

The educational system as a total, and each sector of the system (e.g. elementary education), are characterized by different interest groups, and various innovative projects will have support from some and not from others. The likelihood of implementation of change efforts, therefore, can partly be understood as a conflict between revitalizing forces within the system.

Innovations characterized by a high degree of centrality in the system have the best chance of adoption and implementation. Implementation is less certain if the distance between educational administrators and teachers in the system is large and more certain if there is close identification between educational administrators and teachers.

Complex innovations are dependent on a high degree of coordination among institutions and a high level of organizational development capacity within the institution. Complex innovations are in particular dependent on a variety of methods for staff development throughout the whole programme period. These innovations are often characterized by a high degree of behavioural change and demand a high level of involvement of the user (including teachers, students and parents) from early initiation to institutionalization. Organizational changes in addition demand a high degree of integration in the system, of organizational development capacity within schools and also of support from the system.

The structure of the educational setting is in itself often a major barrier to reform. Several aspects need careful consideration; for example, financing principles need to be geared to the way people are supposed to be rewarded, and decision making should be adjusted to changing roles and relationships. Support structure need modifications according to the complexity, nature and amount of change. The individual school may need to adjust its organizational structure, decision making and task structure.

Innovation and change strategy

Strategies for educational change to be successful need to be adjusted to the characteristics of the innovation itself. Innovations which

involve social change will probably require the adoption of fairly strong central coercive strategies. Innovations characterized by a high degree of complexity, nature and amount of change and technological emphasis probably need a combination of R D and D strategies and problem approaches. (These also, at certain stages, need political administrative support for adoption and a conscious utilization of social interaction strategies).

Strategies for change have to be related to the whole time span of the innovative programme from early problem identification to implementation. Who initiates, who decides, what roles are created what linkages are provided among individuals and institutions, become crucial elements in any change strategy. For example, if an innovation demands the full understanding and involvement of the user in implementation, it is desirable that he or she should be involved from the early stage of planning.

All systems have certain expectations of how changes come about. Drastic changes in the process by which changes come about (or, in other words, the introduction of different types of strategies for change) will raise new questions and demand strategies not directly related to the innovation itself. The relationship between the innovation and change strategy, therefore, becomes a crucial variable in the outcome of the innovation. The

innovation will often be identified with the way it was brought about, and its success to a large extent will be dependent on the success of the strategy.

Change strategy and educational setting

Successful innovation strategies are dependent on a mutual adaptation and development relationship between the actors in the system.

The extent to which innovation activities ought to be regarded as separate tasks or, alternatively, integrated with daily operations, is a complex question related to the capacity of the institutions to deal with innovations (including the skills of individuals involved), the character of the innovation itself and the demands from the environment. No general solution can be given without careful analysis in each case. If innovative programmes are organized separately, the following are essential:

- a. There must be on-going communication between decision makers in the educational setting and in the innovative sub-system.
- b. For successful implementation, the 'ordinary' institutions in the system need to be involved in the planning, development and evaluation of innovations. Skills and attitudes towards an innovation will depend largely on the ownership of the innovative activities by existing institutions.

- c. Criteria for evaluation need to be established between people who are responsible for innovative activities and other actors in the system. The outcomes (e.g. in student performance) of innovative programmes may not be readily comparable with traditional outcomes. Co-operative evaluation strategies are therefore necessary.

Change strategy and environment

A major change effort is dependent on political acceptance and sometimes on political shelters throughout the whole innovation period. Political acceptance and stability, therefore, become an important factor in the change process. The life of an educational innovation project to some extent will depend on how far the change strategy is acceptable to the environment.

Teacher unions are increasingly concerned about change strategies because innovative efforts often involve teachers directly and therefore change their work conditions. An open dialogue between teacher unions and the innovation team is therefore a necessary condition for success.

Educational setting and the environment

The more acceptance and general good-will that exist between the educational sector and the external environment, the more likely it is that

the education sector has freedom to experiment and manage innovative activities in the system. The most important control on the educational system from the environment is economic control. Uneasiness about the educational system with usual result in economic constraints which in turn will reduce the freedom of the educational sector to initiate innovations.

In reducing the economic freedom of the system, the external, political and economic sector may direct resources to sectors which are considered by the environment as priority sectors for change within the system, or it may initiate alternative development outside the educational sector.

The Dynamics of Educational Change

Although one can maximize the chances of implementation, one would usually be far from guaranteeing certain result of reform activities in a social even if one knew and could control all factors. Any case study of educational change will illustrate that unexpected results are as certain as expected outcomes. One difficult dilemma that needs to be examined further is the relationship between short-term and long-term consequences if any new policy. Experience shows that several innovative efforts that may have short-term positive effects may have very different effects over time. this has implications for the way in which innovative decisions are taken, since the attitude do something here and now is a strong pressure

on most educational systems. The increasing pressure towards accountability, for example, seems to move school systems towards concentration on short-term measurable effects which might have quite negative effects in the long run, the outcomes of the teaching-learning process after all cannot be easily measured, and particularly not over short time spans.

However insensitive social systems may be to new policy directions, they all seem to have a few sensitive influence points, where a change effort might succeed. Sometimes these points are not quite where one would expect, and sometimes, due to the complexity of the process that lies ahead, one might easily influence the system in the wrong direction even if one knew where to start!

Also, innovators sometimes operate through points in the systems which provide little leverage for change. Several attempts, for example, have been made to establish team teaching. This has been successful in some systems, but not at all in others. Numerous efforts to train teachers, develop material, reorganize the school and decentralize decisions have shown that the effects measured in terms of the amount of team teaching are not very impressive. The influence point which has been assumed has been the retraining of teacher to alter attitudes and skills. If one looks further into the problem, one will find in many schools that the existing incentive structures do not help the teacher to change in desirable

directions. In some countries, for example, the teacher is paid for the preparatory and follow-up work of instruction (although it is assumed in a normal work load). Team teaching demands much work to be spent on preparation, co-operation and follow-up. The entry point might therefore be changes in the incentive system rather than training schemes. Similarly, most teachers have found security in the self –contained classroom. In team teaching, the continuous challenges of day-today contacts with colleagues in the classroom alter their security base. Until a new basis for security is found, possibly through quite complex changes in the organization, its climate, style of leadership, evaluation and social organizations, the type of cognitive skill training courses that are usually selected as the entry point have little leverage for change.

The complex relationships among the various critical dimensions in a change process, including environmental forces, required a process that continuously reassesses the forces at work to modify the whole process if necessary. Some form of continuous feedback based on comprehensive evaluation is necessary. Any process has to be seen as continuous development implying both consensus and conflicts within the system. The degree of consensus and/or conflict is not a measure of success. This theoretical orientation could be called the mutual adaptation and development process or the dialectic model of educational change. Successful implementation would mean the ability of the institution to be

responsive to externally developed and/or directed innovations on the one hand, and at the same time the ability of the institution to develop a creative growth and improvement process. The process of implementation, therefore, is the process characterized by dialogue between the institution and its central administration.

The degree of implementation, according to this definition, would not only be a measure of the degree to which the institution as a unit adopts externally developed needs, but also the extent to which external units (e.g. political unit and administrative bodies) adapt themselves to continuous demand and processes within the institution, in other words, the extent to which the total system is responsive to the need for development. This may imply consensus or compromise building in which some may benefit more than others. Often it implies the certain aspects of an innovation are adopted and implemented while other parts are omitted. Thus, in the process of mutual development and adaptation the innovation itself undergoes change. In addition, the structures, strategies and people involved in the process also change,

Innovations that are simply accepted from outside and adopted are very rare. If such situation exists, do not seem to produce the continuous process of renewal within the institution which seems to be a necessary condition if innovations are to have any meaning. In these situations we must conclude. The more things change, the more they stay the same.

One type of practice is simply replaced by another, but behavioral and programmatic regularities are not altered in any significant way.

The School as the Unit for Change

Whatever change goals or change strategies we can conceive of, ultimately, they should affect the life of students and teachers in schools. The school as an organization, therefore, becomes the focal point for change. To what extent is it able to renew its practices? What type of strategies would be most effective in assisting the school in the process of change?

The institution's creativity

The ability of the institution to identify its own development needs and to organize a process of self-renewal is difficult to study simply because it is seldom expressed or consciously understood. In spite of this problem, it is possible to understand several aspects of the process by discussing the situation with the various interest groups involved within the institution and external to the institution. Without implying that there is a linear process of development, the following steps may be seen as increasing signs of a creative process.

1. Individual within the institution are conscious of their own needs for renewal.

2. Sub-groups within the institution have expressed needs for changes which are common to other subgroups or are in conflict with the needs of other sub-groups.
3. The institution has been able to adopt a plan for renewal and is developing motivation for institutional growth-the original innovative ideas are already undergoing change.
4. The institution is developing its capacity or ability for self-development – new talents as well as alternative ideas develop.
5. The institution is actually managing a self-renewal process with, or without, external help.
6. The institution has an on-going programme of self-renewal and is assessing and redesigning its own renewal programme.

A School Development Programme

The main task of an educational institution is to facilitate learning. While this task only a few years ago was interpreted as the teaching of certain knowledge, skills and attitudes, it is increasingly more broadly understood. The rapid development of the knowledge base in most school subjects as well as changes in the student population and in the environment has made the traditional teaching strategy less adequate.

As school look for new and better learning strategies they also undergo institutional changes. Sometimes these changes are rather and

small and piecemeal, such as the development of a new timetable, or team teaching between two colleagues. In order schools it is increasingly understood that students learn from actual experience. That is, they learn from the school as an institution and from the environment, more than from what is taught. The consequences are that the school as an organization must itself be a self-renewing learning environment.

As school development programme needs to take all factors and relationships into account to be able to improve its practices. It might, for example, be necessary to improve department co-operation, but this again should be considered in relationship to value and structural conditions (e.g. decision structures) which were usually established to satisfy a different purpose. In all probability the development programme will raise value difference which will challenge the leadership of the school. No single change in a school should be considered without an adequate understanding of the dynamic interplay of forces within the organization. Increasingly it becomes clear that a particular change is not crucial as the process by which the school can continuously improve itself. How can such a process be developed?

1. Contract. The staff (sometimes also students and parents) agrees to commit themselves to a process that would involve an open dialogue, time, work and possibly the learning of new skills. Sometimes the contract goes beyond such as psychological

contracts to include resource allocation, and the use of external resources.

2. Analysis. The staff engages in an analysis of what is, how the school functions, and what its members would like it to be, this process reveals discrepancies between the way various individuals and groups perceive the institution to be in the real situation and how they would like the institution to be in the ideal situation. The analysis might best be facilitated by an organizational consultant and, if possible, through the use of a diagnostic instrument as well.
3. Dialogue. Any analysis of this kind leaves the school with several options. To be able to develop, members of the school need to discuss the data to give it further meaning. In particular, if part of the data comes as data-feedback from a diagnostic questionnaire, time for interpretation and discussion is vital. With the use of data-feedback the life of the school can be presented in profiles and compared with similar schools .e.g. one profile might show modes of conflict resolution, another the pattern of teaching methods.

Methodology

Three hundred and twenty (320) practicing teachers from Osun, Ogun and Oyo States of Nigeria were the subjects of this study. They were teachers that have spent at least ten years in the teaching profession. The teachers include both males and females with different school disciplines and backgrounds. They were all professional teachers with qualifications ranging from Nigeria Certificate in Education (NCE) and Degrees in the field of Education.

The instrument used to collect data for the study was a questionnaire tagged the Problems of Implementation of Innovations Scale (PII) and it contained four sections with 30 items. The instrument was developed to measure the attitude of teachers to the implementation of innovations in Secondary Schools. Included in the instrument were statements relating to the bio-data of respondents, knowledge of what innovations are, attitudes of respondents toward effective implementation of innovations and the problems of innovation in School. It also included solutions to the problem of poor implementation of innovations in Secondary Schools in Nigeria. Its construct validity was ascertained using experts judgment.

Three hundred and forty six (346) copies of questionnaire were administered on teachers of randomly selected schools in the states chosen for the study by the researchers of the 346 administered, only 320 (or 92.5%) were found usable.

Results and Discussions

Table 1 presents item by item percentage analysis:

Table 1: Level of Awareness of Innovations in Nigeria

	SECONDARY SCHOOL	YES	%	NO	%
(a)	Are you aware of any innovation in the field of teaching and learning since you joined teaching job?	285	89.1	35	10.9
(b)	Are you aware of the 6-3-3-4 Education System?	300	93.75	20	6.25
(c)	Are you aware of the post JAMB Examination for University Matriculation Students?	280	87.5	40	12.5
(d)	Are you aware of the introduction of JAMB to candidates seeking University, Polytechnic and College of Education admissions?	316	98.75	4	1.25
(e)	Are you aware of part-time/sandwich/correspondence programmes for tertiary students?	288	90%	32	10

Table 2: Attitudes towards Innovations in Schools

	SECONDARY SCHOOL	YES	%	NO	%
(a)	Are you happy about innovations introduced to Schools in your State?	256	80	64	20
(b)	Do your students show interest in innovations?	224	70	96	30
(c)	Do you contribute money to finance attendance of seminars/conferences/symposia towards the implementation of innovations ideas?	40	12.5	280	87.5
(d)	Do you make use of innovative ideas in your class teaching?	240	75	80	25
(e)	Do you think about new innovations in your field of teaching?	288	90	32	10-
(f)	Do you develop innovation in your learners at all?	192	60	128	40

Based on Table 2 above, teachers are happy with innovations in their areas of teaching. They are however skeptical about using their money to finance or attend seminars/conferences/symposia. The teachers (75%) ascertained that they are innovative ideas in their endeavours and agreed (90%) that they think about new innovations in their disciplines. Sixty percent also indicated that they develop innovative ideas in their learners. With the findings above, teachers could be assumed to be well disposed to innovations.

Table 3: Problems of Implementation of Innovation

	SECONDARY SCHOOL	YES	%	NO	%
(a)	Does the implementation of innovations have problems in your school?	240	75	80	25
(b)	Do you face problem(s) in the implementation of innovative ideas in your school?	256	80	64	20
(c)	Does your principal support the implementation of innovations?	280	87	40	12.5
(d)	Does your principal finance conferences seminars, symposia etc	144	45	17	55
(e)	Does your principal finance you when required to attend seminars, symposia workshops etc?	144	45	176	55
(f)	Do you face the problem of teaching resources in the course of implementing innovative ideas?	96	30	224	70
(g)	Is your teaching condition a menance towards successful implementation of innovations in the school?	80	25	240	75

In table 3 above, it was found out that the implementation of innovations in Nigerian schools is faced with numerous problems. Many principals do not take joy in providing finance for innovations and educational opportunities to get exposed to the ideas introduced by innovations. Many schools lack learning resources which constitute impediment to effective implementation of innovations. The teaching condition in Nigeria was found to be a barricade to effective utilization of innovative ideas.

It could be disclosed here, that the non-effective use of innovations at the secondary school level in Nigeria has caused most of the problems in the schools.

Table 4: Suggestions towards Successful Implementation of Innovations in Nigerian Schools

	SECONDARY SCHOOL	YES	%	NO	%
(a)	Teachers should be economically well placed in Nigeria	300	93.75	20	6.25
(b)	Learning resources must be adequately put in place	288	90	32	10
(c)	Principals should sponsor teachers who want to attend seminars, symposia, e.t.c	256	80	64	20
(d)	In-service training of teachers must be encouraged in Nigeria	280	87.5	40	12.5
(e)	The establishment of private institutions must be properly controlled by the ministry of Education	304	95	16	5
(f)	Government must reward creative ideas and ventures	288	90	32	10
(g)	Both teachers and students must be encouraged to attend excursions	224	70	96	30
(h)	Teachers must be encouraged to be computer literate	304	95	16	5
(i)	Teachers must be encouraged to partake in subject associations	288	90	32	10
(j)	Teachers must be encouraged to read education reports and others related to effective education in schools	300	93.75	20	6.25
(k)	Teachers must encourage learners to read biographies of explorers, inventors and people who discovered certain things	256	80	64	20
(l)	Governments in Nigeria must make computers available for students and teachers to explore information	304	95	16	5

Based on the findings above, the respondents agreed that teachers should be economically made buoyant, principals should sponsor teachers to educative meetings and in-service training should be encouraged. The respondents advised the Ministry of Education to control and monitor private schools for effective utilization of innovations and that creative ideas must be rewarded by the government. They indicated that teachers and students must be computer literate and equally attend excursions. Teachers were also advised to take part in subject associations and should be well read. Respondents

indicated that students should be encouraged to read biographies of explorers and other related literatures that can aid innovations. They (95%) agreed that the Government should provide for learning resources and computers for teachers and students.

Recommendations

Based on the results of this research, it is recommended that the government should:

- Give adequate financial support to her schools.
- Monitor the school programmes through inspectors at different levels of the government ministries.
- Make it compulsory for principals to sponsor Seminars, Symposia, Conferences e.t.c. and make sure they sponsor their teachers to attend them.
- Give incentive to teachers by approving the often demanded "Teachers Salary Scale" (TSS).
- Compensate teachers who attend sandwich or part-time courses by using their new certificates to remunerate them or giving them allowances/bursary or scholarship.

The school principals should not pay lip-service towards sponsoring teachers to seminars, and conferences. At the same time, teachers should read wide and get prepared for meeting up the challenges ahead of them in their teaching endeavours.

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