ASSESSMENT OF DIFFERENT STRATEGIES OF CURRICULUM INNOVATIONS AND EFFECTIVE DISSEMINATION OF CURRICULUM INNOVATIONS IN SENIOR SECONDARY SCHOOLS IN SOUTH-WEST, NIGERIA

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Abstract

Effective dissemination of curriculum innovation using appropriate strategies is required for curriculum improvement with the aim of empowering the citizens. Thus, this paper assessed different strategies of curriculum innovations and effective dissemination of curriculum innovations in Senior Secondary Schools (SSS) in South-West, Nigeria. Four objectives with corresponding research questions were raised and answered in this study. Also, two hypotheses were tested. A descriptive survey research design was adopted in the study. A sample of 723 participants were chosen from thirty (30) SSS in three randomly selected states (Lagos, Ogun, and Oyo) in South-West, Nigeria. Questionnaires were used to collect data from the participants. The data were analysed using frequency counts, percentage, mean, standard deviation and independent t-test at 0.05 level of significance. The results showed that the teachers and the principals were aware of different dissemination strategies available in SSS in Southwest, Nigeria to a large extent; the students believed their teachers' use of new materials for teaching curriculum innovation is low; and the agencies of curriculum innovation are not effective in disseminating curriculum innovation materials to SSS in Southwest, Nigeria. The study concluded that curriculum innovations are not disseminated and implemented effectively in SSS in South-West, Nigeria. The study recommended among others that: curriculum innovative agencies should ensure that students like other stakeholders (teachers and principals) are aware of any innovation at the SSS level using appropriate dissemination strategies; and teachers should be encouraged to increase their frequency of the use of innovation strategies for the dissemination of curriculum innovation in SSS.

Introduction

The dynamic nature of the society as part of the driving forces makes curriculum innovation inevitable in any country. According to Oyebola (2019), the demands of the 21st century with the ever-emerging trends in knowledge, societal and political needs, require that countries continue to reform, innovate, and transform their curriculum to deal with complex issues of globalization. The

need to increase equity and improve students' educational outcomes is growing all over the world. This need requires that innovation should come from social, economic, political, and technological considerations within and outside every country. Innovations are indispensable for a nation and humankind to survive and progress. However, lack of innovation can draw back progress in students'' academic achievement (Serdyukov, 2017). Therefore, curriculum innovation should be regarded as indispensable instrument for positive change in any society. As a result of this, every human activity (including education) needs constant innovation to remain sustainable.

Curriculum innovation is the creative selection, organisation and utilization of human and material resources in new and unique ways which will result in the attainment of a higher level of achievement for defined goals and objectives (Igwe, 2011). It is a dynamic process that involves the views, decisions, and actions of different groups of contributors. This means that curriculum innovation is a planned and deliberate practice that is perceived to be new by the individuals (such as secondary school teachers in this case) who are expected to use it. Li, Zhang, Dai1 and Hu (2021) stressed that there are three critical elements of any curriculum innovation namely: curriculum objective, curriculum contents and curriculum implementation. According to Li, Zhang, Dai1 and Hu (2021), the curriculum objectives should focus on cultivating key competencies of students; the curriculum contents should emphasize four points namely: stimulating students' interest, teaching around big ideas and integrated interdisciplinary content, focusing on cultivating students' key competencies and facilitating their positive thinking, and choosing the course contents based on students' cognitive development characteristics; and the curriculum implementation should be consistent with the existing principles.

Innovation involves a new way of thinking which can help students to develop creativity and problem-solving skills. The aim of curriculum innovation is to bring about improvement in the predetermined goals of education. It plays a crucial role in creating a sustainable future. According to Mkpa and Izuagba (2004), innovation is important in education as it is considered as an instrument designed deliberately to equip individuals in any society to be able to live worthy and happy life. However, most curriculum innovation aimed at; enriching learning materials; improving instructional strategies and techniques to make learning faster and better for learners; enhancement of the design and production of basic and enriched materials; and the usage of facilities that are designed to support and promote the achievement of curriculum aims and

objectives. Consequently, curriculum innovation often leads to adjustment in the teaching and learning processes for the desired objectives to be achieved.

Curriculum innovation strategies simply refers to the procedures used for introducing and implementing innovations at any level of education. Innovation strategy is a deliberate attempt to bring about innovation. It is a term which refers to the procedures and techniques used by group of individuals at different levels of the educational system to attain the desired educational objectives. It involves a sequence of specified activities required to achieve the intended outcomes of the innovation being introduced or implemented in schools. This shows that utilisation of any strategy requires effective for it to be successful. This planning must incorporate a well-designed dissemination strategy before the implementation of innovation begins, and it must also include the mechanism for monitoring the innovation being implemented.

Bennis, Benne, and Chin cited in Ncube and Kajengo (2000) identified three series of strategies that which be used to implement innovations. These are: rational-empirical strategies, power-coercive strategies, and normative re-educative strategies. The rational-empirical strategies regard people as rational and based on the belief that people can accept change in organisations if evidence for the need to change is supported by research findings (Ncube & Kajengo, 2000). The power-coercive strategies are used by people who have power to influence the innovation. The people include: government officials, education authorities at the national and local level, education officers, heads of schools, and teachers. All these change agents have political, legal, administrative and economic power to ensure that the innovation takes place. Power-coercive strategies bring immediate and quick results if the client system and innovation agents accept the proposed innovation (Ncube & Kajengo, 2000). Power-coercive strategies are relatively easy and cost-effective to implement. On the other hand, normative re-education strategies are based on the philosophy that people are active, and they need satisfaction, hence, people should be motivated. This means that innovation takes place because of change in attitudes, skills, values, norms and relationships within the client systems. Therefore, for innovation to be accepted and implemented, the cooperation between the agent and the client system is required using normative re-education strategies.

Studies by Solanke (2012) and Ekwerike, Igwe and Maduekwe (2018) emphasized the need to adopt strategies to bring about effective change and improvement in education. The strategies often used to create awareness and raise stakeholders' interest in the innovation in order to achieve the desired results at the stage of dissemination include workshops, conferences, meetings, visits, distribution of curriculum materials, press releases, newsletters, discussions, questionnaires, magazines, posters, journals, television and radios. The strategies also involve consultations with various stakeholders such as the teachers, parents, principals, master trainers, experts in the education industry, and professional associations. Thus, proper use of dissemination strategies will ensure best practices in the classrooms, self-reliance for leaners, global competitiveness, and leaners' adaptability into any part of the world.

Any curriculum innovation must be effectively disseminated to achieve its goals. This is because proper dissemination is crucial for achieving the goals of any quality innovation. Dissemination involves spreading of concepts, knowledge, beliefs, behavioural pattern, and skills to aid change process. Awareness about how the current educational practices or policies or programmes are hindering the actualization of the educational goals both economically and technologically are usually created during dissemination of innovation. Also, the rational for the innovation is communicated to the implementers. Thus, dissemination ensures close relationship between the innovators and the implementers. This encourages the questions to be raised and answers provided on the workability of the elements of the new materials or the innovation. This is why Igwe (2011) asserted that no matter how well the curriculum innovation of any subject is planned, designed and documented, dissemination is germane. In Nigeria, the agents for dissemination of curriculum innovation include Nigeria Educational Research Development Council (NERDC), National Universities Commission (NUC), West African Examination Council (WAEC), Joint Admissions and Matriculation Board (JAMB), and National Examination Council (NECO).

Curriculum innovation is a key to the success of Nigerian educational system. Innovation is important to students' learning as it poses a challenge to students by giving them problems which are both authentic and interesting. This in turn encourages the students to study independently with the view to providing solutions to the given problems. With this act, it improves education of the leaners because it compels the learners to use a higher level of thinking to solve complex problems. Also, innovation builds complex skills in leaners, and it gives hands-on experience to students on

areas such as sciences, technology, and art. However, trained agents are required to stimulate and arouse interest of other stakeholders in the new values, attitudes, and behaviour through the process of identification and internalization of the innovation for the educational system to function effectively with the innovation. This will enable other stakeholders such as the implementers to be recognized and they can accept responsibility for it and implement the innovation to bring about the desired results. This may be the reason Ofsted (2008) argued that successful innovation relied on strong leadership at all levels, a shared understanding of the reasons and need for innovation and committed staff (including the teachers) who had been prepared and trained carefully to implement innovation.

Statement of the Problem

Over the years, the Nigerian education system has witnessed series of innovations at all levels of education, to respond to the needs and yearnings of its citizens and the society at large. However, despite the emphasis on and financial investment attached to the secondary education, it is disheartening that the many efforts at bringing innovations to this level of education has continued to experience relative decline in quality over the last decades. This can be seen by the fact that stakeholders, teachers, students, parents, policy makers and the public at large continue to express deep concern over the fact that senior secondary school leavers are ill equipped to cope with the challenges of higher education and are not well prepared with the inculcation of functional skills to effectively face the world of work upon graduation. Supporting this notion, Awofala and Sopekan (2013) succinctly averred that the senior secondary school students upon graduation lacked the functional skills of survival whether they intend to proceed to tertiary education or engage themselves in their world of work. This could be because of improper strategies used in the dissemination of curriculum innovations which have prevented the innovation from getting to its end users. The resultant effect of this is that the students are not able to face the challenges of the 21st century.

Purpose of Study

The purpose of this study was to assess different strategies of curriculum innovations and effective dissemination of curriculum innovations in the Senior Secondary Schools (SSS) in South West, Nigeria. Specifically, the study sought to:

(1) ascertain the teachers' level of awareness of different dissemination strategies available in SSS in Southwest, Nigeria;

(2) ascertain the principals' level of awareness of different dissemination strategies available in SSS in Southwest, Nigeria;

(3) examine students' perception on teachers' utilisation of new materials for teaching curriculum innovation at the SSS level in Southwest, Nigeria; and

(4) determine the effectiveness of the agencies of curriculum innovations in the dissemination of innovation strategies in Southwest, Nigeria.

Research Questions

The following research questions are raised in this study:

1. To what extent are the teachers aware of different dissemination strategies available in SSS in Southwest, Nigeria?

2. To what extent are the principals aware of different dissemination strategies available in SSS in Southwest, Nigeria?

3. What is the students' perception on teachers' use of new materials for teaching curriculum innovation at the SSS level in Southwest, Nigeria?

4. How effective are the agencies of curriculum innovation in disseminating curriculum innovation materials to SSS in Southwest, Nigeria?

Research Hypotheses

The following hypotheses guided this study:

Ho1: There is no significant difference in the teachers' and principals' level of awareness of different dissemination strategies available in SSS in Southwest, Nigeria.

Ho2: There is no significant difference in the teachers' level of awareness of different dissemination strategies and the students' perception on teachers' use of new materials for teaching curriculum innovation at the SSS level in Southwest, Nigeria.

Methodology

This study adopted a descriptive survey research design. A sample of seven hundred and eighty (780) participants comprising of four hundred and fifty (450) teachers, three hundred (300) students and thirty (30) principals were randomly selected in Senior Secondary Schools used for this study. Three states (Lagos, Ogun, and Oyo States) were randomly selected in South-West, Nigeria. Also, thirty (30) senior secondary schools (SSS) were randomly selected in all the states based on the number of SSS in each of the states sampled. Consequently, 8SSS, 8SSS and 14SSS were randomly selected from Lagos, Ogun, and Oyo states respectively. Also, fifteen (15) teachers and ten (10) SS3 students were randomly selected from each of the 30 SSS sampled in the three states. Equally, all the principals of the thirty (30) selected Senior Secondary Schools were used for the study.

The instruments for data collection were 3 self-designed questionnaires for teachers, principals, and students. The questionnaire for teachers was titled "Assessment of Different Strategies of Curriculum Innovations Questionnaire for Teachers (ADSDCIQT)". This questionnaire was researcher-designed which consisted of 5 items relating to teachers' level of awareness of the different dissemination strategies available in SSS and 5 items on effectiveness of agencies of curriculum innovations in the dissemination of innovative materials to SSS. The first 5 items were formed on a 4 point Likert-scale of "**VLE**= To a Very Large Extent", "**LE**= To a Large Extent", "**SE**= To a Small Extent", and "**VSE**= To a Very Small Extent"; and the other 5 items were formed on a 4 point Likert-scale of 'Highly Effective, Moderately Effective, Fairly Effective, and Not Effective". The questionnaire for principals was titled "Assessment of Different Strategies of Curriculum Innovations Questionnaire for Principals (ADSDCIQP)". This questionnaire was researcher-designed which consisted of 5 items relating to principals' level of awareness of the different dissemination strategies available in SSS. The items were formed on a 4-point Likert-scale of "**VLE**= To a Very Large Extent", "**LE**= To a Large Extent", "**SE**= To a Small Extent", and "**VSE**= To a Very Small Extent". Also, the students' questionnaire was titled "Assessment of Different Strategies for Dissemination of Curriculum Innovations Questionnaire for Students (ADSDCIQS)." This questionnaire consisted of four (4) items on students' perception on their teachers' use of new materials for teaching curriculum innovations at the SSS level in Southwest, Nigeria. The students' questionnaire was formed on a 4-point Likert-scale of 'Strongly Agreed-SA', 'Agreed- A', 'Disagreed –D' and 'Strongly Disagreed- SD'. However, out of 780

participants, only 723 participants returned the copies of the questionnaire administered on them. This 723 consisted of four hundred and twenty-one (421) teachers, twenty-eight (28) principals and two hundred and seventy-four (274) students. Thus, the analsysis in the study was based on 449 returned copies of the questionnaire. The data collected were analysed using frequency counts, percentage, mean and standard deviation, while the hypotheses were tested using Independent T-test at 0.05 level of significance.

Results

Research Question One: To what extent are the teachers aware of different dissemination strategies available in Senior Secondary Schools in Southwest, Nigeria?

Table 1: Extent at which the teachers are aware of different dissemination strategies. available in Senior Secondary Schools

A	Level of Awareness of Different Strategies	VLE	LE	SE	VSE	Total	Remarks
1.	I have been exposed to the various strategies for disseminating new ideas in my school by the government.	205 48.7%	173 41.1%	29 6.9%	14 3.3%	421 100%	To a Large Extent
2.	New ideas in the school system include e-learning such as Zoom, Goggle class, and Microsoft Team.	176 41.8%	212 50.4%	24 5.7%	9 2.1%	421 100%	To a Very Large Extent
3.	Strategies for disseminating planned change include in-service- trainings, conferences, seminars and workshops.	83 19.7%	189 44.9%	108 25.7%	41 9.7%	421 100%	To a Very Large Extent
4.	I am aware of different strategies for disseminating planned change in secondary school.	239 56.8%	167 39.7%	12 2.9%	3 0.7%	421 100%	To a Very Large Extent
5.	Teachers are always sensitized whenever new ways or methods of teaching are introduced in the school by agents of Curriculum Innovation.	105 24.9%	209 49.6%	83 19.7%	24 5.7%	421 100%	To a Large Extent
	Grand Total	808 38.4%	950` 45.1%	256 12.2%	91 4.3%	2105 100%	To a Large Extent

Source: Field Survey
Scales: **VLE**= To a Very Large Extent, **LE**= To a Large Extent, **SE**= To a Small Extent, **VSE**= To a Very Small Extent

Table 1 reveals that analysis of items 1 to 5 shows that 808(38.4%) of the teachers are aware of different dissemination strategies available in Senior Secondary Schools (SSS) to a very large extent; 950(45.1%) to a large extent, 256(12.2%) to a small extent, while 91(4.3%) to a very small extent. Based on this analysis, it can be concluded that the teachers are aware of different dissemination strategies available in SSS to a large extent.

Research Question Two: To what extent are the principals aware of different dissemination strategies available in Senior Secondary Schools in Southwest, Nigeria?

Table 2: Extent at which the principals are aware of different dissemination strategies.
available in Senior Secondary Schools

S/N	Level of Awareness of different Strategies	VLE	LE	SE	VSE	Total	Remarks
1.	Some of the innovation strategies for teaching in recent times in the classrooms are Zoom, Google Class.	7	12	7	2	28	To a Large Extent
		25.0%	42.9%	25.0%	7.1%	100%	
2.	I inform my teachers, students, parents and school community once an innovation is introduced.	11	13	4	0	28	To a Large Extent
		39.3%	46.4%	14.3%	0.0%	100%	
3.	Principals should be knowledgeable of the innovation strategies in order to communicate effectively.	15	13	0	0	28	To a Large Extent
		53.6%	46.4%	0.0%	0.0%	100%	
4.	Principals help teachers interpret the new ideas introduced in Senior Secondary Schools.	8	17	2	1	28	To a Large Extent
		28.6`%	60.7%	7.1%	3.6%	100%	
5	Principals should ensure that the new instructional strategies such as Edmodo, Microsoft Team, Whatsapp are effectively used through supervision.	17	10	1	0	28	To a Large Extent
		60.7%	35.7%	3.6%	0.0%	100%	
	Grand Total	58	65	14	3	140	To a Large Extent
		41.4%	46.4%	10.0%	2.1%	100%	

Source: *Field Survey*
Scales: **VLE**= To a Very Large Extent, **LE**= To a Large Extent, **SE**= To a Small Extent, **VSE**= To a Very Small Extent

Table 2 reveals that analysis of items 1 to 5 shows that 58(41.4%) of the principals are aware of different dissemination strategies available in Senior Secondary Schools to a very large extent; 65(46.4%) to a large extent, 14(10.0%) to a small extent, and 3(2.1%) to a very small extent. Based on the analysis in Table 2, it can be concluded that the principals are aware of different dissemination strategies available in SSS to a large extent.

Research Question Three: What are the students' perception on their teachers' use of new materials for teaching curriculum innovations at the Senior Secondary School level in South West, Nigeria?

Table 3: Students' perception on their teachers' use of new materials for teaching
curriculum innovation at the Senior Secondary School

S/N	Items	SA	A	D	SD	Total	Remarks
1.	My teachers use new instructional materials in teaching and learning (such as Zoom, What's app, Google Classroom).	52	152	57	13	274	Agreed
		19.0%	55.5%	20.8%	4.7%	100%	
2.	New materials are always sent to my school and on time (such as computer, internet, Microsoft Team)..	25	111	106	32	274	Agreed
		9.2%	40.5%	38.7%	11.7%	100%	
3.	My teachers use the 21st Century gadgets (such as computers, smart phones, internet, e.t.c) for teaching and learning.	53	109	70	42	274	Agreed
		19.3%	39.8%	25.5%	15.3%	100%	
4.	Teachers in my school are updated on the use of modern techniques of teaching and learning (such as Goggle Classroom, Zoom, Edmodo, Microsoft Team and WhatsApp).	92	129	40	13	274	Agreed
		33.6%	47.1%	14.6%	4.7%	100%	
	Grand Total	222	501	273	100	1096	Agreed
		20.3%	45.7%	24.9%	9.1%	100%	

Source: *Field Survey*

Keys: **SA**- Strongly Agreed, **A**- Agreed, **D**.-Disagreed, **SD**.-Strongly Disagreed

In Table 3, the analysis of items 1 to 5 shows that 723(66.0%) of the students believed their teachers use new materials for teaching curriculum innovation at the SSS level; while 373(44.0%) had contrary opinion. Based on this analysis, it can be concluded that most of the students believed their teachers use new materials for teaching curriculum innovation at the senior secondary schools in Southwest, Nigeria to a large extent.

Research Question Four: How effective are the agencies of curriculum innovations in disseminating curriculum innovation materials to Senior Secondary Schools in Southwest, Nigeria?

Table 4: Teachers' responses on the Effectiveness of the Agencies of Curriculum Innovations in disseminating Curriculum Innovation materials to Senior. Secondary Schools

S/N	Items	Mean	S.D	Remarks
1	The agencies provide information that helps teachers spread planned change in Senior Secondary Schools (SSS).	2.05	1.02	Fairly Effective
2	Curriculum innovation materials are distributed regularly to SSS by curriculum agencies.	1.01	0.98	Not Effective
3	Any change in curriculum implementation strategies are often communicated to assists teachers in the implementation of curriculum innovations.	1.78	1.33	Fairly Effective
4	The agencies coordinate innovative programmes in SSS.	1.05	1.82	Not Effective
5	Curriculum agencies provide sufficient materials for effective implementation of innovation in SSS	1.23	0.46	Not Effective
	Grand Average	**1.42**	**1.12**	**Fairly Effective**

Source: *Field Survey*
Keys: Highly Effective (≤ 4), Moderately Effective (≤ 3), Fairly Effective (≤ 2), Not Effective (≤ 4)

Table 4 shows the level of effectiveness of the curriculum innovations agencies in disseminating curriculum innovation materials to Senior Secondary Schools in Southwest, Nigeria. The Table 4 shows that the overall mean and standard deviation of the five items are 1.42 and 1.12 respectively. Thus, the mean ratings of the items 1-5 is approximately 1. This implies that the agencies of Curriculum Innovations are not effective in disseminating Curriculum Innovation materials to Senior Secondary Schools in Southwest, Nigeria.

Hypotheses

Ho1: There is no significant difference in the teachers' and principals' level of awareness of different dissemination strategies available to Senior Secondary Schools in Southwest, Nigeria.

Table 5: Difference between the teachers' and principals' level of awareness of different dissemination strategies available to Senior Secondary Schools

Variables	Mean	SD	N	df	t-Cal	t-Critical	Remarks
Teachers' level of awareness of dissemination strategies available to SSS	15.88	2.20	421				
				447	0.646**	1.960	Ho1 Accepted
Principals' level of awareness of dissemination strategies available to SSS	15.71	1.80	28				

*** Not Significant,* P > 0.05

Analysis in Table 5 showed that the calculated value of "t"(0.646) is less than the critical value of "t"(1.960) at 0.05 level of significance with degree of freedom 447. Based on this result, the null hypothesis which stated that "There is no significant difference in the teachers' and principals' level of awareness of different dissemination strategies available to Senior Secondary Schools in Southwest, Nigeria" is accepted. Thus, there is no significant difference between the teachers' and principals' level of awareness of different dissemination strategies available to Senior Secondary Schools in Southwest, Nigeria.

Ho2: There is no significant difference in the teachers' level of awareness of dissemination strategies and the students' perception on their teachers' use of new materials for teaching curriculum innovation at the senior secondary school level in Southwest, Nigeria.

Table 6: Difference between teachers' level of awareness of different dissemination strategies and students' perception on their teachers' use of new materials for teaching curriculum innovation

Variables	Mean	SD	N	df	t-Cal	t-Critical	Remarks
Teachers'level of awareness of different dissemination strategies	15.88	2.20	421				
				693	43.139**	1.960	Ho2 Rejected
Students' perception on their teachers' use of new materials for teaching curriculum innovation	10.63	2.63	274				

*** Significant,* P < 0.05

Analysis in Table 6 showed that the calculated value of "t" (43.139) is greater than the critical value of "t"(1.960) at 0.05 level of significance with degree of freedom 693. Based on this result, the null hypothesis which stated that "There is no significant difference in the teachers' level of

awareness of different dissemination strategies and the students' perception on their teachers' use of new materials for teaching curriculum innovation at the senior secondary school level in Southwest, Nigeria" was rejected. Thus, there is significant difference between the teachers' level of awareness of different dissemination strategies and the students' perception on their teachers' use of new materials for teaching curriculum innovation at the SSS level in Southwest, Nigeria.

Discussion of Findings

The level of awareness of dissemination strategies are ascertained from two key players namely: the teachers and the principals. This paper found that the teachers and principals are aware of different dissemination strategies available in Senior Secondary Schools to a large extent. It was also found that there is no significant difference between teachers' and principals' level of awareness of different dissemination strategies available to Senior Secondary Schools in South West, Nigeria. This may be the reason Igwe (2011) asserted that no matter how well the curriculum innovation of any subject is planned, designed and documented, dissemination is germane. However, factors that may impede level of awareness included place of abode of the educators, years of teaching experience, level of education and ethnicity. In line with the finding of this study, Shen (2008) reported that the development of new curriculum and the use of various dissemination strategies have resulted to improved students' skills. Therefore, Ekwerike, Igwe and Maduekwe (2018) stressed the need to adopt strategies to bring about effective change and improvement in education in Nigeria. Thus, the key player (teachers and principals) are aware of different dissemination strategies available in SSS to a large extent.

This study revealed that there is significant difference between the teachers' level of awareness of different dissemination strategies and the students' perception on their teachers' use of new materials for teaching curriculum innovation at the SSS level in Southwest, Nigeria. This is an indication that the mean of the teachers' use of innovation strategies in schools is lower compared to the teachers' level of awareness of different dissemination strategies. This implies that the use of innovation strategies in schools by teachers is low. This may be due to certain reasons or factors. For instance, Oyewusi, Egbedokun and Oyeniran (2014) found that some of the reasons why those innovation ideas have failed included: lack of preparation, lack of effective implementation, lack of funds. Equally, Okoth (2016) reported that lack of appropriate Teacher Professional Development (TPD), content overload and complexity, non-suitable learner characteristics,

inadequate directions in course books on integration and inappropriate pre-service training affected curriculum implementation efforts. These factors impacted negatively on the implementation of curriculum innovation in schools. Hence, significant difference exists between the teachers' level of awareness of different dissemination strategies and the students' perception on their teachers' use of new materials for teaching curriculum innovation at the SSS level in South West, Nigeria.

Furthermore, this paper revealed that agencies for curriculum innovation are not effective in the dissemination of innovation materials to SSS. Contrary to the finding of this study, National Universities Commission (2020) reported that NUC has recorded a number of successes since its inception which has proved it effectiveness. These successes were attributed to quality of leadership, dedication and commitment of the staff, the quality of its Board members, cooperation received from Universities and support from the Federal Government (NUC, 2021). Also, NUC (2021) reported that the Commission ensures it discharges its responsibilities by recruiting adequate and relevant man power and appeals to the Universities for their sustained support and understanding. Similarly, the Joint Admissions and Matriculation Board (JAMB) reported that the board is effective with responsibility to: conduct Matriculation Examination for entry into all Universities, Polytechnics and Colleges of Education in Nigeria; appoint examiners, moderators, invigilators, members of the subject panels and committees and other persons with respect to matriculation examinations; and place suitably qualified candidates in the tertiary institutions after having taken into account necessary conditions; among others. However, curriculum developed by agencies such as WAEC, NECO and JAMB have not been without challenges such as overload of content and irrelevant of some content to the needs of the Nigerian society. In addition, the strategies used by these agencies to disseminate innovation in different examined subjects are not effective as the information on the innovation may get to the implementers late. Thus, agencies for curriculum innovation and dissemination are not effective.

Conclusion

Successful implementation of innovation requires not only an efficient management system, but also involvement of all stakeholders. Lack of teachers' involvement in the designing and development of innovations affect the level of awareness of innovations among teachers as the implementation of such innovations in schools are imposed on teachers. Thus, despite the available

strategies, curriculum innovations are not disseminated and implemented effectively in Senior Secondary Schools in South-West, Nigeria.

Recommendations

Based on the findings of this study, the following recommendations are hereby suggested:

1. Curriculum innovative agencies should ensure that students like other stakeholders, are aware of any innovation at the SSS level using appropriate dissemination strategies.
2. Teachers should be encouraged to increase their frequency of the use of innovation strategies for the dissemination of curriculum innovation in SSS using appropriate incentives and rewards.
3. The curriculum agencies should create innovations based on the societal needs. In addition, the agencies should coordinate the innovated programmes in schools, and evaluate the initiated programmes to ensure their successful implementation.
4. There should be guidebook for innovated programmes in schools for better understanding and successful implementation of the innovations.

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