AN EVALUATION OF IGBO SECOND LANGUAGE CURRICULUM IMPLEMENTATION IN TEN (10) SELECTED JUNIOR PRIVATE SECONDARY SCHOOLS IN OJO LOCAL GOVERNMENT AREA OF LAGOS STATE

By
Dr. Dom-Anyanwu, Ngozi L.
Department of Nigerian Languages
College of Language and Communication Arts, Education.
Lagos State University of Education, Oto/Ijanikin
Email: ngozidom@gmail.com
08084805494,

Abstract

Nigerian Second Languages curriculum is being used in teaching Nigerian Second Language learners (Hausa, Igbo and Yoruba Second Language Learners). The secondaryschool is faced with bottlenecks despite the efforts of some Nigerian languages scholars. This paper is aimed at evaluating the Igbo second languages curriculum implementation in private junior secondary schools in Ojo local government area of Lagos State. To know the extent the Igbo teachers have gone in achieving the objectives of the NL_2 Igbo curriculum, their styles of teaching as well the challenges they encounter. The study includes all the Igbo language teachers in junior private secondary schools in Ojo Local Government Area of LagosState. The sample consists of 10 teachers purposively selected from the 10 schools used for the study. One teacher each was selected from each school. Three research instruments were used for the study which include; Teachers' perception of the implementation of Igbo Second LanguageCurriculum Questionnaire (TPIIL2CQ). Availability of Resource Materials Questionnaire (ARMQ) and Constraints to Effective Implementation of Igbo Second Language Curriculum Questionnaire (CEIIL2CQ). The Data generated from the instruments were analysed using descriptive andinterview statistics. Major findings of the study include: that the Igbo language teachers in private secondary schools in Ojo adhere to the Igbo second language performance objectives, some Igbo teachers in Lagos State Junior secondary schools are not qualified to teach Igbo language, thereare grossly inadequate instructional materials in teaching Igbo language. The Igbo language teachers use the same methods in teaching the two levels of Igbo language learners (IgboL1 &IgboL2) in the private junior secondary schools in Ojo, that the major constraints of teaching Igbo L2 in private junior secondary schools in Ojo Local government Area reside on; Igbo language teachers' qualifications, unavailability of instructional materials and insufficient number of Igbo language teachers. The study recommends that the state and federal governments should release fund for the teaching of Nigerian languages in the junior secondary schools to enable the teachers get sufficient and adequate instructional materials. Qualified Igbo language teachers should be recruited to teach in the private schools. There should be separate teaching methods for Igbo first language and Igbo second language learners in Nigerian schools generally, be it public or private.

Keywords: Curriculum implementation Education, Implementation, Igbo First Language, IgboSecond Language

Introduction

Language policy means the government regulation on the use of language(s) in a given society. It is a legislation governing the use of languages in a given nation. The beginning of language policy in Nigeria, a multilingual nation is traceable to the recommendation of the PhelpsStoke Commission of 1922 which recommended the use of tribal languages in lower primary classes while the exogenous language (the European Language) would be used in upper classes.The language policy by Phelps Stoke

was further reinforced by the UNESCO Report of 1953 which states that pupils should begin their schooling through the medium of mother tongue which should be extended to as late a stage in education as possible (Azuma, 2005:14). However, this was given different interpretations because of its ambiguity. While the Yoruba language was adopted in the West, the Igbo Language was adopted in the East and the Hausa Language was adopted in the North. For this reason, there was a need to put in place an indigenous language policy. More importantly, the attitude of the various regions, towards the implementation of the Phelps 'Stoke' Language Policy was not geared toward national integration.

The 1969 National Curriculum Conference organized and sponsored by the Nigerian Educational Research Council (NERC) now known as Nigerian Educational Research and Development Council (NERDC), and attended by both the consumers and producers of education, gave an opportunity for discussing the Nigerian educational issues and problems, how to solve the problems and come up with a curriculum that will be appropriate and relevant to the needs of Nigerians.

The conference was borne out of the need to:
(i)   make education more relevant to the needs of individuals and the society.
(ii)   make an individual responsible to the society in which he lives and
(iii)   inculcate the value of our (Nigerian) cultural heritage (FRN, 2013:15).

The views of the National Curriculum Conference were incorporated into the National Policy on Education of 1977 revised in 1981, 1998, 2004, 2008 and 2013. The National Policy on Education (NPE) was seen as the first systematically 'mapped' 'out' document on government's plan on education for the entire nation. One area that is given prominence in the NPE was that of Nigerian Languages. Hence, the policy states that:

Nigerian government appreciates the importance of language as a means of promoting social interaction and national cohesion, and preserving culture. Thus, every child shall learn the language of the immediate environment. Furthermore, in the interest of national unity, it is expedient that every child should be required to learn one of the three major Nigerian Languages Hausa, Igbo and Yoruba, as a Second Nigerian language (NL_2) subject to availability of teachers (FRN, 2013:15).

As a result, these three major Nigerian Languages (Hausa, Igbo and Yoruba) became parts of the Nigerian Secondary School Curriculum both as First languages (L_1) and Second Languages (L_2). According to Araromi (1996:5), the language Policy envisaged problem of non-availability of teachers of mother-tongue in areas where mother tongue is not spoken. No wonder the Federal Government approved the study of the Nigerian Languages in Federal and State Colleges of Education, which would help in getting Nigerian languages teachers who would teach the languages at the Junior Secondary School level. The expectations of the Nigerian languages can be mere wasteful statement if they fail to pass through the appropriate channels which are the curricular content and appropriate instructional methods by the Nigerian Languages teachers.

The National Policy on Education brought the teaching of the three major Nigerian Languages (Hausa, Igbo and Yoruba) as second Nigerian Languages in Nigerian schools with a separate curriculum (Nigerian Second Languages Curriculum). In other words, each of the three major Nigerian Languages (Hausa, Igbo and Yoruba) has two separate curricula in Nigerian schools (NL_1 and NL_2). Thus, the Igbo L_1 curriculum is used to teach the students who had acquired Igbo language as their mother-tongue or as their first language. These students acquired Igbo language from the original environment through imitation and reinforcement from people around them. These native speakers of Igbo language are not only learning Igbo language in schools for communication competence, but also for proficiency. On the other hand, Igbo as a second language is being studied by non-native speakers of Igbo and Igbo learners whose parents are Igbo but who hardly speak or understand Igbo language. These Igbo L_2 learners are being taught with Igbo second language curriculum in Nigerian secondary schools.

Igbo language as a subject is being studied in Igbo speaking environments as a first language. As a school subject, Igbo Language has a curriculum that guides the teaching and learning as a first Nigerian Language (IgboL$_1$) in Nigerian schools.

Igbo as a second Language curriculum was introduced in the Nigerian school system in 1982/1983 academic year. The curriculum was highly criticized by some Igbo language scholars who saw it as not being what it should be. According to Ihebuzor (1988:42), the curricula for Hausa, Igbo and Yoruba as second languages in our system of education were demotivating, thecontent were not well selected and well organized and the objectives were inappropriate. Sincethe IgboL$_2$ curriculum could not help to accomplish the goal, teachers abandoned the curriculumon their shelves (Nwaigwe, 2008). Some Igbo teachers started the teaching of IgboL$_2$ with the L$_1$curriculum and this brought about dissonance in the learning of IgboL$_2$. As a result of the cries ofthe Igbo scholars and with the power given to Language Development Centre (LDC), a subsidiaryof Nigerian Education Research and Development Council (NERDC), the Centre was able to produce a new curriculum for Nigerian Second Languages (NERDC, 1999).

Igbo L$_2$ Curriculum objectives, Contents and Methods
Table 1:1 below shows the IgboL$_2$ curriculum objective, content and method as stated in IgboL$_2$ curriculum for Junior Secondary Schools.

Table 1.1   IGBOL$_2$ CURRICULUM

OBJECTIVES	CONTENT	METHODS
1. To communicate meaningfully in the Igbolanguage. 2. To read and understand simple passages and dialogues about everyday activities in Igbo language. 3. To write short notes or passages about their daily activities in Igbo language. 4. To associate and communicate with thenative and other speakers of the Igbo language. 5. To appreciate Igbo culture and values. 6. To understand Igbo language and have interest for further learning in Igbo L$_2$ .7. To show good understanding and respect for his/her culture and the culture of the target language by understanding the similarities and differences of the two cultures.	1. Greeting. 2. Introducing self andothers. 3. Expressions: Physical andemotional state. 4. Numerals: Counting. 5. Buying and Selling. 6. Objects and activities inthe home, school and hospital. 7. Seeking and obtaininginformation. 8. Simple command andinstruction. 9. Dress and dress code. 10. Food and eating habits. 11. Songs and plays for theyoung ones.	1. Commu nication method 2. Excursion method. 3. Dramatiz ation meth od 4. Audi o-lingual method. 5. Accu lturation method 6. Eclectic method.

Extracted from National Curriculum for Junior Secondary Schools L$_2$ Nigerian Languages:Hausa, Igbo, Yoruba. (NERDC, 1999:6)
(Translated)

To achieve the stated objectives, the curriculum planners came up with a well-structuredIgboL$_2$ content. The spiral approach was adopted in merging the content into a teaching schemegrouped into three years. The IgboL$_2$ teaching syllabus is organized into sections thus:

      i)   topics
      ii)   instructional objectives
      iii)   content
      iv)   activities
      v)   notes

This type of organisation serves as a guide to $IgboL_2$ teachers. It gives them the opportunity of evaluating themselves as well as the students. The sequential and logical arrangement of the content also help the students consolidate and build on what was learnt in the previous years (Emenyonu, 2003:15).

The curriculum advocated some teaching methods like communication method, direct method, acculturation method, dramatization method, Audio-lingual method and Eclectic method of language teaching. These methods, if well used, will help the $IgboL_2$ learners in their learning, but whether well used or not is still in the realm of speculation. Despite the introduction of the new $IgboL_2$ curriculum, the literature reveals that there is still low performance in $IgboL_2$ learning (Emenanjo, 2000:12; Ezema, 2005:6& Ezike, 2009:9). Does this observation still hold water today? There is therefore the need to subject the implementation of the curriculum in Lagos State Junior private schools to evaluation.

Evaluation aims at determining the extent to which the teaching/learning situation has been undertaken. It is therefore, a judgment regarding whether an activity (inputs, transactions and outputs) has been successful or unsuccessful, acceptable or unacceptable, satisfactory or unsatisfactory, fruitful or fruitless, productive or non-productive, effective or not effective, efficient or inefficient (Owolabi, 2005:16). Implementation, on the other hand, is the translation of a curriculum document into practice. This is the actual use of the curriculum material in the classroom. Implementation of any curriculum is crucial because if the curriculum is not implemented, it becomes useless. There will be no successful implementation of any curriculum without the teacher. It is the teacher who gives meaning to the curriculum. According to Emenanjo (2000:15), the teacher is clearly the fulcrum around which the whole of the teaching-learning process revolves. A competent, qualified, dedicated, resourceful, well-motivated, and well paid teacher is the greatest asset in realizing the set objectives of any educational policy. Such a teacher can creatively interpret the curricula or syllabuses, use any texts or even prepare his own. Evaluation of the curriculum implementation can be carried out to ascertain what has happened to the curriculum between the time it was designed and adopted by the teachers and the time the outcomes become evident.

Obanya (1985:7) agrees that the formulated objectives are more meaningful when they are translated into scheme for the content of instruction. In order words, the $IgboL_2$ curriculum should not be regarded as being good without looking at the activities of the Igbo language teachers as it concerns the objectives, content and their styles of teaching. There is need, therefore, to examine the implementation of the Junior Private Secondary School $IgboL_2$ curriculum in Ojo Local Government area. According to Ohiri-Aniche (2002:9) the realization of the objectives of the curriculum depends largely on the effectiveness of its implementation.

1.2   Objective of the Study

The objective of this study is to evaluate the implementation of Igbo Second Language Curriculum at the Junior Private Schools in Ojo Local Government Area of Lagos State. The study will specifically investigate the following:

i.   how the Igbo language teachers use the $IgboL_2$ instructional objectives in the classroom situation.
ii.   the justification of the arrangement of the $IgboL_2$ content, in terms of classroom activities
iii.   the difficulty level of the $IgboL_2$ content.
iv.   the use of $IgboL_2$ instructional methods for classroom instruction by Igbo language teachers.
v.   the qualification and experience of Igbo language teachers
vi.   the factors that serve as impediments in the implementation of $IgboL_2$ curriculum.

vii.   if the stated objectives are being achieved.

viii.   the availability and adequacy of instructional material.

1.3   Research Questions

(1)   Do Igbo Languages Teachers in Junior private schools in Ojo have basic qualifications for the appropriate implementation of the curriculum?

(2)   What method of teaching do teachers apply to teach L2 learners?

(3)   How available and adequate are the instructional resources for the implementation of L2 curriculum in Junior private schools in Ojo?

(4)   What are the constraints experienced by Igbo language teachers in teaching IgboL2 in Junior private schools in Ojo?

1.4   Theoretical Framework

This study adopted the Stufflebeam's context, inputs, process and product (CIPP). Evaluation model (Stufflebeam, 1971, 1991, 2000). The CIPP Evaluation model has been seen as vivid, comprehensive and effective model of curriculum evaluation because it covers all aspects of curriculum evaluation. The Stufflebeam's CIPP show how evaluation contributes to the decision making process in programme management. Each arm of the CIPP is linked to different sets of decisions that have been made in progress planning and operation.

In this study, the Igbo language teachers' opinions were sought on the adequacy of the objectives and the content. The input evaluation provides required information to judge the available human and material resources and make effective use of them to attain the curriculum objectives. The process evaluation looks into the Igbo language teachers' adopted instructional methods and other strategies for effective implementation of the curriculum. The product evaluation allows the evaluation determine the extent to which the curriculum objectives have been attained.

2.0   Review of Related Literature

Curriculum implementation is the actual use of a particular innovation. It is the actual use of the curriculum in the classroom. It is the translation of curriculum document into practice. Curriculum implementation has three phases which include: (1) Trial testing, (2) Modification and (3) Installation.

Igwe (2000:14) opines that curriculum implementation concerns itself with the new idea or materials which are put in practice and how those ideas and practice are being maintained by both curriculum planners, the government and the teachers. In essence, bringing a new curriculum into practice does not only involve trial testing phase. It should also involve routine inspection to see how the programme is functioning in the classroom situation.

2.1   Problems of Curriculum Implementation

Looking at the problems of curriculum implementation in Nigeria school, Okebukola (1998) summarises the problems thus:

Teacher - shallow knowledge of subject-matter (content knowledge) and poor knowledge of how to teach (pedagogical knowledge), Heavy workload, low level of motivation, poor attitude to school.
Student - low level of motivation
School - non-conducive environment for learning. Acute shortage/lack of facilities for effective teaching and learning. Lack of commitment of some school leaders.
School Administration - Indiscipline in school
Community/Parents - Inability to provide basic learning/needs. Inability to give moral guidance.
Government - Poor funding.

According to Emenanjo (2003:16), the problems of the implementation of Nigerian second language curriculum in Nigerian Junior secondary schools include: lack of qualified teachers, lackof language laboratories, lack of instructional materials and lack of adequate support from the school management, state and federal government. In her own view, Ohiri-Aniche (2004:40) observes that among other things, the IgboL2 learners have the problem of motivation from theteachers, parents, school and the government.

Osuji (1999) carried out a related study using ten primary schools in Owerri urban and heexamined the classroom activities of 50 Igbo language teachers and the academic achievementsof the students in Igbo grammar. Questionnaire was used as an instrument for data collection. The data collected were analysed using t-test. The study discovered among other things, that oneof the major problems of the Igbo teachers in primary schools in Owerri urban has to do with theselection of relevant learning experiences and relating specific learning activities to the content and objectives. In other words, teachers' activities were outside the content and objectives of what they are supposed to teach the pupils. He stressed further the pedagogical skills of teachersrather than laying much emphasis on teacher qualification. The study was of the view that both training and qualification of teachers must go pari-persu to achieve effective teaching.

In 1991, Oderinde studied the state of English language teaching and learning in some Nigerian secondary schools, Ogun State College of Education and the department of Teacher Education of University of Ibadan using 245 student teachers. He found out (i) that speaking andwriting of English to be understood constitute pupils' greatest problem. (ii)That thefoundation of students from primary school has been too weak and (iii) that the most English teachers are either untrained or ill-trained. These findings of Oderinde are not for English language alone, because English is used in teaching other subjects and as such, any problem encountered in English language will adversely affect other subjects, which Igbo language is oneof them.

2.2 Studies on Instructional materials

Oderinde *et al* (2004) carried out a study in Lagos State with a view to seeking clearer understanding of the current status of secondary education in Lagos State. The sample of the study was 50 percent of the twenty Local Government Areas in Lagos State. Questionnaires, classroom observation schedule and out-of-school youths' interview guide were the research instruments used for the study. The result of the study addressed issues such as, access and equity, quality, relevance, efficiency and resources mobilization. Below are some of the salient points that are relevant to the study:

(i)   Teacher-dominated talk/activity constituted over 70% of classroom instructionalactivities.

(ii)   The goals and content of curriculum bear no relationship with the social reality on the ground.

(iii)   The quality of teaching and learning going on in overcrowded classroom was very poor.

(iv)   The curriculum, owing to non-provision of required personnel, infrastructure facilities and equipment, stresses academic content, to the neglect of vocational scientific and technological skills intended, making nonsense of the diversified curriculum of 6-3-3-4 system.

The study was very useful on the general objectives and content of teaching /learning andthe methods of teachers in teaching the learners.

Ibe (2003) carried out a study in Lagos State on the use of instructional materials in the teaching and learning of Igbo Grammar in Junior Secondary School level. The aim of the study was to find out if there are available instructional materials for the teaching of Igbo language andhow the Igbo teachers are using the available materials in their classroom teaching. The study used 20 Igbo language teachers and 50 Igbo students who were purposively sampled. The instruments used for data collection were teachers' questionnaire and students' questionnaire. The data collected were analysed using simple percentages. The study discovered that effective use of appropriate instructional materials influences students positive performance in Igbo grammar and that instructional materials serve as aid and

motivator to IgboL$_2$ students in the teaching and learning of Igbo grammar.

2.3 Studies on teaching methods

On the issue of teachers' adopted methods of teaching, Uwagbo (2001) carried out a study on the efficacy of guided inquiry and expository methods on transfer of learning, academicachievement and attitude of students to biology. The study employed pre-test and post-test non-equivalent control group design. The sample consisted of 147 students. The analysis of data collected was carried out with t-test and ANOVA with a table value of 73.20 and significant valueof 0.03 of students' performance in Guided Enquiry method and a table value of 2.02 and significant value of 0.02 of students' performance in expository method, the study found that students achieve better cognitively using guided enquiring method than expository method. On attitude, it was discovered that both guided enquiry and expository methods provided no attitudinal change in students. He recommended the adoption of eclectic method of teaching byall teachers.

Asogwa (2004), examined the effects of selected instructional styles on students' achievements in Igbo Second language using five schools in Delta State. She discovered that students performed better when the teacher uses dramatization method than direct method ofteaching. She opines that teaching should be actively oriented whereby students are actively engaged throughout the lesson.

Azuma (1996) conducted a study on the relative effectiveness of three methods, modified lecture method, teacher guided discussion method and direct method in the learning of some concepts in Igbo language by students of Igbo L$_2$ in Colleges of Education in Imo and Anambra States. The sample of the study consisted of 132 teacher trainees in pre and post-tests research design. Mean, standard deviation, t-test and ANOVA were the major statistical tools for data analysis with the table value of 2.60 for modified and lecture methods and 1.80 for guided and direct methods, it was discovered that there was general significant difference in the cognitive achievement of subjects exposed to the different treatment conditions. However, while subjectsof high academic ability were found to have performed considerably better than those of low academic ability group, the lower academic achievers in the teacher-guided discussion group performed better than their counterparts in all other conditions. He therefore, suggested that guided-discussion method might have potential abilities for remediation of differences in the academic ability of the learners. He also recommended that teachers should regularly adopt teacher-guided discussion method in teaching Igbo language as a better and efficient alternativeto the traditional "chalk and talk" lecture method.

Using similar methods of teaching, Iwuala (2004B) conducted a study on the use of audio-lingual method in the teaching of Igbo grammar for Igbo second language (IGBOL$_2$) learners in secondary schools in Yola. The study had a sample of 120 JSS 1 students, with 60 students randomly selected into each of the two study groups. Analysis of the data collected was carried out using t-test statistics. The study found that there was a significant difference in the performance of students taught using cognitive-code-learning method. It was discovered that students taught using audio-lingual method had greater mean value of 2.84 than students taughtusing the cognitive-code-learning method who had mean value of 1.30. The findings support thefact that language learning is habit formation and not rule formation.

Ayeni (2002), also carried out a study in Lagos State using 60 NL2 students (20 each fromHausa, Igbo and Yoruba) departments of Adeniran Ogunsanya College of Education Lagos, to findout the effect of teachers' style on the students' academic performance in the three major Nigerian languages. The instrument used for data collection was questionnaire the data collectedwere analysed using simple percentages, mean and standard deviation (SD). 90% of the studentsand personal observation of the researchers indicated that all the teachers were qualified and were using various teaching styles in their teaching. Though, the study also indicated that the NL$_2$students were not highly motivated in learning the Nigerian languages as second languages as aresult of lack of materials which 93% of the students affirmed. The researcher therefore,recommend that parents, federal and state governments, school managements and teachers should try as much as possible to motivate the Nigerian second language learners in Nigerian schools generally since it is the easiest way of fostering unity in our nation – Nigeria. This is because a nation without culture is dead. Similar study to Ayeni's study was a study

carried out by Ezia in 2003, on the effective methods of teaching Igbo as a second language, using a sample of 40 Igbo language teachers in secondary schools in Abuja. Interview and questionnaire were the research instruments used for data collection.

The data collected were analysed using percentages, mean, standard deviation and t-test. The findings of the study include:

(i)   *"Ndi nkuzi Igbo no na Federal Capital Territory (Federal Capital Territory) sekondiri amaghi ndiiche di n'usoro nkuzi ndi na-amu Igbol la ka asụsụ nke mbu na ndi na-amu ya di ka asụsụ nke abụọ".* (The Nigerian language teachers in FCT secondary schools did not see differences on the learners in terms of teaching methods). 80% of the students affirmed this.

(ii)   *"Ha na-eji otu usoro-nkuzi akuziri ndi L_1 na L_2".* (They teach the NL_1 and NL_2 students using the same methods). 90% of the teachers use direct method for L_1 and L_2.

(iii)   *"Ha niile kwenyere na enweghi usoro nkuzi ka ibe ya mma".* (They all believe that no teaching method is the best). 90% of the teachers believe that no teaching method is the best.

2.4 Studies on constraints of studying IgboL_2

Osuagwu (2007) noted that the problems facing the teaching of Igbo language outside Igbo States include: that the schools are filled with anybody who is willing but not qualified to teach, instructional materials are inadequate or often absent in many schools, non-availability in the right quantity and quality of language laboratories and lack of in-service workshop and conferences.

The study recommends the use of appropriate teaching methods for NL_2 learners of Igbo such as: Audio-lingual method and communicative method. It was also suggested that the Igbo L_2 teachers as well as all the NL_2 teachers in Abuja should try as much as possible to involve themselves in NL2 seminars and workshops.

Odofin (2002) carried out a study on the problems and prospects of teaching Igbo as a second language in Lagos State Secondary Schools. The purpose of the study was to examine those problems that are responsible for the difficulties students and teachers encountered in the teaching/learning of Igbo second language. 10 teachers and 20 students from two secondary schools in Ajeromi Ifelodun local government area of Lagos State were used for the study. Three instruments were used for data collection - questionnaire for Igbo students, questionnaire for Igbo teachers and oral interview for Igbo teachers. The data collected were analysed descriptively and the study revealed that

-there are inadequate Igbo teachers
-Igbo language teachers have heavy work-load
-students do not take the learning of Igbo language very serious
-many Igbo language teachers do not attend workshops and seminars for in-service training.
-interference of mother tongue hinders effective teaching/learning of IgboL_2.
-frequent change or transfer of Igbo language teachers causes confusion to students
-no suitable textbooks for the L_2 learners
-instructional materials are inadequate in the schools
-no conducive learning environment
-no Igbo books in the libraries
-no incentives for Igbo language teachers
-there is no effective supervision of the teachers
-schools do not organize excursion to enhance the learning of Igbo language

Bolujoko (2002), carried out a study on the students' poor performance in Igbo language using 4 schools in Amuwo-Odofin local government area in Lagos State. The objective of the study was to critically measure the students' poor performance in Igbo language in secondary schools. The instruments used were questionnaire for teachers and students. The data collected were analysed using

percentages. The study revealed that many factors are responsible for IgboL$_2$ students' poor performance. Some of the Igbo teachers are not qualified to teach Igbo language.

-lack of language laboratory
-no Igbo books in the library
-poor motivation from the parents and the government

3.0 Methodology

This study employed a descriptive survey design, to describe or to record and analyse the natureof existing conditions as it concerns resources, teaching and constraints of implementation.

Research population: The population of the study includes all the Igbo language teachers in Junior private secondary schools in Ojo.

The study employed purposive sampling technique in selecting all the subjects for the study. This sampling technique was chosen by the researcher for reasons of accessibility and availability. This is because Igbo language is not being studied in all the Junior private secondary schools in Ojo Local Government Area. In all, 10 Igbo language teachers, one each from the ten schools selected were used for the study.

Three instruments were used for the study thus:

(1) Teachers' perception of implementation of Igbo L2 curriculum questionnaire (TPIICQ).
(2) Availability of Resources materials questionnaire (ARMQ); and
(3) Constraints to effective implementation of IgboL2 curriculum questionnaire (CEIICQ)

4.0 Analysis

Table 1: Respondents' scores on the Conceptual meaning of IGBL2 (In Percentages)

ITEMS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	TOTAL (F)	TOTAL SCORE
SA	66.7	58.3	58.3	28.6	33.3	20.3	33.3	58.3	25	20.2	4.8	46.5	28.6	25	46.4	36.9	52.0
AGREE	33.3	41.7	41.7	33.3	50	54.80	16.7	28.6	36.9	54.8	X	36.9	33.3	16.7	36.9	34.4	36.4
DISAGREE	X	X	X	10.7	X	8.3	29.8	4.7	13.1	13.1	36.9	8.3	13.1	33.3	8.3	12.4	8.7
SD	X	X	X	16.7	16.7	8.3	8.3	X	X	X	58.3	X	3.6	8.3	3.6	8.3	2.9
UND	X	X	X	4.7	X	8.3	11.9	8.3	25	11.9	X	8.3	21.4	16.7	4.8	8.0	X
TOTAL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

KEY: x = No Response

Igbl$_2$ = Igbo Second Language

Table 1 above shows the overall view of the teachers on the conceptual meaning of Igbo Second Language. It could be observed from the table that the teachers generally have a good understanding of the conceptual meaning of the L2. This is indicated by 71.3% (summed percentage of 36.9 and 34.4) positive responses. The negative responses formed 20.7% of the total responses while 8.0% were undecided.

Table II: Analysis of the Relationship between Teachers' Perception of Igbo L$_2$ and the CurriculumObjectives

	F	FX	X	S2	SD	CALD t	TAB C
PART A	12.60	3.57	2.84	0.87	0.95	2.24	1.94
PART B	20.00	5.29	2.52	0.85	0.92	2.24	1.94

KEY: F = Frequency

X   = Mean score

SD   = Standard DeviationS2   = Variance

CALD "t" = CalculatedTAB "c" = Table "t"

As indicated in the table above, the mean scores of the respondents yielded the variance of 0.87and 0.85 respectively with the standard deviations of 0.92. The calculated "t" at 0.05 level of significance is 2.24 while the observed-table value is 1.98.

Table III: Teachers' Stated Instructional Objectives (In Percentages)

Response	1	2	3	4	5	6	Total
YES	83.33	21.43	54.76	?16.67	13.1	21.43	35.12
NO	16.67	78.57	45.24	83.33	86.9	78.57	64.88
TOTAL	100	100	100	100	100	100	100

The table above showed that 83.33% of the respondents stated the instructional objectives in their lesson notes. Out of this percentage however, only 21.43% stated theirs logically and explicitly while 54.76% recognized students' activities in their stated objectives.

Table IV: Mean Rank of Implementation Constraints

S/N	Implementation constraints	SA	A	SD	D	Total	Ex	X	Rank
							3140	62.8	
5	Igbo teachers are denied the opportunity for in-service training	(50)200				50	200	4.0	1
7	Time allocation for teaching of Igbo in schools is Inadequate	(50)200				50	200	4.0	1
9	Lack of adequate instructional materials	(50)200				50	200	4.0	1
10	Students lack relevant text materials	(50)200				50	200	4.0	1
13	There is no cultural room for the teaching of Igbo culture	(50)200	(20)60			50	200	4.0	1
3	Students spend less time studying Igbo	(30)120	(20)60			50	180	3.6	2
6	There are inadequate language laboratories for Practical	(30)120	(20)60			50	180	3.6	2
11	There are no available textbooks for Igbo second language teaching	(30)120	(20)60			50	180	3.6	2
14	Insufficient number of Igbo teachers in my school.	(30)120	(20)60			50	180	3.6	2
15	Lack of laboratory assistants hinders some of the practical activities	(30)120	(20)60			50	180	3.6	2

1	There is a big gap between Igbo teachers and curriculum planners	(20)80	(30)90	-	-	50	170	3.4	3
2	Most Igbo teachers lack the necessary training to implement the Igbo L_2 curriculum as it should Be	(10)40	(40)120			50	160	3.2	4
4	Frequent transfer of Igbo teachers often results in under-coverage of Igbo L_2 curriculum	(30)120	(05)15		15	50	135	2.7	5
18	School inspectors rarely visit the school to obtain feedback on implementation of Igbo L_2 Curriculum	(10)40	(10)30	(30)60	-	50	130	2.6	6
12	Students have poor attitudes towards the study of Igbo language	(15)60	(10)30	(05)10	(20)20	50	120	2.4	7
16	Incessant strike actions on the part of teachers often lead to lack of Igbo L_2 curriculum coverage	(10)40	(10)30	(20)40	(10)10	50	120	2.4	7
8	Implementation procedure of Igbo L_2 is not properly spelt out in the curriculum	(10)40	(10)30	(20)40	10	50	110	2.2	8
19	Low class impede Igbo teachers' effectiveness			(50)100		50	100	2.0	9
20	Igbo teachers do not have the right attitude towards Igbo L_2 teaching			(50)100		50	100	2.0	9
17	Igbo teachers are inexperienced to cope with the demand of Igbo L_2	(05)20	-	(30)60	(15)15	50	95	1.9	10

Table iv shows the IgboL$_2$ curriculum implementation constraints in ranking order. The major implementation constraints according to the table include: Igbo teachers are denied the opportunity for in-service training, less period for Igbo language on the school time table, lack of sufficient instructional materials, students lack relevant materials and insufficient number of qualified Igbo teachers. The least constraints as revealed on the table include: Igbo teachers do not have the right attitude towards IgboL$_2$ teaching, Igbo teachers are inexperienced to cope with the demands of IgboL$_2$ curriculum, low class impedes Igbo teachers' effectiveness, implementation procedure of IgboL$_2$ curriculum is not well spelt outand incessant strike actions on the part of teachers often lead to lack of IgboL$_2$ curriculum coverage.

It therefore, implies that there are constraints in implementing the IgboL$_2$ curriculum in Lagos State Junior secondary schools.

Table V: Descriptive Analysis of Availability of Instructional Materials

S/N	MATERIALS	FREQUENCY				TOTAL
		AV	AD	NA	NAD	
		4	3	2	1	
1.	Chaat ọganokwu (organ chart)	40	-	10	-	50
2.	Iheonyoonyoo (Television)	-	-	50	-	50
3.	Ụlọ ọkpụ (Museum)	-	-	50	-	50
4.	Ngwa Atụrụatụ (carved materials)	-	-	50	-	50
5.	Ngwa Akpụrụakpụ (moulded material)	3	-	47	-	50
6.	Ngwa Egwu di icheiche (Dancing instruments)	10	-	40	-	50
7.	Ngwa Ejiesi nri (cooking materials)	4	-	46	-	50
8.	Ngwa Echichi odinala (Traditional titled materials)	-	-	50	-	50
9.	Ngwa ofufe (Traditional religion instrument)	-	-	50	-	50
10.	Ngwa Ekike (Traditional attires)	25	-	25	-	50
11	Ngwa Akaọrụ (Working materials)	8	-	32	10	50
12.	Rekọda (Recorder)	7	-	33	10	50

13.	Chaatị	(Charts)	50	-	-	-	50
14.	Tep rekọda	(Tape recorder)	-	-	50	-	50
15.	Pikichọ	(Picture)	35	-	15	-	50
16.	Ugbo ojii	(Chalkboard)	50	-	-	-	50
	TOTAL						

NB: A = Available; AD = Adequate; NA = Not Available; NAD = Not Adequate

Table V above shows that, 40 teachers out of the 50 teachers used for the study indicated,the availability of 'chaati ọganokwu' as instructional material in their schools. And 10 schools said it is not available in their schools. All the teachers used for the study indicated that they donot have "iheonyoonyoo", "ụlọ okpu", "ngwa echichi odinala", 'ngwa ofufe' 'Tep rekọda' 'na ngwa atụrụ atụ' for teaching Igbo second language in their schools, 47 out of the 50 teachers indicated they do not have "Ngwa akpụrụakpụ. 26 indicated the availability of ngwa eji esi nrị.

5.1   Summary
The study was carried out to find out the extent of the implementation of Igbol2 in Junior Privateschools in Ojo Local Government Area of Lagos state. Finding out the actual qualification of the Teachers, the availability of resource materials and the constraints of implementing Igbol₂ curriculum in the selected schools". The result of the study reveals that in the teaching of Igbo language teachers in private schools in Ojo local government adhere to the Igbo L2 performance objectives. Almost all the teacher teaching Igbol₂in junior private secondary schools in Ojo do not have Igbo language teaching qualification. Most because they are of Igbo language teaching qualification. There are closely inadequate instructional materials in teaching Nigerians languagein the schools. The teacher do not know the difference between Igbol₁ and Igbol₂and therefore, they use the same methods in teaching the two levels of Igbo learners.
The Major constraints of the study resided on the Nigerian languages teachers' qualifications, less period in the time table, unavailability of instructional materials and insufficient member ofNigeria languages teaches.

5.2   Conclusion
Igbo language is being taught in Lagos State junior private secondary schools as a second Nigerian language. The study revealed many challenges of the implementation of the IgboL₂ curriculum. The inadequate number of the Igbo language teachers as well as the inadequate and appropriate instructional materials are seen as the major problems. The study therefore concluded that the owners of the private schools as well as the Lagos State government should please provide funds and instructional materials as well as employed qualified teachers of Igbo Language to teach Igbo as a second language in Lagos State junior private secondary schools. It is therefore clear that the implementation of Igbo L2 curriculum in junior private secondary schools in Ojo Local Government Area is not yest satisfactory.

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