

Green Curriculum in Nigerian Schools: Implementation Problems and Way Forward

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Abstract:

This paper examined the problems militating against effective implementation of Green Curriculum in the Nigerian schools. Secondary data were employed in the paper. The data were collected from print and online publications. Content analysis was used to select and limit the literatures to the minimum size. Poor funding, shortage of personnel, inadequate instructional resources, insecurity, corruption, poor capacity building programme and lack of road-map for the implementation of Green curriculum are some of the problems identified as militating against effective implementation of Green Curriculum in the Nigerian schools. To aid effective implementation of Green curriculum in the Nigerian schools, the paper recommends that government should provide special funding for the implementation of Green curriculum in the schools. More Green curriculum teachers should be employed and deploy to schools to aid full implementation of the curriculum. Green instructional resources should be provided by the government and private institutions to support effective green curriculum implementation in the schools. Government and international organization should partner to ensure effective capacity building programme are implemented for teachers implementing the Green curriculum in the Nigerian schools. Government should speedily come out with the Blue-print on Green school programme for Nigerian schools. This will help to support effective Green curriculum implementation in the schools. Government should deploy technology to fight against corruption in the administration of education in Nigeria. Government should provide adequate security in Nigeria and the schools by solving the unemployment problems and employing more security personnel to guild the schools.

Keywords: Curriculum, Green curriculum, Implementation, Schools.

Introduction

A school is a social institutions for implementation of teaching and learning and other extra-curriculum activities. A school is an institutions designed for impartation of knowledge. A school is a micro part of the society curve out for the purpose of teaching and learning. A school is a formal and non-formal institutions that brines together teachers, students and school administrators for the purpose of teaching and learning. A school is considered a second home for students, and teachers as a second set of parents (Ogunode Edinoh, & Olatunde-Aiyedun, 2023).

The School is an organized social institutions meant for impartation of knowledge. The purpose or objective of the school is to provide a medium were instructors meet with learners to effect cane of behaviors. The School provide avenue for conducive teaching and learning to take place between the teachers, s and students. The Schools are designed to have service providers (school administrators, teachers and non-teaching staff) and services receiver (learners). The School stakeholders which include school administrators, teachers and non-teaching staff are providing services that demands tem to always upgrade their skills and knowledge (Ogunode, et al 2023). The Nigerian school system or educational system comprises of the early childhood education, Basic education, junior secondary school education, secondary school education and tertiary education.

The implementation of Green curriculum in the schools varies according to the establishment of the schools. For instance the tertiary institutions offered a range of courses that covers green curriculum. The early childhood, basic education, junior and secondary school education also offer subjects that have link with green curriculum. Generally, the implementation of Green curriculum in the Nigerian schools appear to be facing a lot of problems. These problems are militating against the development of the green curriculum in the schools. It is based on this note that this paper seeks to examine the problems facing the implementation of green curriculum in the Nigerian schools.

Review of Literatures

Concept of Curriculum

Curriculum as a legal public document that expresses the desires and aspiration of the people of a given period and articulates the desired experiences which the people planned for themselves and the younger generation; the sequence and method of attaining such experiences is usually spelt out as goals and objectives to be reached in a school process (Okorie (2010). Curriculum is the learning experiences organized and provided by a trainer (school, institution, persons, environment etc) within formal or informal settings which lead to the acquisition of knowledge, skills and attitudes for life. School exist in the society for the main purpose of transmitting and refining existing knowledge, culture and traditions of the society to her learners. This is important for the continuity of that society therefore; the totality of the learning experiences in the school is what is called curriculum (NTI, 2015; Akande, 2012). Curriculum as the planned learning events provided by the school to assist the learner in attaining the designated learning outcomes to the best of their ability (Babarinde (2002).

Curriculum is defined as a series of planed learning experiences deliberately and purposefully organized to maximize the opportunities available for individuals to actualize their inherent genetic blue print in both formal and informal institutions. There are also wider social, cultural, economic and political contexts in which the curriculum can be viewed as primarily an ideological battleground for a wide range of competing socioeconomic, cultural and political interest groups. These different groups compete to enlist their professional interests, values and attitudes on the curriculum. The curriculum thus becomes one of the instruments for implementing education policies and programs (Ikechukwu & George, 2023). Curriculum is an official document containing organized learning experiences meant for implementation in the school that focus on acquisition of

skills, knowledge and improvement of skills towards socio-economic, political and technological development of the country

Concept of Green Curriculum

Green curriculum refer to a planned and organized learning instruction that focus on integration of climate education with aims of helping students understand and address the impacts of climate crisis, empowering them with knowledge, skills, value and attitudes for a friendly environment. Green curriculum refer to climate education at school's sustainability plan. It involves a combination of learning activities to promote environmental protection and conservation, waste management to aid environment sustainability (Dada & Ogunode 2024a). Green curriculum emphasizes the interconnections between the environment, economy, and society, engaging students across cognitive, socio-emotional, and behavioral domains to inspire action for sustainability. Greening curriculum guidance: teaching and learning for climate action (UNESCO 2020). A green curriculum integrates climate mitigation and adaptation in teaching and learning from pre-primary, primary, secondary and tertiary school levels as well as in teacher training (Ogunode, and Ukozor (2024). A Green Curriculum is an organized curriculum that is environmental focused and cover instruction on friendly practices and knowledge that combine to clean energy, promote sustainable and eco-friendly practices. Green curriculum offers a systematic instruction and opportunity environmental culture inculcation and development of new paradigms in education by creating and teaching sustainable solutions to environmental, social and economic needs of the mankind. Xiong, Fu, Duan, Liu, Yang, and Wang, (2013) viewed green curriculum as green education via green curriculum. Through a green curriculum, knowledge and information about green campuses can be distributed to all individuals.

Greening the curriculum means ensuring that students are capable of taking on the 21st century challenges of global warming and climate change (the most serious threat ever to face humanity), social inequities, unsustainable lifestyles, and the urgent need to switch to a renewable energy-based economy. Greening the curriculum means being open to Nature as Teacher, the outdoors as classroom, and sustaining life for all future generations as the most important learning objective in our curriculum (Green heart education 2023). It's based on the new knowledge, understanding, skills, experiences and attitudes needed to create a generation of graduates . . .

- who have a grounding in compassion and ethics (the impacts of climate change have been hitting less-developed nations first and worst)
- who grasp the science of the greenhouse effect and global warming and the current and impending impacts of climate change
- who have a clear understanding of how their health and ecosystem health are interrelated
- who know they are part of Nature
- who understand the ecological principles underlying how life works on Earth
- who can approach environmental, social and economic problems with a solutions focus, and;
- who, because they understand the principles and processes of sustainable development (as defined by the United Nations), can become the change needed in the world (Green heart education 2023). From the above, green curriculum is a curriculum of an organized learning experiences that planned and developed for implementation in the school setting within formal or informal environment which lead to the acquisition of knowledge, skills and attitudes for sustainable development and practices that involve the promotion of environmental protection, conservation, waste management, clean energy and sustainable facilities for environment sustainability.

Concept of Curriculum Implementation

Curriculum implementation is the process of carrying out an organized and planned curriculum document into actions in the educational environment through professional teachers, learners, school administrators, and parents as well as interaction with physical facilities, instructional materials, and psychological and social environments. Curriculum implementation is the act of executing a planned curriculum document into the practical curriculum (Akin Ibidiran, et al, 2022). Ejike, and Oke (2018), curriculum implementation fosters curriculum evaluation and this guides the learning outcomes. The major implementers of curriculum are the teachers. They set up learning opportunities aimed at enabling learners acquire the desired knowledge, skills, attitudes and values through adoption of appropriate teaching methods and materials to guide students' learning. The curriculum planned and developed is implemented through the medium of instruction.

Okebukola (2004), viewed curriculum implementation as the transition of the objectives of the curriculum from paper to practice. Curriculum implementation can be seen as execution of an organized curriculum programme in the educational institutions. Curriculum implementation is the conversion of theoretical curriculum programme to reality via teaching and learning in the educational institutions (Femi, 2020). That is, only effective curriculum implementation ensures achievement of the objectives for which the curriculum was designed to attain. Effective curriculum implementation is attained by effective supervision (Ogunode & Ohiosumua 2023; Ogunode, Akin-Ibidiran & Ibidiran 2021). From the above, curriculum implementation is the practical execution of planned instruction in the school for the attainment of the objectives of the curriculum. Curriculum implementation is the process involve in the carrying out organized learning experiences by the teachers, students and school management.

Problems Militating against Implementation of Green Curriculum in Nigerian Schools

There are many problem militating against effective implementation of Green Curriculum in the Nigerian schools. Some of these problems includes; poor funding, shortage of personnel, inadequate instructional resources, insecurity, corruption, poor capacity building programme and lack of road-map for the implementation of Green curriculum.

Poor funding

Green curriculum implementation in the Nigerian schools is been faced with the problem of poor funding. The poor budgetary allocation to education and sub-programme like the curriculum implementation has seriously undermine the effective implementation of the Green curriculum in the schools level. Green curriculum is novelty curriculum in the Nigerian school system. There are a lot of both human and materials resources needed to ensure full implementation as designed and formulated. These resources include teachers, instructional resources and facilities. Due to shortage of allocation many of these resources are not available in various schools and this has affected the implementation of the Green curriculum, Dada, and Ogunode (2024a) concluded that shortage of funds in the administration and management of Green school programme in Nigeria is responsible for the slow development of the programme which included the Green curriculum sub-programme. Ogunode, Daniel, and Daniels, (2024b) opined that underfunding of Green school programme in Nigeria has affected its smooth implementation in the educational institutions.

Shortage of personnel

Shortage of professional personnel is another big problem in the implementation of Green curriculum in the schools across Nigeria. Due to the fact that Green school programme and other related programme like the Green curriculum are recently introduced into the Nigerian educational system, this affects manpower development and production in the field and this has resulted to shortage of personnel for the implementation of the Green curriculum in the Nigerian schools.

Green curriculum is a special curriculum designed to address issues on environment and sustainability. It require special methodology, instructional aids and teaching skills that most teachers in the related field don't have and this make it difficult for the teachers to teach the subject and ensure realization of the objective of the programme. Shortage of personnel have been identified by Dada, and Ogunode (2024) as a challenge to smooth implement of Green curriculum in the schools across Nigeria.

Inadequate instructional resources

Inadequate instructional resources to support the implementation of Green curriculum in the classrooms also slow down the implementation processes of Green curriculum in the schools. Many Nigerian schools do not have adequate instructional resources to support delivery of curriculum in the classroom according to Ogunode, Oweikpodor and Olatunde-Aiyedun (2024). The non-availability of Green curriculum resources in the schools also affected the smooth implementation of Green curriculum in the Nigerian schools.

Insecurity

The insecurity problem in Nigeria is also militating against effective implementation of Green curriculum in the schools. Insecurity has affected teachers, students and school administrators. Insecurity problems in the South-East geo-political region, North-central, North-West region has led to unstable academic calendar in schools. The insecurity across the country has affected implementation of curriculum that included Green curriculum. Many teachers and students could not go to schools because of insecurity challenges.

Corruption

Corruption in the administration and management of education in Nigeria has also affected the development of Green curriculum in the schools. Funds allocated to support curriculum implementation such as for procurement of instructional resources, employment of teachers and provision of training and infrastructure facilities have been mismanaged and looted by some officials in the management level. The high level of corruption in the education sector especially at the management level is affecting the implementation of Green curriculum implementation in the schools. Transparency International says 66 percent of the money Nigerian governments allocate to education is stolen by corrupt officials. According to the report, corruption is commonplace in education systems across the Economic Community of West African States (ECOWAS). "This affects education access, quality, inclusion and learning outcomes with devastating consequences, not only for national economic growth but also for the life chances of children, their families and communities," the report said. The report highlighted "Resource misallocation, corrupt procurement, exchange of sex for grades, examination malpractices, fake qualifications, teacher absenteeism, and corrupt recruitment practices" as the various corruption risks and challenges facing education systems in all the countries (Premiuntimes, 2019).

Poor capacity building programme

Poor capacity building has also affected smooth implementation of Green curriculum in the Nigerian schools. Capacity-building is defined as the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world. An essential ingredient in capacity-building is transformation that is generated and sustained over time from within; transformation of this kind goes beyond performing tasks to changing mindsets and attitudes. Capacity is the ability to understand or do something and building is an increase in the amount of something over a period of time. Building capacity of teacher in education process therefore, is the conscious attempt at upgrading, renovating, and acquiring skills, abilities and strategies that must increase consistently over time and enable teachers react

appropriately to academic dynamics including professional training, lesson delivery, effective use of instructional materials, teachers communication skills, provision of effective role model, effective discipline and students' control, improved conditions of service and most importantly, quality of classroom assessment to determine the needs of his/her learners in the learning process (Gimba, 2010). Effective capacity building is needed for smooth implementation of the Green curriculum in the schools by the teachers. The teachers need to understand the concepts, methods of teaching, evaluating and assessing the students. The teachers need skills and knowledge on the implementation of the Green curriculum. The ineffective capacity building programme designed for the implementation of the curriculum has affected the implementation of the Green curriculum in the schools.

Lack of road-map for the implementation of Green Curriculum

Another problem affecting the full implementation of Green curriculum in Nigerian schools is the lack of road-map to direct the implementation process. In 2020, the Federal Government of Nigeria has established the National Implementation Committee for the Green School Project, aimed at expanding the project's reach across the country. Launched in 2020, the Green School Project began with Akwa Ibom as a pilot state. To date, 35 schools have participated, achieving significant milestones in sustainable practices, eco-friendly infrastructure, campus gardens, and renewable energy installations. The Green School Project is designed to promote environmental education and integrate sustainable practices into the school curriculum, while also ensuring efficient resource use and effective fund mobilization. This initiative aligns with the broader goals of advancing environmental education and sustainability as outlined, emphasizing its role in achieving Sustainable Development Goals in 21st-century Nigeria (Simon, 2024).

Findings

The paper revealed that poor funding, shortage of personnel, inadequate instructional resources, insecurity, corruption, poor capacity building programme and lack of road-map for the implementation of Green curriculum are some of the problems militating against effective implementation of Green curriculum in the Nigerian schools.

Conclusion and Recommendations

This paper examined the problem militating against effective implementation of Green Curriculum in the Nigerian schools. The paper concluded that poor funding, shortage of personnel, inadequate instructional resources, insecurity, corruption, poor capacity building programme and lack of road-map for the implementation of Green curriculum are some of the problems militating against effective implementation of Green Curriculum in the Nigerian schools.

To aid effective implementation of Green curriculum in the Nigerian schools, the paper recommends that

1. Government should provide special funding for the implementation of Green curriculum in the schools. More Green curriculum teachers should be employed and deploy to schools to aid full implementation of the curriculum.
2. Green instructional resources should be provided by the government and private institutions to support effective green curriculum implementation in the schools.
3. Government and international organization should partner to ensure effective capacity building programme are implemented for teachers implementing the Green curriculum in the Nigerian schools.

4. Government should speedily come out with the Blue-print on Green school programme for Nigerian schools. This will help to support effective Green curriculum implementation in the schools.
5. Government should deploy technology to fight against corruption in the administration of education in Nigeria.
6. Government should provide adequate security in Nigeria and the schools by solving the unemployment problems and employing more security personnel to guild the schools.

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