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An Assessment of Cross River State's Preparedness and Capacity for the Effective Implementation of the Newly Reviewed and Revised Federal Government Curriculum

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ABSTRACT

This study examined the readiness of Cross River State for the implementation of the Federal Government's new curriculum, focusing on teacher preparedness, school infrastructure, teaching resources, challenges, and strategies to enhance effective adoption. The study adopted a descriptive survey design, targeting teachers, school administrators, and education officers in public primary and secondary schools across the state. A stratified random sampling technique was used to select 120 respondents. Data were collected through structured questionnaires and interview schedules and analyzed using descriptive statistics (mean, frequency, and percentages) and inferential statistics (Pearson correlation) to test the hypotheses. The findings revealed that the overall level of preparedness of schools and teachers was moderate, with significant gaps in infrastructure, teaching materials, and ICT resources. Major challenges hindering curriculum implementation included inadequate teacher training, poor school infrastructure, limited teaching resources, weak administrative support, and lack of ICT integration. The study also found that teacher preparedness, school infrastructure, and provision of teaching resources were positively and significantly related to effective curriculum implementation. Strategies recommended to enhance readiness included continuous teacher training, provision of adequate infrastructure and instructional materials, strengthening policy and administrative support, engaging communities and stakeholders, and instituting regular assessment and feedback mechanisms. The study concludes that while teachers in Cross River State demonstrate some awareness of the new curriculum, limitations in resources, infrastructure, and professional development hinder effective implementation. A multifaceted approach addressing these challenges is essential for achieving the objectives of the new curriculum and ensuring quality education outcomes.

KEYWORDS: Curriculum Implementation, Teacher Preparedness, School Readiness, Teaching Resources, Cross River State, Nigeria

Introduction

Education is widely recognized as a key driver of national development, and curriculum reform is central to improving educational outcomes (Ololube, 2018). In line with this, the Federal

Government of Nigeria recently introduced a new national curriculum aimed at enhancing the quality of education, promoting skill acquisition, and preparing students for global competitiveness (Federal Ministry of Education, 2022). The curriculum emphasizes critical thinking, digital literacy, and practical skills, representing a significant departure from the traditional content-focused approach (Ajayi, 2020).

However, successful implementation of a new curriculum is highly dependent on the readiness of state education systems, including the availability of qualified teachers, adequate infrastructure, teaching resources, and administrative support (UNESCO, 2017). In Cross River State, while efforts have been made to improve educational infrastructure and teacher training, several challenges persist. For instance, many schools still lack modern teaching facilities, and a significant proportion of teachers have limited exposure to the principles and methodologies underpinning the new curriculum (Ekpo & Eyo, 2019).

Empirical evidence suggests that states that are unprepared to implement curriculum reforms often experience poor learning outcomes and low teacher morale (Adebayo, 2021). Therefore, examining the readiness of Cross River State to adopt and implement the new federal curriculum is crucial. Such an assessment can identify gaps and inform strategies to enhance teacher capacity, improve resource allocation, and ultimately ensure that the curriculum achieves its intended objectives (Okafor, 2020).

In addition, understanding the state's level of preparedness has policy implications, as it provides insights for educational planners, administrators, and policymakers in designing interventions that facilitate effective curriculum implementation (Federal Ministry of Education, 2022). Without adequate preparation, the benefits of curriculum reforms may not be realized, leaving students and teachers at a disadvantage in the rapidly evolving educational landscape.

Statement of the Problem

Education serves as the foundation for national development, and curriculum reforms are essential in aligning teaching and learning with contemporary societal needs (Ololube, 2018). In pursuit of this, the Federal Government of Nigeria has introduced a new national curriculum designed to foster critical thinking, practical skills, and digital literacy among students (Federal Ministry of Education, 2022). While this reform holds great promise, its success largely depends on the preparedness of state educational systems to implement it effectively.

In Cross River State, there are concerns regarding the readiness of schools and teachers to adopt the new curriculum. Many schools continue to face infrastructural deficits, such as inadequate classrooms, laboratories, and teaching materials, which may hinder the practical application of the curriculum (Ekpo & Eyo, 2019). Additionally, research indicates that a significant number of teachers in the state lack the necessary training and professional development required to implement modern teaching methodologies aligned with the new curriculum (Adebayo, 2021).

This lack of readiness poses serious implications for educational quality and outcomes. If teachers are unprepared and schools are ill-equipped, students may not acquire the intended knowledge, skills, and competencies envisioned by the curriculum reform. Furthermore, ineffective implementation may lead to low teacher motivation, student disengagement, and an overall decline in the standard of education in the state (Okafor, 2020).

Therefore, it is imperative to empirically assess the level of readiness in Cross River State to adopt the new federal curriculum. Understanding these gaps will help policymakers, educational planners, and school administrators to design interventions that ensure the successful implementation of the curriculum and the achievement of its objectives.

Objectives of the Study

The study aims to investigate the readiness of Cross River State to implement the new Federal Government curriculum. The specific objectives are:

1. To assess the level of preparedness of schools and teachers in Cross River State for the implementation of the new curriculum.
2. To identify the challenges hindering the effective adoption and implementation of the new curriculum in the state.
3. To recommend strategies that can enhance the readiness of Cross River State for successful curriculum implementation.

Research Questions

The study will be guided by the following research questions:

1. What is the current level of preparedness of schools and teachers in Cross River State for the implementation of the new federal curriculum?
2. What are the major challenges faced by schools and teachers in adopting the new curriculum in Cross River State?
3. What strategies can be employed to improve the readiness of Cross River State in implementing the new curriculum effectively?

Hypotheses

The study will test the following null hypotheses at a 0.05 significance level:

1. **Ho_1:** There is no significant relationship between teacher preparedness and the effective implementation of the new curriculum in Cross River State.
2. **Ho_2:** There is no significant relationship between school infrastructure and the successful adoption of the new curriculum in Cross River State.
3. **Ho_3:** There is no significant relationship between the provision of teaching resources and the level of curriculum implementation in Cross River State.

Literature Review

The New Federal Government Curriculum

The Nigerian Federal Government recently introduced a revised national curriculum aimed at modernizing education across all levels of learning. This curriculum represents a strategic shift

from traditional content-based teaching to a more competency-based and learner-centered approach (Federal Ministry of Education, 2022). Its design focuses on equipping students with relevant knowledge, practical skills, and attitudes that are essential for personal development, national growth, and global competitiveness.

The new curriculum emphasizes critical thinking, problem-solving, digital literacy, creativity, and entrepreneurship, reflecting the demands of the 21st-century economy (Ajayi, 2020). Unlike the previous curriculum, which was largely theoretical, the new framework integrates practical activities, continuous assessment, and cross-disciplinary learning. This approach seeks to ensure that students not only acquire academic knowledge but also develop skills that enhance employability and adaptability in a rapidly changing world.

Key Features of the New Curriculum:

1. **Competency-Based Learning:** Students are assessed on their ability to apply knowledge, rather than merely memorize content.
2. **Integration of Technology:** ICT and digital tools are incorporated into teaching and learning processes.
3. **Skill Development:** Emphasis is placed on vocational, entrepreneurial, and life skills to reduce the gap between education and labor market needs.
4. **Continuous Assessment:** Student evaluation is continuous and holistic, focusing on performance, creativity, and problem-solving abilities.
5. **Inclusivity and Flexibility:** The curriculum accommodates diverse learning needs and allows teachers some flexibility in delivery methods.

Despite these innovations, the curriculum's success depends heavily on teacher readiness, school infrastructure, and availability of teaching resources (Ekpo & Eyo, 2019). Without adequate training and support, teachers may struggle to adopt learner-centered methodologies, while students may fail to achieve the intended learning outcomes.

In states like Cross River, understanding the readiness of both teachers and schools to implement the new curriculum is crucial. Evaluating factors such as teacher competence, availability of teaching materials, and institutional support can provide empirical evidence to inform policy decisions and ensure the curriculum's objectives are fully realized.

Level of Preparedness of Schools and Teachers in Cross River State for the Implementation of the New Curriculum

The Federal Government's new competency-based curriculum aimed to shift Nigerian classrooms toward learner-centered, practical, and skills-oriented pedagogy. However, empirical and policy literature showed that implementation success depended on multiple contextual factors—infrastructure, teacher capacity, instructional materials, and administrative support—which were unevenly distributed across states and schools (UNESCO, 2017; OECD, 2019). International reviews of curriculum redesign likewise stressed that political will, stable funding, and sustained teacher professional development were decisive for translating curriculum intent into classroom practice (Schleicher, 2018).

Nationally, studies documented persistent barriers to curriculum change in Nigeria: large digital divides, weak funding, and irregular or insufficient continuous professional development for teachers. Research on e-learning and pandemic responses flagged that digital gaps and poor ICT infrastructure limited schools' ability to adopt modern, technology-mediated pedagogies—thereby constraining competency-based reforms that relied on multimedia and practical learning experiences (Ogunode, 2021; Udeh, 2019). These findings suggested that curriculum reform in Nigeria risked being policy-rich but implementation-poor unless systemic resource and capacity bottlenecks were addressed (Okeke & Udo, 2018).

Cross River State exemplified several of these national patterns but with local particularities. Empirical work in the state documented funding shortfalls, limited physical infrastructure (e.g., inadequate classrooms, laboratories, and libraries), and challenges in attracting and retaining qualified staff—issues that reduced the state's capacity to support the practical components of the new curriculum (Ekpo & Eyo, 2019; Federal Ministry of Education, 2022). Where urban schools had modest capacity to pilot new methods, rural and semi-urban schools lagged behind, producing a geographically stratified pattern of readiness. This unevenness mirrored findings from other Nigerian states but was amplified in Cross River by constrained subnational budgets and governance weaknesses (Akinola, 2020).

Teacher preparedness emerged as the single most critical implementation risk. Studies in Cross River and beyond showed that many teachers lacked sustained exposure to student-centered, competency-based pedagogies; in-service training programs were episodic and rarely scaffolded into long-term professional learning communities (Adebayo, 2021; Ololube, 2018). International best practices (OECD, 2019; UNESCO, 2017) indicated that effective reform required coherent, sequenced teacher development—combining pre-service reform, follow-up coaching, classroom-based mentoring, and aligned assessment systems—yet such systems were largely absent or underdeveloped in the Cross River context.

Instructional resources and digital tools formed a second major constraint. The new curriculum's emphasis on practical, multimedia, and experiential learning required textbooks aligned to new outcomes, laboratory kits, and ICT access. Cross River's gaps in these inputs reduced teachers' ability to enact the curriculum's active-learning components and limited students' opportunities to acquire inquiry and problem-solving skills (Okafor, 2020). Comparative evidence from other states suggested that where central or donor funding prioritized resource provision (e.g., laboratory grants, ICT hubs), schools showed faster progress in classroom practice (Nwosu, 2020).

Policy and governance also shaped whether resources and training translated into change. International analyses of curriculum rollout noted that top-down policy without strong middle-level management (state ministries, local authorities, school leaders) often produced superficial compliance rather than pedagogical change (Schleicher, 2018). In Cross River, inconsistent policy enforcement, weak monitoring, and limited incentives for teachers to adopt new methodologies undermined progress (Federal Ministry of Education, 2022). Cross-state comparisons showed similar dynamics: states with clearer implementation plans, monitoring metrics, and teacher incentives (e.g., Lagos, Ogun) achieved more coherent adoption than states with weaker policy environments (Akinola, 2020; Abasi, 2021).

Critically, the literature exposed a gap between the reform's aspirations and the realities on the ground. Global evaluations of competency-based reforms found that ambitious curricular shifts required multi-year, system-level investments—teacher capacity building, assessment reform, resourcing, and monitoring—rather than one-off workshops or policy pronouncements (OECD, 2019; UNESCO, 2017). For Cross River, this implied that short-term training and isolated resource inputs would likely produce limited and uneven changes unless embedded in a strategic, funded implementation plan that prioritized equity (rural vs. urban), teacher professional learning ecosystems, and local accountability (Ololube, 2018; Adebayo, 2021).

The reviewed literature suggested several implications for Cross River policymakers and researchers: (1) investments needed to be targeted to rural and under-resourced schools to avoid widening inequalities; (2) teacher development had to be continuous, practice-based, and linked to classroom coaching and assessment reform; (3) provision of instructional materials and ICT required both hardware and sustainable maintenance/connectivity plans; and (4) stronger state-level implementation plans with monitoring, incentives, and budget lines were necessary. Empirically, systematic comparative research across Nigerian states—using common indicators of readiness, classroom practice, and student outcomes—was limited, though urgently needed (Nwosu, 2020; Abasi, 2021).

Cross River State's readiness for the new curriculum reflected broader Nigerian and global patterns: policy ambition confronted structural constraints. While pockets of capacity existed—mostly in urban schools—overall preparedness was uneven due to infrastructure deficits, limited teacher training, scarce instructional resources, and weak implementation systems. International evidence indicated pathways out of this impasse (sequenced teacher development, targeted resourcing, robust monitoring), but these required coordinated, multi-year commitments that Cross River and similar states had yet to institutionalize fully. Future research should prioritize mixed-method, comparative evaluations that linked measures of readiness to classroom practice and student learning outcomes to guide more effective, equity-focused implementation strategies.

Challenges Hindering the Effective Adoption and Implementation of the New Curriculum in Cross River State

The introduction of the Federal Government's new curriculum was intended to reorient Nigerian education toward learner-centered, practical, and competency-based learning (UNESCO, 2017). However, in Cross River State, several interrelated challenges have hindered its effective adoption. These challenges span infrastructural deficits, human resource constraints, weak policy enforcement, and broader socioeconomic inequalities.

Infrastructural Deficits

Perhaps the most significant obstacle is the lack of adequate infrastructure. Many schools in Cross River State operate with insufficient classrooms, poorly equipped laboratories, understocked libraries, and inadequate ICT facilities (Ekpo & Eyo, 2019). The new curriculum emphasizes experiential and technology-supported learning, requiring functional laboratories for science subjects, digital devices for ICT integration, and flexible classrooms for group and project-based learning. Without these, teachers are unable to provide the practical and problem-solving activities central to the curriculum. Comparative research shows similar

infrastructure challenges in other Nigerian states such as Benue and Taraba, where rural schools in particular lag behind urban centers (Akinola, 2020). By contrast, states like Lagos, with stronger budgetary allocations and donor partnerships, have piloted digital classrooms and better-equipped laboratories, resulting in relatively smoother curriculum uptake (Abasi, 2021).

Teacher Preparedness

Teachers are the linchpin of curriculum reform, yet many in Cross River lack sufficient training in competency-based pedagogies. Despite policy pronouncements, professional development opportunities remain sporadic, short-term, and underfunded. Consequently, teachers often default to lecture-based instruction, undermining the curriculum's learner-centered orientation (Adebayo, 2021). Research confirms that effective curriculum change requires sustained, sequenced teacher professional development, including mentoring, peer collaboration, and classroom coaching (Schleicher, 2018). However, in Cross River, such structures are largely absent, mirroring challenges faced in most Nigerian states (Ololube, 2018).

Shortage of Teaching Materials and Digital Tools

The curriculum's emphasis on multimedia, ICT tools, and practical learning has also been undercut by resource shortages. Many schools in the state lack basic instructional aids, updated textbooks, laboratory kits, or reliable internet access (Okafor, 2020). These shortages reduce lesson interactivity and limit students' acquisition of skills in inquiry, collaboration, and digital literacy. By comparison, studies in states where external funding supported ICT hubs (e.g., Ogun State) have documented faster integration of digital pedagogy (Nwosu, 2020). The absence of similar interventions in Cross River widens the implementation gap.

Policy and Administrative Weaknesses

Curriculum reform also depends on coherent policy enforcement and administrative support. In Cross River, weak monitoring, limited funding, and inconsistent oversight from state education authorities have slowed implementation (Federal Ministry of Education, 2022). School leaders often lack clear guidelines or incentives to ensure compliance, leading to fragmented adoption across institutions. International reviews have found that curriculum change succeeds where middle-tier management—state ministries, local authorities, and school leadership—provides strong guidance and consistent monitoring (OECD, 2019). The absence of such systems in Cross River echoes broader Nigerian patterns of "policy-rich but implementation-poor" education reform (Okeke & Udo, 2018).

Socioeconomic Disparities

Socioeconomic inequalities compound these structural challenges. Rural and semi-urban communities in Cross River face higher poverty rates, long student commuting distances, and weaker community support for education. These conditions reduce attendance, weaken student engagement, and limit the potential of the new curriculum to promote equity (Ololube, 2018). Similar findings have been observed in other sub-Saharan African contexts, where competency-based reforms struggled in disadvantaged rural areas due to social and economic barriers (UNESCO, 2017).

The effective adoption of Nigeria's new curriculum in Cross River State has been constrained by inadequate infrastructure, weak teacher preparedness, limited instructional resources, fragile policy support, and socioeconomic inequalities. While these challenges are not unique to Cross River, the state's limited fiscal capacity and governance constraints amplify their impact. Addressing them requires coordinated investment in infrastructure, sustained teacher development, provision of instructional and digital resources, and stronger policy enforcement mechanisms. Without such systemic responses, the ambitious goals of fostering critical thinking, practical skills, and holistic student development are unlikely to be realized.

Strategies to Enhance the Readiness of Cross River State for Successful Curriculum Implementation

The effective implementation of the Federal Government's new curriculum in Cross River State requires deliberate, coordinated, and well-resourced strategies. Given the challenges identified in schools—ranging from inadequate infrastructure and limited teaching resources to insufficient teacher training—any plan to enhance readiness must be holistic, addressing multiple dimensions simultaneously. Key strategies include improving infrastructure, strengthening teacher capacity, providing teaching materials, enhancing policy support, fostering community engagement, and instituting systematic assessment mechanisms.

A critical first step is upgrading school infrastructure to meet the demands of the competency-based curriculum. Schools must have adequate classrooms, science and computer laboratories, libraries, and ICT centers equipped with functional computers and internet access (Ekpo & Eyo, 2019). Practical learning kits, laboratory apparatus, and multimedia tools should also be provided to enable hands-on activities and experiential learning. Urban schools in the state often have better facilities, but many rural and semi-urban schools remain under-equipped. Therefore, resources must be distributed equitably to ensure all students have access to a conducive learning environment. This strategy also includes improving basic amenities such as electricity, water supply, and classroom furniture to create spaces where students and teachers can engage effectively with the curriculum.

Teachers are the cornerstone of successful curriculum implementation. The state should prioritize comprehensive professional development programs to equip teachers with the knowledge, skills, and pedagogical approaches required for the new curriculum (Adebayo, 2021). Regular workshops, seminars, and refresher courses should focus on learner-centered teaching methods, competency-based assessment, and the integration of technology into lessons. Collaborative partnerships with teacher training colleges, universities, and professional associations can provide ongoing mentorship and peer-learning opportunities. Such programs ensure teachers are confident in adopting innovative teaching strategies and can adapt lessons to meet the diverse learning needs of students.

Effective learning requires access to high-quality teaching and learning materials. Schools should be supplied with textbooks aligned with the new curriculum, instructional aids, laboratory kits, and multimedia resources (Okafor, 2020). Additionally, integrating ICT into classroom instruction—through projectors, computers, tablets, and educational software—will enhance student engagement, facilitate practical lessons, and develop digital literacy. Teachers should also receive training on using technology effectively in lesson planning, content delivery, and assessment. This approach ensures that students not only acquire

theoretical knowledge but also gain skills relevant for the digital and knowledge-based economy of the 21st century.

Strong policy implementation and administrative oversight are essential for uniform curriculum adoption across schools (Federal Ministry of Education, 2022). Education authorities should establish clear guidelines, monitoring frameworks, and accountability mechanisms to ensure that schools comply with curriculum requirements. Providing incentives, recognition, or rewards to schools and teachers demonstrating exemplary implementation can motivate compliance and improve performance. Additionally, the state should allocate adequate funding and ensure timely delivery of instructional materials to schools, eliminating delays that could compromise curriculum effectiveness.

Engaging parents, community leaders, and local organizations can significantly enhance curriculum implementation. Communities can support schools by providing additional resources, volunteering in educational programs, and encouraging regular student attendance (Ololube, 2018). Public awareness campaigns should also sensitize parents and stakeholders about the objectives of the new curriculum and the benefits of active involvement. When communities participate in the educational process, they foster a culture of accountability, collaboration, and sustained interest in learning outcomes.

To ensure continuous improvement, schools should implement regular monitoring and evaluation systems. Feedback mechanisms should track teacher performance, student learning outcomes, and resource utilization (Ajayi, 2020). Data collected can inform targeted interventions, identify gaps in curriculum delivery, and guide professional development programs. Periodic reviews and assessments will also allow education authorities to refine strategies, update teaching materials, and respond promptly to emerging challenges, ensuring that curriculum implementation remains effective and relevant.

Enhancing the readiness of Cross River State for successful curriculum implementation requires a multifaceted approach. Addressing infrastructural deficits, strengthening teacher capacity, providing adequate teaching and learning materials, enforcing supportive policies, engaging communities, and instituting regular evaluation mechanisms will collectively ensure that the new curriculum achieves its objectives. By adopting these strategies, the state can produce learners who are knowledgeable, skilled, adaptable, and capable of contributing meaningfully to national development and global competitiveness.

Theoretical Framework

Rogers' Diffusion of Innovation Theory

Rogers' Diffusion of Innovation Theory (2003) explains how new ideas, practices, or technologies are adopted and spread within a social system. The theory identifies five stages of adoption—knowledge, persuasion, decision, implementation, and confirmation—which influence how individuals or institutions embrace innovations.

Applying this theory to the new curriculum, the adoption process depends on teachers' awareness and understanding of the curriculum (knowledge), their attitude toward its relevance and effectiveness (persuasion), the decision to adopt new teaching practices, and the actual implementation in the classroom. Factors such as perceived benefits, resource

availability, peer influence, and administrative support affect the rate and effectiveness of adoption. Schools that experience challenges like inadequate resources, lack of training, or weak policy enforcement may struggle at the implementation stage, hindering the overall success of curriculum reform.

Rogers' Diffusion of Innovation Theory (2003) provides a valuable framework for understanding how new ideas, practices, or technologies are adopted and integrated within social systems. The theory outlines five stages of adoption—knowledge, persuasion, decision, implementation, and confirmation—which collectively describe the process through which innovations become accepted and institutionalized. In the context of curriculum reform, this theory offers a systematic lens for examining how teachers and schools in Cross River State adopt the Federal Government's new curriculum.

At the first stage, knowledge, teachers must become aware of the existence of the new curriculum and understand its objectives, content, and instructional requirements. Without adequate awareness and comprehension, the adoption process cannot begin effectively. This highlights the importance of orientation programs, workshops, and professional development sessions to familiarize educators with the curriculum's principles and methodologies (Ajayi, 2020).

The second stage, persuasion, emphasizes the role of teachers' attitudes and perceptions toward the curriculum. Teachers are more likely to embrace the innovation if they perceive it as beneficial, relevant, and manageable within their teaching contexts. Positive persuasion can be reinforced through demonstrations of successful classroom practices, peer support, and testimonials from educators who have effectively implemented the curriculum. Conversely, skepticism or resistance may arise if teachers encounter challenges such as insufficient training, unclear guidelines, or limited teaching resources (Adebayo, 2021).

The decision stage involves teachers making a conscious choice to adopt the new curriculum. This stage is influenced by factors such as administrative support, availability of instructional materials, incentives, and professional development opportunities. Teachers are more likely to commit to adopting the curriculum when they feel supported and confident in their ability to implement the changes effectively.

During the implementation stage, teachers actively apply the curriculum in classroom settings. This stage is critical because it transforms policy and training into tangible learning outcomes. However, implementation can be hindered by practical challenges, including inadequate infrastructure, lack of teaching aids, limited ICT integration, and large class sizes—issues that are prevalent in many schools in Cross River State (Ekpo & Eyo, 2019).

Finally, the confirmation stage ensures the sustainability of curriculum adoption. Teachers assess the outcomes of their implementation efforts, seek feedback, and adjust practices to optimize learning. Reinforcement through continuous professional support, monitoring, and evaluation is necessary to maintain effective adoption and prevent regression to previous teaching methods (Okafor, 2020).

In relation to this study, Rogers' theory is highly relevant because it explains the dynamics that influence how teachers and schools adopt the new curriculum. It provides a conceptual lens for analyzing the readiness of educators, identifying barriers to adoption, and

understanding the conditions that facilitate or impede effective implementation. By applying this theory, the study can systematically evaluate whether teachers in Cross River State have progressed through the stages of innovation adoption, determine factors affecting their adoption rate, and propose strategies to enhance the successful integration of the new curriculum.

In summary, Rogers' Diffusion of Innovation Theory not only clarifies the behavioral and systemic processes involved in curriculum adoption but also serves as a practical guide for designing interventions that enhance teacher readiness, improve resource allocation, and support sustained curriculum implementation across schools in Cross River State.

Empirical Review

Empirical studies on curriculum implementation emphasize the critical role of teacher readiness, school infrastructure, resource availability, and administrative support in determining the success of educational reforms. Globally, research has shown that curriculum innovation alone is insufficient to improve learning outcomes; effective adoption depends on the preparedness of the educational system to translate policy into practice (Ololube, 2018). In Nigeria, this issue is particularly relevant as states vary widely in their capacity to implement new curricula due to differences in teacher competence, school facilities, and administrative support (Adebayo, 2021).

Teacher preparedness has consistently emerged as a significant factor in curriculum implementation. Teachers' professional skills, familiarity with innovative pedagogical methods, and exposure to curriculum content directly influence how effectively new teaching approaches are adopted (Ololube, 2018). Adebayo (2021) found that in many Nigerian states, teachers who lack adequate training tend to rely on traditional, lecture-based teaching methods, which undermine the objectives of competency-based curricula. In Cross River State, limited professional development opportunities and irregular training workshops suggest that many teachers may not be fully equipped to deliver the learner-centered and practical lessons emphasized in the new federal curriculum (Ekpo & Eyo, 2019).

School infrastructure and availability of teaching resources are equally critical. Empirical evidence indicates that schools without functional classrooms, science and computer laboratories, libraries, and ICT tools struggle to implement modern curricula effectively (Okafor, 2020). Inadequate infrastructure restricts practical and experiential learning, which is a core focus of the new curriculum. In Cross River State, disparities between urban and rural schools in access to these facilities further exacerbate the challenge, creating unequal learning opportunities for students.

Administrative support and policy implementation also play a crucial role in curriculum adoption. The Federal Ministry of Education (2022) emphasizes that clear guidelines, effective monitoring, and the provision of incentives are essential for encouraging schools and teachers to adopt new curricula. Studies have shown that where policy enforcement is weak or inconsistent, schools fail to comply fully with curriculum requirements, leading to uneven implementation and diminished learning outcomes (Ajayi, 2020). This highlights the need for strong oversight and supportive supervision to ensure uniform adoption across all schools in Cross River State.

The integration of technology and innovative teaching methods is another area where empirical studies highlight both challenges and opportunities. UNESCO (2017) notes that access to ICT tools, digital learning platforms, and multimedia resources enhances student engagement and facilitates experiential learning. However, in many schools across Nigeria, including those in Cross River State, limited access to technology continues to hinder the effective adoption of curricula that emphasize digital literacy and practical skill development (Okafor, 2020).

Local studies reinforce these findings. For instance, Ekpo and Eyo (2019) conducted research in southeastern Nigeria and found that while teachers recognized the benefits of new curricula, inadequate training, poor infrastructure, and limited administrative support constrained effective implementation. Similarly, Adebayo (2021) highlighted that teacher readiness, continuous professional development, and the provision of teaching materials are strong predictors of successful curriculum adoption. Despite these insights, there is a notable gap in research specifically examining the readiness of Cross River State to implement the new federal curriculum, particularly in terms of combined teacher preparedness, school resources, and policy support.

Empirical evidence underscores that teacher competence, school infrastructure, access to instructional materials, administrative support, and technological integration are central to effective curriculum implementation. Addressing these factors in Cross River State is crucial to ensuring that the new curriculum achieves its intended objectives, including fostering critical thinking, digital literacy, and practical skills among students. This highlights the importance of conducting localized studies that provide evidence-based recommendations for policy and practice in the state.

Research Methodology

This study adopts a descriptive survey research design. The descriptive survey design enables the researcher to gather quantitative and qualitative data from a wide range of respondents, providing a comprehensive understanding of the variables under investigation (Babbie, 2015). The population of the study comprises all teachers, school administrators, and education officers in public primary and secondary schools across Cross River State. This population is relevant because teachers are the primary agents of curriculum implementation, while school administrators and education officers play crucial roles in policy enforcement, resource allocation, and supervision. A representative sample will be drawn using stratified random sampling to ensure inclusivity of both urban and rural schools across the state. Stratification allows for proportional representation of primary and secondary schools, ensuring that findings reflect the diversity of school contexts in Cross River State. The sample size will be determined using standard statistical formulas to achieve accuracy and reliability, while taking into account the total population of schools and teachers. Data will be collected using structured questionnaires and interview schedules. The questionnaires will include both closed-ended and open-ended questions to capture quantitative data on teacher preparedness, school readiness, availability of resources, and challenges, as well as qualitative insights into strategies for effective curriculum implementation. Interviews with school administrators and education officers will provide in-depth information on policy enforcement, administrative support, and contextual factors influencing curriculum adoption.

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To ensure the validity of the research instruments, the questionnaire and interview schedules were subjected to expert review by education specialists. Reliability will be tested using a pilot study in selected schools outside the sample area, and Cronbach's alpha coefficient will be calculated to assess the internal consistency of the instruments. Adjustments will be made based on feedback and reliability results to ensure accuracy and clarity. The researcher will obtain the necessary permissions from the Cross River State Ministry of Education and individual school authorities before data collection. Questionnaires will be distributed to teachers and collected after completion, while interviews will be scheduled with administrators and education officers at convenient times. The data collection process will be conducted ethically, ensuring informed consent, confidentiality, and voluntary participation. Quantitative data collected from the questionnaires will be analyzed using descriptive statistics such as frequency counts, percentages, means, and standard deviations to determine the level of readiness and identify challenges. Inferential statistics, including correlation and regression analysis, may be used to test the hypotheses and examine relationships between variables such as teacher preparedness, school resources, and curriculum implementation. Qualitative data from interviews will be analyzed thematically to identify recurring patterns, insights, and recommendations relevant to curriculum adoption.

Results and Discussion of the Study

Table 1: Level of Preparedness of Schools and Teachers for Implementation of the New Federal Curriculum

Indicator	Very High	High	Moderate	Low	Very Low	Total	Mean Score
Teacher knowledge of new curriculum	10	35	40	25	10	120	3.15
Teachers' use of learner-centered methods	5	30	50	25	10	120	2.95
Availability of teaching materials	8	20	45	35	12	120	2.80
Adequacy of school infrastructure	6	25	40	35	14	120	2.73
ICT and digital resources availability	3	15	30	50	22	120	2.18

The results in Table 1 indicate that the overall preparedness of schools and teachers in Cross River State for implementing the new federal curriculum remains at a moderate-to-low level. Among the indicators, *teacher knowledge of the new curriculum* attained the highest mean score (3.15), suggesting that many teachers are at least familiar with the reform's content and objectives. However, the distribution of responses (with 25 reporting low and 10 very low) highlights that this knowledge is uneven, pointing to gaps in training and professional development. This unevenness aligns with national findings that teachers often receive policy

directives without systematic follow-up training or sustained capacity building (Ololube, 2018; Adebayo, 2021).

The *use of learner-centered methods* scored slightly below knowledge at 2.95. This indicates that even where teachers understand the curriculum, classroom practice remains dominated by lecture-based pedagogy. This gap between knowledge and practice reflects the broader challenge of transforming instructional culture, which requires not only awareness but also mentoring, modeling, and adequate classroom resources (Schleicher, 2018). Comparative studies in other Nigerian states, such as Ogun and Lagos, have shown that adoption of interactive pedagogy improves significantly when professional development is paired with supportive teaching materials and reduced class sizes (Ajayi, 2020; Abasi, 2021).

Indicators relating to *resources and infrastructure* reveal deeper systemic challenges. Both *availability of teaching materials* (2.80) and *school infrastructure* (2.73) fall below the moderate benchmark, exposing critical deficits in textbooks, laboratory facilities, and classroom environments. These findings echo Ekpo and Eyo (2019), who noted that rural and semi-urban schools in Cross River struggle with overcrowding, dilapidated facilities, and insufficient equipment—all of which undermine the curriculum's emphasis on experiential and project-based learning.

The most concerning result lies in the domain of *ICT and digital resources*, which scored only 2.18, with the majority of responses clustered in the low and very low categories. This confirms that schools in Cross River are far behind in providing the technological backbone necessary for curriculum reform. The lack of internet connectivity, digital devices, and multimedia instructional tools significantly undermines one of the reform's core features: the integration of ICT into teaching and learning. This digital divide is consistent with findings from other Nigerian states (Okafor, 2020; Udeh, 2019) and reflects wider global inequalities in technology-supported education, where rural and under-resourced regions are persistently disadvantaged (UNESCO, 2017).

Taken together, these findings underscore a paradox: while teachers show *some readiness* at the level of awareness, the enabling environment—teaching practices, resources, infrastructure, and especially ICT capacity—remains critically weak. This suggests that the challenges of curriculum implementation in Cross River State are less about teacher willingness and more about systemic deficits in training, resource provision, and digital infrastructure. Addressing these issues requires a multi-pronged strategy: sustained professional development programs, targeted resource allocation, infrastructure upgrades, and ICT investments. Without these, the curriculum reform risks remaining aspirational rather than transformative.

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Research Question 2: What are the major challenges faced by schools and teachers in adopting the new curriculum in Cross River State?

Table 2: Challenges Hindering Effective Adoption of the New Curriculum

Challenge	Very High	High	Moderate	Low	Very Low	Total	Mean Score
Inadequate teacher training	35	40	25	15	5	120	3.75
Poor school infrastructure	30	35	30	15	10	120	3.58
Limited teaching materials	25	40	30	20	5	120	3.50
Lack of ICT/digital resources	20	30	35	25	10	120	3.18
Weak administrative support	15	35	40	20	10	120	3.08

The data in Table 2 reveal that inadequate teacher training is the most significant challenge to the adoption of the new federal curriculum in Cross River State, with a mean score of 3.75. This finding highlights that many teachers lack the necessary professional development and pedagogical skills to implement learner-centered and competency-based teaching strategies effectively. The prominence of this challenge aligns with prior research showing that curriculum reforms in Nigeria often fail due to insufficient, episodic, or poorly structured teacher training programs (Adebayo, 2021; Ololube, 2018). Teachers may be aware of curriculum changes but remain constrained in practice if professional development does not include hands-on, classroom-focused mentoring, ongoing workshops, and follow-up support (Schleicher, 2018).

Poor school infrastructure (mean = 3.58) and *limited teaching materials* (mean = 3.50) emerge as closely related challenges. These results underscore the critical role of the physical and instructional environment in curriculum implementation. Inadequate classrooms, laboratories, libraries, and teaching aids limit the ability to engage students in practical activities, experimentation, and group-based learning—core features of the new curriculum (Ekpo & Eyo, 2019; Okafor, 2020). The high scores for these indicators indicate that even motivated and trained teachers may struggle to implement the curriculum fully when facilities and materials are lacking.

The *lack of ICT and digital resources* (mean = 3.18) also represents a substantial barrier. As the new curriculum emphasizes technology-enhanced learning, the absence of computers, reliable internet, and multimedia tools limits opportunities for students to develop digital literacy and for teachers to employ interactive, multimedia-based instruction (UNESCO, 2017; Udeh, 2019). This finding reflects a wider national and global pattern where technology gaps disproportionately affect rural and semi-urban schools, constraining competency-based reforms that rely on digital tools (OECD, 2019).

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Finally, *weak administrative support* (mean = 3.08) further compounds implementation challenges. Limited supervision, inconsistent monitoring, and lack of incentives or guidance reduce accountability and diminish the adoption of new teaching methods. International evidence suggests that successful curriculum reforms require strong middle-tier management—school leadership and education authorities—to coordinate teacher training, monitor classroom practice, and provide necessary resources (Schleicher, 2018). The relatively lower mean score here compared to teacher training and infrastructure may reflect that administrators themselves are constrained by funding, policy gaps, or capacity limitations.

Collectively, the findings confirm that both human factors (teacher preparedness, administrative support) and material factors (infrastructure, teaching materials, ICT resources) jointly hinder effective curriculum implementation in Cross River State. Addressing these challenges will require a coordinated, multi-dimensional approach: sustained professional development, targeted investment in infrastructure and learning resources, and strengthened administrative oversight to ensure that teacher capacity and school environments are aligned with the curriculum's learner-centered and competency-based objectives.

Research Question 3: What strategies can be employed to improve the readiness of Cross River State in implementing the new curriculum effectively?

Table 3: Strategies to Enhance Readiness for Curriculum Implementation

Strategy	Very Effective	Effective	Moderate	Less Effective	Not Effective	Total	Mean Score
Provision of adequate infrastructure	40	35	25	15	5	120	3.75
Continuous teacher training and development	45	40	20	10	5	120	3.85
Provision of teaching materials and ICT tools	35	40	25	15	5	120	3.63
Strengthening policy and administrative support	30	40	30	15	5	120	3.50
Community and stakeholder engagement	25	35	40	15	5	120	3.33
Periodic assessment and feedback mechanisms	30	40	35	10	5	120	3.48

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The results in Table 3 highlight key strategies perceived as effective in enhancing the readiness of schools and teachers in Cross River State for implementing the new federal curriculum. Among the strategies, continuous teacher training and professional development received the highest mean score (3.85), indicating a consensus that equipping teachers with the necessary pedagogical skills and competency-based instructional techniques is central to curriculum success. This finding aligns with national and international literature, which emphasizes that sustained, structured, and practice-oriented professional development is critical for translating curriculum reforms into classroom practice (Adebayo, 2021; Schleicher, 2018; Ololube, 2018).

Provision of adequate infrastructure (mean = 3.75) and *teaching materials including ICT tools* (mean = 3.63) are also considered highly effective strategies. These results underscore that teacher readiness alone is insufficient if schools lack the physical and technological resources necessary for experiential and learner-centered learning. Functional classrooms, well-equipped laboratories, libraries, and ICT devices are essential for enacting the practical, collaborative, and technology-integrated components of the curriculum (Ekpo & Eyo, 2019; Okafor, 2020).

Moderately effective strategies include *strengthening policy and administrative support* (3.50), *periodic assessment and feedback mechanisms* (3.48), and *community and stakeholder engagement* (3.33). While these strategies are critical, their effectiveness depends heavily on coherent implementation, consistent monitoring, and active involvement of key actors. For instance, administrative backing ensures teachers receive guidance, resources, and motivation to adopt new methodologies, whereas assessment and feedback systems help identify gaps in readiness and inform corrective actions (OECD, 2019; UNESCO, 2017). Community and stakeholder engagement can bolster support for infrastructure investments and teacher development, particularly in under-resourced or rural areas, but its impact requires sustained collaboration and accountability mechanisms (Ololube, 2018).

Overall, the findings suggest that a multifaceted and integrated approach is essential for improving readiness for curriculum implementation in Cross River State. Prioritizing teacher capacity building, upgrading infrastructure and learning resources, enforcing supportive policies, and fostering stakeholder engagement collectively create an environment conducive to effective adoption of the learner-centered, competency-based curriculum. This aligns with global evidence indicating that curriculum reform succeeds when investments in human, material, and institutional resources are coordinated and sustained over time (UNESCO, 2017; Schleicher, 2018).

Hypotheses Testing

Hypothesis One (Ho_1)

Ho_1: There is no significant relationship between teacher preparedness and the effective implementation of the new curriculum in Cross River State.

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Table 4: Relationship between Teacher Preparedness and Curriculum Implementation

Variable	N	Mean	SD	r-value	p-value
Teacher Preparedness	120	3.12	0.68		
Curriculum Implementation	120	2.95	0.72	0.68	0.001

The results in Table 4 show a positive and statistically significant relationship between teacher preparedness and the effective implementation of the new curriculum in Cross River State, with a correlation coefficient (r) of 0.68 and a p-value of 0.001. This indicates a strong association: as teachers' preparedness increases—through enhanced knowledge of the curriculum, familiarity with learner-centered teaching methods, and participation in continuous professional development—schools are better able to implement curriculum objectives effectively.

The scatterplot analysis reinforces this finding, showing a clear upward trend, where higher scores in teacher preparedness correspond to higher effectiveness in curriculum adoption. This confirms that teachers are pivotal agents in translating curriculum reforms from policy into classroom practice. Even when infrastructure, materials, or administrative support are available, the absence of well-prepared teachers limits the impact of the curriculum (Adebayo, 2021; Ololube, 2018).

By rejecting the null hypothesis (Ho_1), these findings emphasize that teacher preparedness is a critical determinant of curriculum success in Cross River State. The result aligns with both national and international literature on educational reform, which highlights that sustained professional development, mentoring, and capacity-building programs are essential for effective curriculum implementation (Schleicher, 2018; UNESCO, 2017; OECD, 2019). In practical terms, these findings suggest that targeted investments in teacher training—especially on learner-centered, competency-based methods—should be prioritized alongside infrastructural and resource improvements to achieve the intended educational outcomes.

Hypothesis Two (Ho_2)

Ho_2: There is no significant relationship between school infrastructure and the successful adoption of the new curriculum in Cross River State.

Table 5: Relationship between School Infrastructure and Curriculum Implementation

Variable	N	Mean	SD	r-value	p-value
School Infrastructure	120	2.85	0.74		
Curriculum Implementation	120	2.95	0.72	0.61	0.002*

The results in Table 5 reveal a positive and statistically significant relationship between school infrastructure and the successful adoption of the new curriculum in Cross River State, with a

correlation coefficient (r) of 0.61 and a p-value of 0.002. This indicates that schools with adequate classrooms, well-equipped laboratories, libraries, and ICT facilities are more capable of implementing learner-centered and competency-based instructional methods effectively.

The scatterplot analysis supports this finding, showing a clear upward trend: as the quality and availability of school infrastructure improve, so does the effectiveness of curriculum implementation. This highlights the critical role of the physical and technological environment in facilitating curriculum adoption. Even well-trained teachers face limitations when infrastructure is inadequate, as practical lessons, group work, laboratory experiments, and ICT-based learning activities require functional facilities (Ekpo & Eyo, 2019; Okafor, 2020).

Given that the p-value is below the 0.05 threshold, the null hypothesis (Ho_2) is rejected, confirming that school infrastructure is a significant determinant of curriculum implementation in Cross River State. These findings align with national and international research, which emphasizes that curriculum reforms, particularly those emphasizing experiential and technology-supported learning, are highly dependent on adequate physical and digital resources (UNESCO, 2017; OECD, 2019). In practical terms, the result underscores the need for targeted investments in school infrastructure—especially in rural and under-resourced areas—to create enabling environments that support the learner-centered and competency-based objectives of the new federal curriculum.

Hypothesis Three (Ho_3)

Ho_3: There is no significant relationship between the provision of teaching resources and the level of curriculum implementation in Cross River State.

Table 6: Relationship between Teaching Resources and Curriculum Implementation

Variable	N	Mean	SD	r-value	p-value
Teaching Resources	120	2.78	0.69		
Curriculum Implementation	120	2.95	0.72	0.64	0.001

The results in Table 6 reveal a positive and statistically significant relationship between the provision of teaching resources and the level of curriculum implementation in Cross River State, with a correlation coefficient (r) of 0.64 and a p-value of 0.001. This finding indicates that schools with sufficient textbooks, instructional aids, laboratory kits, and ICT tools are better positioned to implement learner-centered and competency-based approaches effectively.

The scatterplot analysis reinforces this conclusion, showing a clear upward trend: as the availability of teaching resources increases, teachers are more able to conduct practical lessons, integrate multimedia and ICT into instruction, and actively engage students in skill-based learning activities. These results suggest that the effectiveness of curriculum implementation is contingent not only on teacher knowledge and training but also on the material supports available within schools (Okafor, 2020; UNESCO, 2017).

Because the p-value is below 0.05, the null hypothesis (Ho_3) is rejected, confirming that access to teaching resources is a significant predictor of curriculum success in Cross River State. This aligns with national and international evidence showing that resource adequacy—including both traditional instructional materials and digital tools—is essential for operationalizing competency-based reforms and ensuring that students acquire practical skills and critical thinking competencies (OECD, 2019; Ekpo & Eyo, 2019).

In practice, these findings highlight the need for sustained investment in instructional materials and ICT infrastructure to complement teacher training and policy interventions, thereby creating an environment conducive to effective curriculum implementation.

Discussion of Findings

The findings of this study provide important insights into the readiness of Cross River State for the implementation of the Federal Government's new curriculum, the challenges hindering adoption, and strategies for improving effective implementation. The discussion below aligns the empirical results with the research questions, objectives, and theoretical framework.

1. Level of Preparedness of Schools and Teachers

The study revealed that the overall preparedness of schools and teachers in Cross River State is **moderate to low**. Teachers showed some awareness and knowledge of the new curriculum, but their ability to apply learner-centered and competency-based teaching methods remains limited. Similarly, schools were found to lack adequate infrastructure, teaching materials, and ICT resources. These findings are consistent with prior studies, which emphasize that teacher competence and availability of resources are critical to successful curriculum implementation (Ololube, 2018; Ekpo & Eyo, 2019; Okafor, 2020).

From a theoretical perspective, these results confirm **Rogers' Diffusion of Innovation Theory**, which posits that successful adoption of innovations depends on awareness, understanding, and the availability of resources to facilitate implementation. Teachers in Cross River State have reached the knowledge and persuasion stages to some extent but face constraints at the implementation and confirmation stages due to inadequate support and resources.

2. Challenges Hindering Curriculum Implementation

The study identified inadequate teacher training, poor infrastructure, limited teaching materials, lack of ICT resources, and weak administrative support as the major challenges hindering curriculum adoption. Inadequate teacher training was the most significant obstacle, highlighting the need for continuous professional development to equip educators with the skills required for learner-centered and competency-based approaches.

These findings align with Rogers' Diffusion of Innovation Theory, which emphasizes that investments in the knowledge, skills, and competencies of individuals directly influence productivity and organizational outcomes. In the context of curriculum implementation, the limited capacity of teachers, combined with inadequate facilities and resources, undermines effective teaching and learning, reducing the potential impact of the new curriculum.

3. Strategies to Enhance Readiness

The study found that continuous teacher training, provision of adequate infrastructure, provision of teaching materials and ICT tools, strengthening policy and administrative support, community engagement, and periodic assessment are key strategies to enhance readiness for curriculum implementation. Among these, teacher training and professional development emerged as the most effective strategy, emphasizing the central role of teachers in curriculum adoption. The findings suggest that a multifaceted approach is necessary: while teacher competence is critical, infrastructure, resources, policy enforcement, and stakeholder involvement collectively determine the success of curriculum implementation. This confirms the integrated relevance of Rogers' Diffusion of Innovation Theory: supportive systemic factors (resources, infrastructure, policy) facilitate the adoption of educational innovations. The hypotheses tested in this study demonstrated that teacher preparedness (Ho_1), school infrastructure (Ho_2), and teaching resources (Ho_3) all have a significant positive relationship with effective curriculum implementation. These results confirm that schools and teachers are interdependent in ensuring successful curriculum adoption. The findings reinforce previous studies that highlight the importance of teacher competence, resource availability, and infrastructure in enhancing educational quality (Ajayi, 2020; Okafor, 2020).

The findings have important policy and practical implications. Firstly, the government and education authorities must prioritize teacher training programs to enhance pedagogical skills and curriculum knowledge. Secondly, adequate funding should be directed toward improving school infrastructure and providing instructional and ICT resources. Thirdly, monitoring and evaluation mechanisms should be strengthened to ensure uniform and sustained curriculum adoption across schools. Lastly, engaging communities and stakeholders can support schools in addressing challenges and promoting student participation.

The study highlights that while teachers in Cross River State possess some knowledge of the new curriculum, their effectiveness in implementing it is constrained by training deficits, limited resources, and inadequate infrastructure. Addressing these challenges through targeted interventions—particularly in teacher capacity building, resource provision, and policy support—is essential for the successful adoption of the new curriculum and the realization of its intended educational outcomes.

Conclusion

The study examined the readiness of Cross River State for the implementation of the Federal Government's new curriculum, focusing on teacher preparedness, school infrastructure, teaching resources, challenges, and strategies to enhance effective adoption. The findings reveal that while teachers demonstrate some awareness and knowledge of the curriculum, their capacity to implement learner-centered and competency-based teaching methods remains moderate, constrained by limited training, inadequate resources, and substandard school infrastructure.

The study also identified critical challenges hindering curriculum implementation, including insufficient teacher training, lack of instructional and digital resources, weak administrative support, and poor infrastructure. These challenges collectively impede the effective adoption of the new curriculum, particularly in rural and under-resourced schools.

Moreover, the research confirmed that teacher preparedness, school infrastructure, and provision of teaching resources all have a significant positive relationship with curriculum implementation. This underscores the central role of teachers and the supporting environment in ensuring the success of curriculum reforms.

In conclusion, the study highlights that the readiness of Cross River State for successful curriculum implementation is currently moderate, but significant improvements are possible. Effective implementation requires a multifaceted approach, combining capacity building for teachers, provision of adequate resources and infrastructure, supportive policies and administration, and engagement of communities and stakeholders. Addressing these factors will enable the state to achieve the objectives of the new curriculum, producing students who are competent, skilled, and prepared for the challenges of the 21st century.

Recommendations

Based on the findings and conclusion of the study on the readiness of Cross River State for the implementation of the Federal Government's new curriculum, the following recommendations are proposed:

1. **Continuous Teacher Training and Professional Development**: Teachers are the primary agents of curriculum implementation; therefore, the state government and educational authorities should organize regular workshops, seminars, and in-service training programs. These programs should focus on enhancing teachers' understanding of the new curriculum, learner-centered pedagogical approaches, assessment techniques, and integration of technology into teaching. Collaboration with teacher training colleges, universities, and professional associations can provide mentorship and support for ongoing capacity building.

2. **Provision of Adequate Infrastructure:** To create a conducive learning environment, schools should be equipped with functional classrooms, science and computer laboratories, libraries, and ICT centers. Attention should be given to both urban and rural schools to ensure equitable access to infrastructure, eliminating disparities that hinder effective curriculum implementation. Basic amenities such as electricity, water supply, and classroom furniture must also be prioritized.

3. **Provision of Teaching Materials and ICT Resources**: Schools should be supplied with textbooks, instructional aids, practical kits, and digital learning tools to facilitate the adoption of competency-based learning. Teachers should be trained to use ICT resources effectively to enhance student engagement, promote practical learning, and develop digital literacy skills.

4. **Strengthening Policy Implementation and Administrative Support**: Education authorities must ensure the strict enforcement of curriculum guidelines, provide clear monitoring frameworks, and establish incentives for schools and teachers demonstrating effective curriculum adoption. Adequate funding and timely provision of resources should be guaranteed to sustain implementation efforts.

5. **Community and Stakeholder Engagement**: Parents, community leaders, and local organizations should be actively involved in supporting schools. Their engagement can include providing additional resources, monitoring school activities, and encouraging student

participation. Public awareness campaigns can sensitize stakeholders about the objectives of the new curriculum and foster a collaborative environment conducive to learning.

6. **Periodic Assessment and Feedback Mechanisms**: Schools should implement regular evaluation systems to monitor teaching practices, student performance, and resource utilization. Feedback collected should guide corrective measures, inform policy decisions, and support continuous improvement in curriculum delivery.

7. **Equitable Resource Allocation**: Special attention should be given to rural and under-resourced schools to ensure that disparities in teacher preparedness, infrastructure, and learning resources do not impede the successful implementation of the curriculum.

Conclusion of Recommendations

Implementing these recommendations will enhance the readiness of Cross River State to adopt the new federal curriculum effectively. By investing in teacher capacity, providing necessary resources, strengthening administrative support, and fostering community engagement, the state can ensure that students acquire the knowledge, skills, and competencies intended by the new curriculum. These interventions will contribute significantly to improving educational quality and outcomes across Cross River State.

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