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Assessing Content Coverage and the Effectiveness of Instructional Materials in Enhancing Learning Outcomes in Senior Secondary School Mathematics in Ogun State

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Abstract: This study assessed the adequacy of contents coverage of Mathematics curriculum in rural and urban areas in senior secondary schools in Ogun State. It also examined the Usage of appropriate instructional materials for the implementation of Mathematics curriculum in rural and urban areas in senior secondary schools in the study area. These were with a view to providing information on the extent of implementation of Mathematics curriculum in Ogun State. The study adopted the descriptive survey research design. The population for the study comprised of all public senior secondary schools in rural and urban areas of Ogun State. The sample for the study were 90 public senior secondary schools two (SSII) Mathematics teachers drawn from the three senatorial districts using multistage sampling procedure. Three Local Government Areas (LGAs) were selected from the three senatorial district in the state for a total of nine LGAs, five rural and five urban senior secondary schools were chosen from each Local Government Areas (LGAs) and one mathematics teacher from each school was chosen using simple random sampling techniques. Two instrument were used to collect data for the study, namely: Mathematics Curriculum Implementation Retrieval Sheet (MCIRS); and Mathematics Curriculum Implementation Observation Check List (MCIOCL). Data collected were analyzed using frequency counts and percentages. The results showed that Mathematics curriculum contents in Senior Secondary Schools in Ogun State were fully implemented in urban areas having mean score of 1.5 and above in all the item sampled unlike the rural areas which all the item sampled are below mean of 1.5 except two items that have 1.5 and above. The finding of the study showed that teachers in urban areas uses instructional materials with the mean score of 0.9 as the highest and 0.6 as the lowest mean of all the item sampled while rural areas did not use instructional materials with the mean score off 0.6 as the highest and 0.3 as the lowest. The study concluded that Mathematics curriculum was moderately implemented in Ogun State.

Keywords: *Availability, Content Coverage, Mathematics Education, Instructional Materials, Utilization.*

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I. INTRODUCTION

Mathematics is a key and mandatory subject in Nigerian junior and senior secondary schools, The relevance of the subject to most of the disciplines has made it mandatory for students to have credit as their pass mark in senior secondary school classes before promoting to the next class and even before given admission into many of the courses in tertiary institutions. Its influence has gone beyond classroom in the sense that everyday activities involve the use of Mathematics such as in business transaction, commerce, technology. It is essential for better knowledge and exploration of the scientific, economic, and social worlds. It is used to create reasonable knowledge in all disciplines, such as solving problems,

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expressing ideas, forecasting outcomes, and establishing daily routine principles. The application of Mathematical principles and theories, with accurate explanations mentioned in the spreading of ICT into all fields of study has resulted in innovation in science and technology. It is believed that hardly can a country survive the thrust of the recent Information and Communication Technology (1CT) without Mathematics (Azuka. 2003).

Every area of Mathematics has its own specific applications to different career options. Mathematics study is itself important to a society because it assist students in acquiring the critical thinking ability to communicate, explore, conject and reasons logically to solve problems using various approaches. The subject aids in the acquisition, oganization, and application of information via numerical computations, as well as the transmission of ideas through images, graphs, and symbols via descriptive and analytical representations. Mathematics has a direct link with other disciplines, particularly scientific, technological, and social sciences courses, in addition to the aforementioned advantages to life and human endeavors. Davies and Hersh (2012) go on to say that Mathematics is a crucial subject not only for obtaining an academic certificate in high schools or college but also for preparing students for the future, regardless of whatever path they take in life. According to Umameh (201l), Mathematics is inextricably linked to daily life and everyone's long-term plans. The importance of Mathematics cannot be overemphasized and effort has to be made to eradicate the learning difficulties of students in Mathematics so as to improve on the basic Mathematical skills acquired in senior secondary school. The level of students Mathematics achievement has been very low despite the attempts made by many researchers, the actuality of Mathematics knowledge could not be eliminated without examining students' performance in public examinations at the senior secondary school level(Abakporo, 2005).Chief Examiners reports in Senior Secondary School Certificate Examination (SSCE) results, as well as the West African Examination Council (WAEC, 2011) and National Examination Council (NECO, 2010) exams, corroborate this viewpoint. In those years, the reports indicated a relatively low proportion of credit passes in Mathematics at the credit level. This might be attributed to many factors which are anchoring on implementation of curriculum.

To be more precise, in Ogun State, the state government ensures that funding instructional materials, and teaching staff are accessible for all secondary schools students. The government has also consistently supported secondary education by using a social demand approach to sector planning and subsidizing the cost for the Senior School Certificate Examinations (SSCE) in the State for a long period of time. These are the efforts made over time to improve teaching and learning in all disciplines, as well as student achievement in Mathematics, which is a fundamental subject. All these efforts have not successfully contributed to the goal of curriculum especially in Mathematics because few sets pass the subject and pursue related course Ajayi (1988) and Adepoju (2002).However, educators and researchers have lately uncovered a number of variables this contribute to poor Mathematics performance. Constant changes in government policy, school closures based on teachers strikes, a lack of oversight, monitoring, and assessment procedures, lack of excellent textbooks, inadequate substance and context of instruction bad and not-conductive atmosphere, and teachers ineptitude (Adepoju 2003).

Curricular contents based on conventional techniques may be harmful to the teaching process since it inhibits learners active engagement in learning (Roser, 2000). In a similar line, Radford (1998) claims that ineffective curriculum implementation leads to low academic achievement in examinations and the development of a negative attitude towards learning. With all these, it connotes that driving wheel to achieve academic performance is centered on curriculum implementation at all levels of education. Curriculum is a holistic concept involving various elements that are vital to teaching and learning. Among the elements is the contents in the curriculum. The provision of information. Skills, and attitudes to be transmitted to learners through the subjects cut across different methods. Extra-curricular activities for systematic and complete learning is another major determinant of educational quality. As a result, any modifications have been made to current curricula to address difficulties and weaknesses in previous curricula in order to suit the demands of today's secondary schools (Alade, 2011). While learners can learn from a variety of other places (especially informally through the media and the internet), the curriculum contents should be well structured and sequenced because it is a major asset for long-term acquisitions that should be well exploited and capitalized on, and when the curriculum contents is not well taught, it can have an negative impact on the learner.

Curriculum implementation cannot be driven to achieve its goal without instructional materials. Instructional Materials are necessary and important educational resources in term of human and non-human materials. They are frequently used educational settings to aid in the teaching and learning process, as well as tool to learn and understand concepts in Mathematics. The use of instructional materials is of important to build up specific attitude of rationality, objectivity, open mindedness and abhorrence to superstitions in students, and without instructional materials Mathematics will be illogical and fiction to students (Adeleke, Adebisi & Salami 2016).

The curriculum for mathematics at the secondary school level is comprehensive, covering diverse topics such as algebra, geometry, statistics, and number theory. To deliver this content comprehensively, teachers must engage with the full range of topics and utilise instructional materials that support deep conceptual understanding. Curriculum coverage ensures that learners encounter all essential concepts, while instructional materials provide visual and hands-on experiences that support learner engagement beyond rote memorization. However, gaps in coverage may occur when teachers omit topics due to time

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constraints, lack of confidence, or inadequacies in instructional resources. At the same time, even when materials are available, teachers may not use them in ways that align with curriculum goals, thereby weakening the link between intended content and actual classroom experiences.(Eke & George 2023)

With Instructional Materials, abstract language of Mathematics is communicated well to the learners' whereby the learners interact with their teachers in Mathematics. They are the materials that are employed in the teaching process. Poor academic performance. A deteriorating attitude, and a lack of self-concept in Mathematics may be caused by teacher's ineffective use of teaching resources, this is because Mathematics deals with numbers, logics and manipulation that can discourage students. Inadequate content coverage and poor material usage have broader implications for student learning outcomes. When students do not receive comprehensive exposure to curricular topics or encounter limited instructional support, they are less likely to develop the depth of understanding required for success in high-stakes assessments and further studies. Moreover, the absence of varied instructional materials could diminish students' interest and motivation, especially in mathematicsa subject often perceived as abstract or difficult. This condition may explain observed patterns of low achievement and lack of enthusiasm for mathematics in many secondary schools. For example, research on instructional materials and academic performance has highlighted the positive role that well-used teaching aids play in helping students grasp complex mathematical concepts and improve achievement. (Adesoji & Adeyinka 2025)

The tendency for teachers to intentionally put away the use of instructional materials can be traced to lack of teacher's handling or mastery in Mathematics teaching (Syomwene 2013). Nwike and Catherine (2013) emphasized the importance of instructional materials in every educational environment for effective teaching and learning. This implies that instructional materials carry the message in the curriculum better of the learner which can improve the learning intentions in any education settings. Kosgei (2015) showed that instructional materials are essential in curriculum execution in a comparable research. Furthermore, the relationship between content coverage, instructional materials, and teaching quality has implications for teacher education and professional development. Teachers require not only access to instructional resources but also knowledge and skills to integrate these resources effectively into their pedagogical practice. This includes the ability to select materials that align with specific content areas and to enact learning activities that engage students in conceptual thinking rather than passive reception. Professional development programs that focus on material usage and curriculum implementation are therefore crucial in equipping teachers to bridge the gap between content mandates and classroom realities.

In their research on school location and performance, Kostman (1977) and Sinnelkjaer (1979) found that urban educational institutions have common learning obstacles such as reading retardation, excessive absenteeism, drug misuse, student vandalism, and indifference. These vices, as well as overpopulation, are the root reasons of low performance it urban schools when compared to rural schools. However, Ogunlade (1973) and Obot (1991) disagreed with this viewpoint. They said that urban schools are well-staffed and have enough facilities. As a result, these variables lead to greater performance in cities than in rural areas. This may be due to lack of basic skills the students supposed to acquire throughout the period of their studies at the Senior Secondary School level. These are compelling arguments for the importance of Mathematics in human development and achievement. Long-term difficulties such as inexperienced teaching professionals, a lack of teaching and learning facilities, classroom congestion, as well as teachers and students attitudes, are often stated reasons why learners fail in Mathematics, according to the current research.

Other triggering variables can have a substantial influence on Mathematics teaching and learning processes in schools, though, because life and society are dynamic. Many of these criteria are related to the completion of curriculum content, evaluation processes, and instructional materials utilized in Mathematics curriculum implementation. The Mathematics Association of Nigeria (MAN), in collaboration with other interested parties, have been working tirelessly to improve mathematics teaching and learning by hosting annual seminars and workshops in form f subject clinic for mathematics teachers where mathematical problems are discussed. In this context, this research explores the evaluation of Mathematics curriculum implementation that leads to curriculum content coverage as specified in the Mathematics curriculum, to examine the usage of instructional materials for the implementation as well as comparing the adequacy of assessment procedure used during the implementation of Mathematics curriculum in urban and rural schools. Furthermore, this study investigates the relationship between the Mathematics curriculum and various factors that are thought to be relevant to learners' academic performance, interest, attitude, and motivation in order for educational stakeholders to develop policies and ideas that will aid in the implementation of the curriculum through content, instructional materials, and assessment procedures.

- *Statement of the problem*

Effective mathematics instruction requires both comprehensive coverage of the prescribed curriculum and the strategic use of appropriate instructional materials. However, in many secondary schools, evidence suggests that teachers often fail to cover all required topics, and the utilisation of instructional materials is inconsistent or inadequate. This situation may result from limited access to resources, lack of teacher training on material integration, or time constraints in the classroom. Consequently, students may not receive sufficient exposure to essential mathematical concepts, and learning outcomes may be adversely affected. Despite the

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recognized importance of instructional materials in enhancing conceptual understanding, engagement, and achievement, there remains limited empirical evidence on the extent to which teachers align curriculum coverage with effective material use in practice. This gap raises critical questions about the quality of mathematics teaching and the preparedness of learners to meet academic standards, highlighting the need for research that investigates the interaction between content coverage and instructional material utilisation in secondary mathematics classroom.

➢ *Purpose of the Study*

The purpose of this study is to investigate the extent to which secondary school mathematics teachers cover the prescribed curriculum content and utilise appropriate instructional materials in their teaching. Specifically, the study aims to identify gaps in content coverage, examine patterns in the use of instructional resources, and explore how these factors may influence the quality of mathematics instruction and student learning outcomes. By providing empirical evidence on current classroom practices, the study seeks to inform teacher training, curriculum implementation, and policy interventions that enhance the effectiveness of mathematics education.

➢ *The specific objectives are:*

- Assess the adequacy of content coverage of mathematics curriculum in rural and urban areas in senior secondary schools in ogun state.
- Examine the usage of appropriate instructional materials for implementing mathematics curriculum in rural and urban areas in senior secondary schools in ogun state.

➢ *Research Questions*

- How adequate are the content coverage of mathematics curriculum in rural and urban areas in senior secondary schools in ogun state.
- Are the instructional materials for implementing mathematics curriculum used in rural and urban areas in senior secondary schools in ogun state

➢ *Research Question 1: How Adequate are the Content Coverage of Mathematics Curriculum in Rural and Urban Areas in Senior Secondary Schools in Ogun State?*

Table 1: Table for Adequacy of Content Coverage of Mathematics Curriculum in Rural and Urban Location

s/n	Topics	Rural				Decision sd	Urban				Decision Ft(%)	Total mean Pt(%)	Total sd Nt(%)	decision mean
		Ft(%)	Pt(%)	Nt(%)	mean		Used (%)	Ft(%)	Mean	Sd				
1.	Circle theorem	21 (23.3)	20 (22.2)	4 (4.4)	1.3333	.67420	Not Adequate	37 (41.1)	1.	Circle theorem	21 (23.3)	20 (22.2)	4 (4.4)	1.3333
2.	Trigonometry	25 (24.4)	17 (22.2)	3 (3.3)	1.4889	.62603	Not Adequate	43 (47.8)	2.	Trigonometry	25 (24.4)	17 (22.2)	3 (3.3)	1.4889
3.	Bearing	24 (26.7)	11 (12.2)	10 (11.1)	1.1778	.86047	Not Adequate	35 (38.9)	3.	Bearing	24 (26.7)	11 (12.2)	10 (11.1)	1.1778
4.	Measure of central Tendency	23 (25.6)	15 (16.7)	7 (7.8)	1.3556	.74332	Not Adequate	44 (48.8)	4.	Measure of central Tendency	23 (25.6)	15 (16.7)	7 (7.8)	1.3556
5.	Measures of dispersion	27 (30)	13 (14.4)	5 (5.6)	1.4222	.69048	Not Adequate	33 (36.7)	5.	Measures of dispersion	27 (30)	13 (14.4)	5 (5.6)	1.4222
6.	Histogram of group data	31 (34.4)	8 (8.9)	6 (6.7)	1.5556	.72474	Adequate	42 (46.7)	6.	Histogram of group data	31 (34.4)	8 (8.9)	6 (6.7)	1.5556
7.	Cumulative frequency graph	37 (41.1)	8 (8.9)	-	1.8222	.38665	Adequate	40 (44.4)	7.	Cumulative frequency graph	37 (41.1)	8 (8.9)	-	1.8222
8.	Probability	28 (31.1)	5 (5.6)	12 (13.3)	1.3556	.88306	Not Adequate	30 (33.3)	8.	Probability	28 (31.1)	5 (5.6)	12 (13.3)	1.3556

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The result on Adequacy of contents coverage of Mathematics curriculum covered by student and teachers based on their location were presented in table 1 above. The chart reveals that item 1 was designed to determine the sufficiency of content coverage based on the Circle theorem's position. The data obtained from the field shows that 21(23.3/%), 20(22.2%) and 4(4.4%) we were fully, partially and Not taught respectively based on rural area with the mean and standard deviation score of 1.3333 and 0.67420 respectively and 37(41.1%) and 7(7.8%) and 1(1.1%) were fully, partially and Not taught respectively based on urban location with the mean and standard deviation score of 1.8444 and 0.36654 respectively having a total the mean and standard deviation score of 1.5889 and 0.59764 respectively. Item 2 shows the adequacy of content coverage on Trigonometry and data obtained indicated that 3(3.3%), 17(22.2%) and 25(24.4%) were Not taught, partially taught and fully taught respectively, Following that is the mean and standard deviation are as 1.4889 and 0.62603 respectively in rural area and 43(47.8%) and 2(2.2%) were fully taught and partially taught as obtained from urban area with the mean and standard deviation as 1.9556 and 0.20841 respectively, Following that the total mean and standard deviation is 1.7222 and 0.51989 respectively. The third item attempt the adequacy of content coverage on bearing. The data obtained from the field shows that 24(26.7%6).11(12.2%) and 10(11.1%) were fully, partially, and not taught respectively with the mean score and standard deviation of 1.1778 and 0.86047 respectively from rural location and 35(38.9%), 5(5.6%) and 5(5.69%) were fully, partially and Not taught respectively in urban area with the mean score and standard deviation of 1.8000 and 0.50452 respectively having the mean score and standard deviation of1.4889 and 0.76796 respectively. On the topic Measure of central tendency, 23(25.6%), 15(16.7%) and 7(7.89%) of teachers taught fully, partially and did not teach the topic respectively and the results gotten as mean and standard deviation are 1.3556 and 0.74332 respectively based on rural area and based on urban area 44(48.8%6) and 1(1.1%) teach fully and partially respectively the results gotten as mean and standard deviation are 1.9778 and 0.14907 respectively having a total mean and standard deviation are 1.6667 and 0.61808 respectively. For measures of dispersion 27(30.0%), 13(14.4%) and 5(5.6%) fully, partially and not taught respectively with 1.4222 and 0.69048 as mean and standard deviation scores from rural environment and 33(36.7%), 8(8.9%) and 4(4.4%) were fully taught, partially taught and not taught respectively in urban area with 1.71ll and 0.62603 as mean and standard deviation scores and also having 1.5667 and 0.67124 as total mean and standard deviation scores. Item 6 indicate result on histogram of group data as 31(34.4%) 8(8.9%) and 6(6.7%) of the schools fuly, partially and not taught respectively with the mean and standard deviation score of 1.5556 and 0.72474 respectively in rural and for urban area 42(46.7) and 3(3.3%) fully and partially taught respectively with the mean and standard deviation score of 1.8444 and 0.36653 respectively and having 1.7444 and 0.57203 as the total mean and standard deviation respectively. For cumulative frequency graph 37(41.1%) and 8(8.9%) taught fully and partially respectively and the mean scores is 1.8222 with standard deviation of 0.38665 in rural area while in urban area 40(44.4%), 3(3.3%) and 2(2.29%) are taught fully, partially and not taught respectively and the mean scores is 1.8444 with Standard deviation of 0.47461 having a total mean scores of 1.8333 with standard deviation of 0.43057. The table shows that item 8 aimed at finding out the adequacy of content on probability. The data obtained from the field shows that 28(31.1%), 5(5.6%) and 12(13.3%) of schools fully taught. partially taught and did not teach the content in rural area with 1.3556 and 0.88306 as mean and standard deviation respectively and 30(33.3%), 10(11.1%) and 3(5.6%) fully, partially and did not teach the content in urban are respectively with 1.5556 and 0.69267 as mean and standard deviation respectively.

- *Research Question 2: Are the Instructional Materials for Implementing Mathematics Curriculum Used in Senior Secondary Schools in Rural and Urban Areas in Ogun State?*

Table 2: Instructional Materials Used in the Implementation of Mathematics Curriculum in Senior Secondary Schools in Rural and Urban Area

s/n	topics	Rural				decision	Urban				decision	Total mean	Total sd	decision
		used (%)	Not used (%)	Mean	Sd		Used (%)	Not used (%)	Mean	Sd				
1.	Circle theorem	33 (36.7)	12 (13.3)	0.7333	.44721	Used	30 (33.3)	15 (16.7)	0.6667	.47673	used	0.7000	.47673	used
2.	Trigonometry	20 (22.2)	25 (27.8)	0.4222	.49949	Not used	40 (44.4)	5 (5.6)	0.9111	.28780	used	0.6667	.47405	used
3.	Bearing	28 (31.1)	17 (18.9)	0.6222	.49031	used	42 (46.7)	3 (3.3)	0.9333	.25226	used	0.7778	.41807	used

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4.	Measure of central Tendency	30 (33.3)	15 (16.7)	0.666 7	.4740 5	used	38 (42.2)	7 (7.8)	0.844 4	.3665 3	Used	0.755 6	.4321 6	used
5.	Measures of dispersion	23 (25.6)	22 (24.4)	0.511 1	.5055 3	used	36 (40)	9 (10)	0.800 0	.4045 2	Used	0.655 6	.4778 5	used
6.	Histogram of group data	29 (32.2)	16 (17.8)	0.644 4	.4840 9	used	32 (35.6)	13 (14.4)	0.711 1	.4583 7	Used	0.677 8	.4699 5	used
7.	Cummulati ve frequency graph	22 (24.4)	23 (25.6)	0.488 9	.5055 3	Not used	39 (43.3)	6 (6.6)	0.866 7	.3437 8	Used	0.677 8	.4699 5	used
8.	Probability	15 (16.7)	30 (33.3)	0.333 3	.4767 3	Not used	33 (36.7)	12 (13.3)	0.733 3	.4472 1	Used	0.533 3	.5016 8	Not used

The comments of respondents on instructional materials used in the execution of the mathematics curriculum in senior secondary schools are shown above, which is split down by school location. From the data gathered it shows that 33(36.7%) and 12(13.3%) of teachers in rural area used and did not use the appropriate instructional materials respectively with the mean and standard deviation 0,7333 and 0,44721 respectively while 30(33.3%) used and l5(16.7%) did not use appropriate instructional materials in urban area the topic Circle Theorem with mean and standard deviation 0.6667 and 0.47673 respectively having total mean and standard deviation 0.7000 and 0.46082 respectively. On the topic Trigonometry 20(22.2%) and 25(27.8%) used and did not use instructional materials respectively in rural area with the mean and standard deviation as 0.4222 and 0.49949 respectively while 40(44.4%) and 5(5.6%) used and did not use the appropriate instructional materials in urban area with the mean and standard deviation as 0.911l and 0.28780 respectively having the total mean and standard deviation as 0.6667 and 0.47405 respectively. The third item confirms that 28(3 1.1%) and 17(18,9%) teachers used and did not use the right instructional materials respectively in rural area with 0.6222 and 0.49031 as mean and standard deviation respectively and 42(46.7%) and 3(3.3%) teachers use and did not use the right instructional materials respectively in urban area 0.9333 and 0.25226 as mean and standard deviation respectively having 0.7778 and 0.41807 as total mean and standard deviation respectively. On the topic Measure of central tendency 30(33.3%) and 15(16.7%) use and did not use the appropriate instructional materials in rural area 0.6667 and 0.47673 recorded as the mean and standard deviation while 38(42.7%) and 7(7.8%) teachers used and did not use the appropriate instructional Materials in urban location 0.8444 and 0.36653 recorded as the mean and standard deviation with 0.7556 and 0.43216 recorded as the total mean and standard deviation. Item 5 shows that use the appropriate instructional material in rural area and 22(24.4%) teachers did not use appropriate instructional materials with 0.5111 and 0.50553 as the mean and standard deviation also 36(40%) and 9(10%) teachers uses and did not use appropriate instructional materials in urban area with 0.8000 and 0.40452 as the mean and standard deviation with 0.6556 and 0.47785 as the total mean and standard deviation on the topic measure of dispersion. Item 6 shows the topic histogram of grouped data 28(322.2%) and 16(17.8%) use and and did not use appropriate instructional materials respectively in rural area following 0.6444 and 0.48409 as mean and standard deviation and 32(35.6%) and 13(14.4%) used and did not use the appropriate instructional materials respectively in urban area following 0.7111 and 0.45837 as mean and standard deviation also with 0.6778 and 0.46995 as total mean and standard deviation. Item 7 shows the topic Cumulative frequency graph of which 22(24.4%) and 23(25.6%) of teachers used and did not use the appropriate instructional materials in rural area with 0.4889 and 0.50553 as the mean and standard deviation while 39(36.7%o) and 6(6.6%) of teachers use and did not use appropriate instructional material in urban area respectively with 0.8667 and 0.34378 as the mean and standard deviation having 0.6778 and 0.46995 as the total mean and standard deviation. On the topic probability 15(16.7%) and 30(33.3%) use and did not use the appropriate instructional materials in rural area with 0.333 and 0.47673 recorded as the mean and standard deviation respectively while 33(36.7%) and 12(13.3%) teachers used and did not use the appropriate instructional Materials in urban area with 0.7333 and 0.44721 recorded as the mean and standard deviation respectively having 0.5333 and 0.50168 recorded as the total mean and standard deviation respectively.

II. DISCUSSION OF FINDINGS

The research looked at how successfully the mathematics curriculum in Ogun state's senior secondary schools was being implemented. In the study, ninety (90) mathematics teachers from ninety (90) secondary schools were examined using MCIOCL and MCIRS. The analysis of research question one shows that the mathematics curriculum's content coverage was more adequate in urban areas than rural areas, based on the data presented in tables 1. According to Obioma (2007), performance objectives, activities for both teachers and

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learners, and assessment criteria are supplied since the curriculum reflects the whole experience to which all learners must be exposed. He went on to opine that the curriculum outlines the minimal content that must be taught in schools in order to fulfil the curriculum goals. The findings confirmed the conclusions of Aminu's (2005) study on continuance and completion of curricular content for implementation.

Table 2 shows the findings on the appropriateness of instructional material used by mathematics teachers in the classroom. The findings backed up Kilunde' s (2002)observation that meaningful teaching and learning in schools is impossible without these instructional tools. A shortage of teaching resources can make it difficult for any educational program to function as efficiently as it could. While both experience and current research back up the idea that resources are linked to high academic accomplishment, Kilundo feels it is more important to consider the material's value in the context of overall school success. Similarly, the study's findings revealed that teachers utilize instructional resources which is backed by Abdullahi (1982), who stated that materials, whether locally or imported may significantly improve the delivery of curriculum contents if used sensibly. Later, he stated that curriculum implementation is difficult without the provision of required educational elements. Rural regions, in particular, suffer from a scarcity of resources. As a consequence, mathematics teachers are likely to have used appropriate instructional materials during the teaching process.

III. CONCLUSION

The study concluded that Mathematics curriculum was moderately implemented in Ogun State under the following conclusion: Content Coverage of mathematics curriculum constructed NERDC was adequately taught by the teachers. Also that mathematics teachers used appropriate instructional materials in the process of teaching. The assessment procedure used during the implementation was highly adopted and the assessment procedure used in the implementation was good.

RECOMMENDATIONS

From the findings, the following were recommended:

- Mathematics teachers in Ogun State Senior Secondary Schools should be given periodic training about contents coverage and delivery in Mathematics Curriculum by organizing seminar, workshops and reorientation so as to assist them more in drawing items that adequately covered the contents.
- The Ogun State Ministry of Education should provide assessment training to Mathematics teachers in order to increase their capacity to successfully educate students.
- Teachers should be made to be familiar with the major instructional materials in the subject through provisions made by government or educational agencies and ensure strict compliance in the use of materials of learning.

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