

Factors Militating against the Implementation of Junior Secondary School (J. S. S.) Music Curriculum in Enugu State: Challenges and the Way Forward

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Abstract

Secondary education is a critical stage to the education of a child, being the bridge between the primary and tertiary levels of education. Curriculum has been defined as a set of planned learning experiences offered and supervised by an educational institution to achieve certain objectives. The development of curriculum in Nigeria can be traced to the period of the introduction of western religion and education. While the processes of learning and physical environment are almost uniformly considered, the content must be defined in terms of what is taught, how it is taught and the processes that would help in the realization of the set objectives. In this paper the challenges militating against the achievement of these objectives at the J. S. S level in Music curriculum in Enugu State were examined. They include inappropriate curriculum, inadequacy of fund, inadequate infrastructural facilities, shortage of teachers, attitude of parents, and allocation of enough time in the time table were considered. A survey of 9 schools randomly selected from the 3 senatorial zones where Music is offered was conducted. To tackle these challenges, suggestions were proffered as the way forward.

Keywords: Curriculum, teachers, infrastructural facilities and set objectives.

1.0 Introduction

The importance of secondary education in the educational system cannot be over emphasized. Apart from serving as the link between primary and tertiary education, it provides opportunity for a child to acquire additional knowledge, skills and traits beyond the primary level. A major factor that necessitates the acquisition of secondary education in Nigeria is that the education being provided at the primary level is proving to be inadequate for a child to acquire permanent literacy, communicative and numeracy skills expected from him/her at the end of that level (Osho and Osho, 2000, Yusuf, 2009, Chinelo, 2011, Ige, 2013). Western education was introduced in Nigeria by the Christian missionaries in 1842 (Adesina, 1977) and secondary education has come of age in Nigeria because it has developed side by side other levels since its introduction. At the onset, only the primary level received a boost from the Christian missionaries because it was used as an avenue to attract the children to Christianity. However, government's attention to secondary education started some decades after the development of primary education particularly when the need for the outputs (graduates) of primary schools had the need to further their education at the secondary level.

1.1 Scope and Purpose of Secondary Education in Nigeria

Secondary education is provided for children of certain age bracket after their primary education. It is aimed at developing the intellectuals of the child after the primary level because it is obvious that the primary level is insufficient for the wards to acquire the required literacy, numeracy and communication skills (Yusuf, 2009; Ige 2011). Such education is provided in the secondary schools which can be owned by the government (State or Federal), individuals or community and is divided into two phases namely the Junior and Senior Secondary Schools.

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1.2 The Junior Secondary Phase

This is the first three years of secondary education and the curriculum is pre-vocational and non-prevocational subjects. The core subjects include: English Language; Mathematics, French, and a major Nigerian Language other than that of the Environment and Basic Technology. The pre-vocational subjects include Agricultural Science, Business Studies, Home economics, Local crafts, Fine Arts, Computer Education and Music while the non-prevocational subjects include Religious Knowledge, physical and Health Education as well as Arabic. Certification at the end of this phase depends on the performance of the student in the continuous assessment test (CAT). Subsequently the results of the Junior School Certificate Examination (JSCE) is being co-ordinated by the State Ministries of Education or Federal as applicable. A child with a minimum number of passes in the subjects in the curriculum including English Language and Mathematics qualifies to proceed to the Senior Secondary level where he/she will be trained for additional three years. A child that fails the JSCE (that is those without the minimum passes including English Language and Mathematics) is expected to enroll in teaching college, an out-of-school vocational training centre or an apprenticeship scheme, in line with the 6-3-3-4 system of education.

1.3.0 Definition of Terms

Music: Music is the Language of the soul, which had existed in all cultures from the earlier times. Music has played important roles in the activities of all people, but more importantly it functions in different cultural levels, from simple and direct folk utterances such as children's games to high rituals. Grolier (1995) saw music as the art by which a composer, through a performer as intermediary, communicates to a listener certain ideas, feelings or states of mind ...makes use of tone, singly and in combination with various rhythmic configurations, which may be subjective or objective, appealing to the emotions or the intellect (p.646). He went on to say that the essence of Music is to create a tonal design that would stir and influence the listener. Supporting the above Bram (1995) said; Music is the organized movement of sounds through a continuum of time. Music plays a role in all societies and it exists in large number of styles, each characteristic of a geographical region or a historical era. Music is humanly engineered as it effects conceptual and auditory senses and is heard conspicuously by means of radio, film, television and the musical theatre.

1.3.0 Music Education

Music education in Nigeria is built on a tripartied structure namely the traditional society, the popular music industry and the formal schools which are primary, secondary and tertiary institutions. The third tier is however the focus of this paper. Historically formal music education started about the middle of the 19th century during "the introduction of the Arabic schools and western schools" (Okafor 2002:4). Their principal aim was to produce musicians who could perform religious songs, chant and recite the Koran, teach Arabic music in line with Arabic culture and those who had the ability to teach church and school songs. It was on this plain and situation that music education began to develop. One of the most important things that had happened to education in Nigeria is the inclusion and recognition of music as one of the core subjects as was stipulated by the Nigeria National Policy in Education (2004). Music started from the Greek era and was recommended for the development of the soul while gymnastics was intended for the development of the body in Greek educational system. In support of this, Ifemesie (1987:3) said; In ancient Greece, all education was divided into two major fields, music and gymnastics, which were designed to cater for the mind and the body respectively. Plato assigned to music education the role of developing good character and good citizenship among Athenians.

1.3.1 Curriculum

Curriculum actually reflects the educational needs of any society. Thus, if the education of a society is described as ineffective, it actually means that there is the problem of ineffectiveness in its curriculum. When a curriculum is noticed to be ineffective then that curriculum needs to be changed to meet the needs of the society. Curriculum according to Ezeife (1991) is seen as a set of planned learning experiences offered and supervised by an educational institution to achieve definite goals. Schools within a given society are established to help the society attain identified societal goals. Etuk, Udosen and Edem(2004) defined curriculum as the organized knowledge which school presents to the learners in order to achieve predetermined goals of education.

In the same vein Dike and Eze (2009) defined curriculum “as an embodiment of all the knowledge all the facts, theories, principles and generalizations and rules needed to be acquired for a student to be certified as competent in a field”.

Also Aguokogbuo (2000) defined it as the planned and learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience, under the school for the learners continuous and willful growth in personal- social competence. The above definitions of curriculum implies that curriculum can be regarded as programme for learning which is organized as a means whereby the desired educational objectives may be achieved. A function, but rational curriculum therefore considers the following elements.

- a. Aims and objectives of education
- b. Content/ subjects/ courses which are thought and learnt in order to achieve educational goals
- c. Methods of teaching the subjects and
- d. The society in which the educated citizen will function

Curriculum therefore, is an enterprise in guided living, a stream of dynamic activities that constitute the life of young people and their elders. A certified curriculum should have relevance to real life since the school is supposed to prepare its students for the real world challenges. This implies that the curriculum should be relevant to the learner’s environment and reflect both this physical and socio-cultural worlds. This has not been adhered to in Nigeria because there has been a failure to adopt sociological elements into school learning as Adeniyi, (2003) asserted. There is therefore an obvious need to maintain continuity between a child earliest experiences gained from the home and his later- life acquired from the school.

1.3.2 Music Education Curriculum in the Junior Secondary School.

The main purpose of music education at this level is to develop the aesthetic potentials of the children to its highest possible level. The development and changes required in human habits through music education can only take place using a realistic musical instruction.

The J.S.S music curriculum is divided into five areas of instruction. They are:

1. Introduction/singing
2. Theory/ music reading
3. Instruments
4. Rhythm
5. Listening and history (ANCOPS,1992)

A critical analysis of the music curriculum revealed that the five sections listed above are meant for the first three years of study in the secondary school (J.S.S 1-3). They are seen as different entities with their various objectives, contents activities, materials notes/remarks. The introduction of the students to music with the singing of folk songs in the various languages is however commendable. The programme in most cases is designed to cater for the needs of learners in an ideal learning situation. However, this ideal learning situation does not exist in most Nigerian secondary schools.

1.3.3 Music Curriculum and the Ube Programme

Unlike the UPE (Universal Primary Education) and free education programme at all levels which came on board in 1976, the Universal Basic Education (UBE) established in 1999, had its own distinctive characteristics with clearly stated objectives. According to Obanya (2000) they include:

- ❖ Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
- ❖ Catering for the learning needs of young persons who, for one reason or another, have had an interruption in their school process but needs appropriate forms of complimentary approaches through the provision and promotion of basic education.
- ❖ Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life –long learning.

- ❖ Secondly, the UBE would also care for those in the formal school system from primary 1 to J.S.S. 3, adult and non-formal education plus those in the other sectors. It must be expressed also that it lays strong emphasis on skill training and acquisition either for persons who left school before the completion of their training.

Other characteristics include, the adoption of sequential rather than the system-wide approach for innovation/implementation, a people oriented, socially responsive and self- generating educational system and the possession of an inbuilt quality control dimension which ensures that the tripartite factors of *input, processes* and *outputs* are realized.

2.0 The 6-3-3-4 System of Education

The introduction of the 6-3-3-4 system of education within the Nigerian educational system is an effort to make the educational system more functional and relevant to the needs of the society. The greatest innovation in the system is the breaking of the secondary education into the J.S.S. and S.S.S. This paper which is an empirical research will focus on the factors militating against the implementation of J.S.S. Music curriculum in Enugu State: challenges and the way forward. This is with respect to the three phases of curriculum, namely development, implementation and evolution.

2.1 Research Design

In the process of this research, the methods adopted include oral and written interviews questionnaires and observations.

2.2 Area of Study

The study was carried out in nine secondary schools in Enugu State (where music are taught) randomly selected from the three senatorial zone of the state thus: Enugu East, Enugu West and Enugu North senatorial zones respectively. In Nigeria each of the thirty-six (36) states and Abuja the Federal Capital territory is made up of three (3) senatorial zones respectively.

2.3 Population

There are more than 400 secondary schools in these zones mentioned above but only about 200 of them offer music at the junior level.

2.4 Sample

Out of all the schools that offer music, 9 were selected as sample and they formed the population of this study. These include:

1. Enugu East	Representative letters
Girls, Grammar School Awkunanaw	A
Queens School Enugu	B
Union Secondary school Awkunanaw	C
2. Enugu North	
University secondary school Nsukka	D
Nsukka High school	E
Urban Girls secondary school Nsukka	F
3. Enugu West	
Ngwo Girl's secondary school	G
Community secondary school Ngwo Uno	H
Community secondary school, Nsude	I

2.5 Research Questions

For the purposes of this research, ten (10) research questions were formulated. The enlargement of these question were as a result of the numerous challenges identified within the school system.

1. Does the curriculum content of music pose great difficulty to the study of music in junior secondary schools?

2. To what extent are the funds provided for the provision of equipments in music?
3. Are the facilities and infrastructures (instruments) in good condition?
4. Are there enough music teachers in your school
5. Do parents support their wards in their music study
6. Does the school allocate enough time to music study in the school time- table
7. What are the standard/ quality of music teachers? Are they usually trained?
8. What is the level of the student' interest in music
9. What is the level of quest for foreign honours by music students.
10. How is the working conditions of the music teacher like.

2.6 Instrument for Data Collection

In achieving the goal of this research, past students' records in music and other subjects such as Christian religious Knowledge, introductory Technology and Agricultural science; were collected to observe the ratio of students' offering these subjects and their performance grades in relation to music. Questionnaires were distributed as shown below.

3.0 Table 1. Population.

S/n	Schools	Representative letter	No of questtionare	No of questionnaire collected
1.	Enugu East Girls Grammar Awk Queens School Union Boys	A	14	13
		B	15	15
		C	10	10
2.	Enugu North UNN Sec. Sch. Nsukka High Sch. Urban Girls Nsukka	D	15	15
		E	15	14
		F	15	12
3.	Enugu West Ngwo Girls C. SS. Ngwo Uno C.SS Nsude	G	10	9
		H	12	12
		I	14	10
	TOTAL		120	110

The table above shows that a total of 120 questionnaires were distributed and 110 which is 90% of the number distributed were collected.

Table 2. Difficulty of Curriculum

SCHOOLS	YES	%	NO	%
A	10	9.0	3	2.7
B	12	10.9	3	2.7
C	5	4.5	5	4.5
D	8	7.2	7	6.3
E	7	6.3	7	6.3
F	10	7.0	2	1.8
G	6	5.5	3	2.7
H	2	1.8	10	9.0
I	6	5.5	4	3.6
TOTAL	66	59.7	44	39.6

In table 2 above, it can be observed that 59.7% of the students confessed that the music curriculum which is taught in their schools are difficult. This is opposed to the 39.6% of some of the students that cut across all the schools investigated that disagreed with that notion.

3.2 Table 3. Inadequacy of Funds.

SCHOOLS	YES	%	NO	%
A	2	1.8	11	10.0
B	5	4.5	10	9.0
C	5	4.5	5	4.5
D	10	9.0	5	4.5
E	2	1.8	12	10.9
F	2	1.8	10	9.0
G	3	2.7	6	5.5
H	2	1.8	10	9.0
I	4	3.6	6	5.5

In table 3 above, the inadequacy of funds provided for the purchase and maintenance of facilities vividly reflected in schools marked A, E, F, G, H and I. The result can be seen as is reflected in the next table 4 where 3 schools had no single musical instrument and 3 again had only one instrument respectively.

3.3 Table 4 Availability of Musical Instruments.

School	No of musical instruments
A	1
B	5
C	0
D	5
E	1
F	2
G	0
H	1
I	0

In the data above, it could be seen that in three secondary schools, no musical instruments was available for practical music. Subsequently only one instrument each was available schools. This does not make for a good programme of teaching and learning of music which is a practically oriented course of study.

3.4 Table 5. Inadequate Number of music Teachers

School	No of Teachers	No of Music Teachers
A	80	2
B	90	2
C	105	2
D	80	3
E	95	1
F	100	1
G	60	1
H	120	2
I	50	1
	780	15

The table above shows that there are only 15 music teachers out of a total of 780 teachers which is 20%. Frankly speaking this is one of the greatest problems of music education in Enugu State because a total of 15 teachers in grossly inadequate for a satisfactory execution of music curriculum in junior secondary schools in Enugu state.

Table 6. Parental Interest

3.5 Table 6. Parental Interest

SCHOOL	YES	%	NO	%
A	6	5.5	7	6.3
B	10	9.0	5	4.5
C	6	5.5	4	3.6
D	10	9.0	5	4.5
E	4	3.6	10	9.0
F	6	5.5	6	5.5
G	6	5.5	3	2.7
H	6	5.5	6	5.5
I	3	2.7	7	6.3

In the table on parental interest, the difference between the "Yes" and "No" is slim (4). This may be because most of the schools visited are made up of wards of enlightened parents. Their enlightenment had therefore effected the choices of their wards.

3.6 Table 7. Allocation of Enough time in the time table.

SCHOOLS	NO OF PERIODS PER WEEK
A	3 periods
B	4 periods
C	2 periods
D	4 periods
E	2 periods
F	2 periods
G	4 periods
H	1 period of singing of folk songs
I	1 period of singing of folk songs
Total	23 periods

On the allocation of enough time in the time investigations revealed that out of the 9 junior Secondary schools, only in two schools were they allocated the full 4 periods of 35 minutes per week . Also in most of the schools the time table officers usually place them towards the end of day when the students are tired and worn out.

3.7 Table 8. Quality of the Music Teachers.

School	No of music teachers	Qualification				
		Tc ii	Nce	B.a	M.a	Ph.d
A	2	1	1	—	—	—
B	2	—	1	1	—	—
C	2	—	1	1	—	—
D	3	—	1	1	1	—
E	1	1	—	—	—	—
F	1	—	1	—	—	—
G	1	—	1	—	—	—
H	2	1	1	—	—	—
I	1	—	1	—	—	—
Total	15					

The table above reveals that in spite of the fact that the number of these music teachers are grossly inadequate; most of them only possess the Nigerian Certificate in Education. Three teachers obtained Bachelor's degrees in music, one has a Masters degree while none had yet obtained a Doctorate Degree in music. All these have effects on their professionalism.

3.4 Students' Interest in Music

It was gathered that the interest of the parents had affected the students' interest in music beyond the junior Secondary School level. Many of the students offer the subject in junior WACE because it is compulsory, but after that very few students proceed to study it at the senior secondary level.

3.9 Quest for Foreign Honours

At the stage of curriculum development, the curriculum used in Nigerian schools should reflect national objectives and be geared towards projecting Nigerian educational attainments to the outside world for adoption and recognition. But the current practice whereby Nigerian educators feel fulfilled only when they get foreign recognition and honours, is an aberration. The trend should be reversed to enhance continuity and recognition of our locally-based curriculum. Poor Condition Service for Teachers of Teachers in our secondary schools because they are not well paid, most of them engage in other menial jobs.

These are the reasons why when one pays a visit to the schools, he will discover that most of them are always absent from work and even when present, they are always very reluctant in carrying out their duties.

4.0 Discussion of Findings

4.1.2 Inadequacy of Funds

The importance of adequate funding in educational development cannot be overemphasized and no organization can carry out its function effectively without adequate financial resources at its disposal. Money is important in a school because it is used to construct buildings, purchase equipments; pay salaries maintain the plants and keep services going. In Nigeria, secondary education derives its major funds from the annual allocation to the education to the education sector. Unfortunately, allocation to the education section has been consistently low inspite of its strategic role in the training of manpower for the development of the economy. Statistics from the Central Bank of Nigeria, 2010, revealed that between 2000 and 2010, allocation to the education sector by the Federal government of Nigeria was not more that 14% which was lower when compared with that of other countries such as Kenya, Botswana, Angola and sierra Leone. (UNDP, 2011)

4.1.1 Difficulty of Curriculum

Curriculum has been defined as the experiences/activities (co-curricular) provided under the auspices of school to bring about a change in the learner in the desired direction (Ngwu, 2008). Even though Nigerian secondary school curriculum has been undergoing review and improvements over the years, it is still laden with many short comings and has been a subject of criticisms (Akpan, 2008, Ukpai and Okoro, 2011; Balogun, 2009). The major argument had been that it is overloaded and is content driven rather than been driven by the aims and objectives of the society it is meant to serve. Definitely the music curriculum is not an exception.

4.1.3 Availability of Musical Instruments.

Music is not an abstract subject that one can only imagine. It is a practically oriented course and must be taught as such. There is the need for teaching materials, such as recorded music on tapes and CDs, Keyboard instruments (piano, organ), radio, television as well as other musical instruments of the four classes of instruments. Other facilities that are needed for effective teaching and learning include classrooms, chairs, desks, ruled blackboards and modern and well equipped library. It is rather unfortunate that in most of the schools visited these musical equipments were not available.

4.1.4 Inadequate Number of Music Teachers.

The number of music teachers in the nine (9) school investigated is grossly inadequate for effective implementation of music curriculum in junior secondary schools in Enugu State. The data revealed that there were 15 music teachers as against the 780 teachers for all other subjects.

4.1.5 Parental Interest

Since the data revealed that most parents are in support of their wards studying music, may be because of their exposure and contact with the civilized word, the tempo should be maintained.

4.1.6 Allocation of Enough Time in the Timetable.

Curriculum planners have indicated the numbers of periods to be allocated to each course of study. It is therefore important that some subjects like music should not be sidelined in this respect. Also all their teaching periods should not be towards the dismissal time when students are already tired.

4.1.7 Quality of the Music Teachers.

It is very important that the music teachers should be of high quality. It is often said that "the strength of any educational system and the value of students depends on the quality of its teachers". It has been observed that as a result of inadequate teachers' income, most of them engage in private businesses even when there are still in school. This leads to a divided attention and will definitely affect the effectiveness and quality of the lesson so delivered. The other aspect is the inability of most of the music teachers to proceed on further training. In all the schools investigated, no music teacher had a doctorate degree and only one possessed a Masters degree Certificate. This does not speak well of the quality of lessons delivered to the students.

Others factors that had impinged on the effective implementation of music curriculum in the junior Secondary Schools in Enugu State include; lack of interest by the students, quest for foreign honors and poor working condition of the teachers.

5.0 The Way Forward

In this paper the challenges facing the implementation of junior secondary education in Enugu State had been highlighted which include inappropriate curriculum, poor funding, decay of infrastructure, limited number of music teachers etc. The government, teachers, secondary school administrators and parents have their roles to play towards ensuring that these challenges are combated and that junior secondary education in the state is moved forward from its status quo. Based on these the following recommendations had been proffered.

Recommendations

1. There is the need for an enriched music curriculum that will be society friendly.
2. Our school music programmed should be disentangled from the Western type but rather their musical ideas is to be applied to the local environment.
3. There is the need for the provision of enough and varied types of musical instruments to enhance the study of music at the J.S.S level.
4. Adequate trained and qualified personnel should be available in schools to operate the programmer.
5. There is the need for adequate time for the practical and theoretical lessons.

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