

**EVALUATION OF THE IMPLEMENTATION OF BASIC EDUCATION
CURRICULUM IN JUNIOR SECONDARY SCHOOLS IN DELTA
CENTRAL SENATORIAL DISTRICT**

BY

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**DELTA STATE UNIVERSITY, ABRAKA,
DELTA STATE.**

APRIL, 2018

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EDUCATION (M.ED), CURRICULUM AND INSTRUCTION**

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APRIL, 2018

DECLARATION

I hereby declare that this dissertation was carried out by me and has not been previously submitted to this or any other institution for the purpose of the award of any degree. All citation and source of information are clearly acknowledged by means of reference.

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Date

CERTIFICATION

I certify that this dissertation written by OJUMOR Favour Oghenekome was scrutinized and approved for presentation to the Department of Science Education, Faculty of Education, Delta State University, Abraka, Delta State.

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ABSTRACT

The aim of this study is to evaluate the implementation of Basic Education Curriculum in Junior Secondary Schools in Delta Central Senatorial District with the intention of determining the extent and level of implementation of Basic Education Curriculum in terms of availability of instructional materials, teachers' qualification and training, school funding and realization of the UBE objectives and comparing them to the Minimum Standard of Basic Education. To guide this study, Seven (7) research questions and one hypothesis were raised. The study employed a descriptive survey research. The research instrument used for data collection is Teachers' Questionnaires (TQ), Principal Questionnaires/Checklist (PQC), 2008 JSSCE and 2013 BECE result. The minimum standard for Basic Education in Nigeria as prescribed by UBEC 2010 was also used as a benchmark in answering the research questions. The sample of the study consisted of 24 Junior Secondary Schools, 183 teachers, 24 principals and 929 students who participated in the 2008 JSSCE and 2013 BECE from three Local Government Areas in Delta Central Senatorial District of Delta State. Data collected were analysed using frequency count and percentage for research questions and t-test for hypothesis testing. The study revealed that inadequate instructional materials such as teachers guide and charts, insufficient funds for the provision of facilities and equipments, insufficient teachers' training to use the BEC and lack of sufficient qualified teachers on entry into the profession are some of the problems hindering the effective implementation of Basic Education Curriculum. It further revealed significant difference in performance of students who sat for the 2008 JSSCE and 2013 BECE in Delta Central Senatorial District. The researcher recommended that the governments at all levels in Nigeria should stand up to their responsibility and provide funds to ensure the effective implementation of Basic Education Curriculum.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education has remained a social procedure in capacity building and maintenance of society for decades. It is a weapon for acquiring skills, relevant information and habits for surviving in the changing world. Dickson (1985) defined education as a pedagogical process which if properly carried out should lead the person who has received it, to the extent that he is in position to think and act meaningfully and in significant relations with members of society to their mutual benefit. Okoro (2011) pointed out that education provide some of the scaffolding necessary for the realization of the rights to good health, freedom, security, economic well-being and participation in social and political activities. Through education, a progressive society is created and persons will refrain from tradition that will jeopardize nation building efforts. A person automatically becomes a good citizen, if he is educated to be one. The education sector stands as a means through which positive transformation could be achieved. The UNESCO IIEP (2002:25) document stated that:

Education has been shown to have an impact on individual workforce outcomes such as a higher income, but the impact is greater than that literacy and formal schooling are linked with reduced fertility rates, improved health and sanitation practices and an increased ability to access information and participate in various social and economic processes. Educated parents also tend to invest more in children schooling, health/nutrition, and human capital measures important for future well-being.

In every society including the very advanced ones of America and Europe, education has remained the major framework for capacity building. As such if Nigeria must compete favourably with other societies in the area of skilled manpower capable of effecting desired

societal changes in today's globalized world, the issues of education must be accorded utmost priority (Etuk, Ering and Ajake, 2012). However, the scope of education in Nigeria during the colonial period was narrow and lacked appropriately defined focus. The curriculum content was irrelevant to societal needs because it created a minority elite founded on social stratification with its associated forms of social and economic inequalities. To make education have a definable focus, a National Policy on Education (NPE) became exceedingly essential in Nigeria. A National Curriculum Conference was held in 1969 and in 1973 a follow-up seminar was held; the product was a draft document the final of which became the National Policy on Education first published in 1977 and later revised in 1981, 1998 and 2004.

In the last few decades, the wind of globalization gave rise to new economic and social policies and concerns. In search for a new world order, countries are resetting their priorities so as to compete constructively and profit optimally from the rising global community. Like several other countries of the world, Nigeria is a signatory to several new protocol agreements, and has followed them up with coherent actions. Education for All (EFA) and Millennium Development Goals (MDGs) were high-flying in this global reform agenda, which have implication for restructuring and reforming education. Nigeria being a signatory to these two international agreements, adopted the National Economic Empowerment and Development Strategy (NEEDS) as a tool for reformation in 2004.

Okoye (2011) noted that educational aims of a society are implemented through the curriculum which is one of the growth points of education. Curriculum is not only a sub-system of education; it is in fact the most important aspect of any educational enterprise. Any meaningful hypothesis about the development of any sector of the society depends on the framework provided by education in general and curriculum in particular. For most countries,

national curriculum is prescribed and laid down by the government. In Nigeria, for instance, the Federal Ministry of Education, through its agencies such as the Nigerian Educational Research and Development Council (NERDC), National Teacher Institute (NTI), National Education Council (NECO), National Commission for Colleges of Education (NCCE), National Board for Technical Education (NBTE), West African Examination Council (WAEC), Joint Admissions and Matriculation Board (JAMB) and the several other examination boards set up by state governments, stipulate what should be studied while examinations are set based on the syllabi derived from the curriculum. Presently, the basic education curriculum is in operation for primary and junior secondary schools in the country.

NEEDS has prompted the adoption of the 9-year Universal Basic Education programme; adoption of a new curriculum structure (lower basic, middle basic and upper basic) for the implementation of the new 9-year basic and senior secondary education programmes; restructuring of the existing subject profile for primary, junior secondary and senior secondary schools, respectively. With the demands of these initiatives, previous curricula (i.e. The Primary School Curriculum Module etc) content could no longer meet the needs of school leavers in terms of academic standards, entrepreneurship, ethical, civic and moral responsibilities, among others. The gaps recognized in the old curriculum are overloaded contents and outdated subjects which could not provide needed support for poverty reduction and wealth creation. There was a disconnection between subjects at primary and junior secondary school levels, for example, primary science and integrated science; introductory technology at the JSS level and its total absence in the primary school curriculum. Furthermore, the old curriculum did not address communication skills, entrepreneurial skills; and functional literacy and numeracy. Consequently, there was a need to review, adjust and update the existing school curricula to meet

global competitiveness. The 9-year Basic Education Curriculum is different from the old curriculum because the existing gaps in the old curriculum have been addressed by the new one. New subjects such as Computer studies/ICT, French and Civic education have been introduced, while core subjects such as Basic Science and Basic Technology have been redefined. Curriculum contents are thematic and spiral from primary to senior secondary school level. The Ideals of NEEDS such as value orientation, poverty eradication, job creation and wealth generation have been taken into consideration. It covers 9 years of continuous schooling without interruption.

The philosophy behind the Universal Basic Education is that every learner who has successfully completed the 9 years of continuous basic education schooling, should have acquired appropriate levels of literacy, numeracy, manipulative, communicative and life-long skills, as well as ethical, moral and civic values needed for laying a solid foundation for life-long learning as a basis for scientific and reflective thinking. An appropriate level of literacy and numeracy means that every student on graduation will functionally read and write, as well as carry out simple mathematical operations, communicate effectively and put up socially acceptable behaviour. The philosophy also indicates that it is important to implant and sustain the culture of science and technology early in the child's education whose results will begin to manifest at the end of the junior secondary school.

It should be noted that most of the country's educational policies are laudable; but how such have been brought to fruition through innovative and creative implementation is another issue entirely. More so, curriculum implementation is generally acknowledged to be one of the problematic areas of institutionalized education. This is because it involves translating a complex curriculum plan into new patterns of action, (Okoye, 2011). Nigeria has made effort in the past to

provide broad-based education through various programmes, most of which have failed at the implementation stage due to lack of evaluation. Some of these programmes include:

- a. Introduction of Universal Primary Education (UPE) in western Nigeria on 17th January, 1955.
- b. Introduction of UPE in the Eastern region in February, 1957.
- c. Introduction of UPE in Lagos (then federal territory) in January, 1957.
- d. Introduction of UPE as a national project in 1976 etc. (Yusuf and Ajere, 2012).

In spite of all Governments efforts through its implementation strategies, funding, training of master trainers, supervision etc, some drawbacks still existed especially in the availability of facilities and instructional materials such as teachers guide/handbook, management of funds, training and retraining of teachers. For instance Bosede (2009) in a study carried out on twenty schools in Ekiti state discovered a non-availability of the curriculum document in 60% of the sampled schools. In another study by Emeka (2006), on the evaluation of UBE programme in Orlu Local Government Area of Imo State, findings showed non availability of funds, instructional materials and qualified teachers in most of the sampled schools. Both researchers in their recommendations advocated for constant evaluation and supervision of the UBE implementation strategies to ensure its proper implementation.

It is important to note that curriculum evaluation is the systematic procedures of determining the extent to which curriculum objectives are achieved by the consumer of the curriculum, (Okoye, 2011). It is also the collection and use of information to make decisions about an educational programme, (Cronbach, 1973). Wall (2014) defined evaluation as a purposeful, systematic, and careful collection and analysis of information used for the purpose of documenting the effectiveness and impact of programs, establishing accountability and

identifying areas needing change and improvement. The two major types of evaluation are summative and formative evaluation, depending on the purpose, timing, and procedures used.

Wall (2014) stated that summative evaluation, sometimes called outcome evaluation, is conducted for the purpose of documenting the results of a program. Specific goals of a program are identified and the degree of accomplishment of those goals is documented. The results of a summative evaluation might point to changes that should be made in a program in order to improve it in subsequent implementations. The results of summative evaluations can specify program status and conditions for accountability purposes. The results can also be used as a needs assessment for the subsequent planning of changes in a program or of the introduction of new programs and interventions. The following are some questions that might be addressed by a summative evaluation after a program has been implemented and completed: What did the program accomplish? Did the program reach its goals and objectives? What impact did the program have on its recipients? What were the outcomes? Was the benefit greater with this program as compared with another program? What should be improved/changed in the program? Does the benefit of the program warrant the cost?

Wall (2014) continued by explaining that formative evaluation, also known as process or implementation evaluation is performed to examine various aspects of an ongoing program in order to make changes/improvements as the program is being implemented. This type of evaluation attempts to document exactly what is transpiring in a program. Data are collected and analyzed at a time when program changes can be made to ensure that the quality of the program implementation is maintained throughout. For example, if a career development program has been introduced in a school district, it is important to know to what extent the program has actually been implemented as designed. The following are some questions that might be

addressed in a formative evaluation while the program is ongoing – perhaps several times: Is the program being implemented as it was designed? Do the students or clients understand the program’s concepts? What are the misconceptions about the program? Are all program implementers implementing the program in the same way? Is the program being implemented on schedule? Is there sufficient time to implement all aspects of the program? What aspects of the program do not seem to be working as well as was intended? Do program implementers need additional training on the program? Are there any negative outcomes surfacing?

However, the summative type of evaluation has been adopted for use in this study. This was adopted for use since the Basic Education Curriculum has been revised although it will still be in use till 2017. Hence the result of a summative evaluation of BEC will help in the effective implementation of the revised BEC which commenced in September 2014 for JSS1 and primary 1 only. The researcher did not evaluate the revised BEC because it is still in its budding state. This decision is supported by the Connecticut State Department of Education (2006), which asserted that any innovation introduced into a system - including a new curriculum – requires time and support to be fully implemented. First, teachers need time and opportunities to become aware of the new curriculum and its overall design, particularly how it differs from the past. Then teachers need time and opportunities to become familiar with the new curriculum - often school or grade level sessions that focus on those specific parts of the curriculum for which individuals are responsible. Next, teachers need at least two years to pilot the new curriculum and new materials in their classrooms. It is not unusual for this period to take up to two years before the new curriculum is fully implemented and comfortably integrated into day-to-day practice. It is critical that the curriculum development committee, resource teachers and principals are aware of this process and are available to nurture it.

In Delta state, government has done a lot to improve the standard of education by renovating schools, providing them with good facilities, etc. However some lapses may still exist in area of Basic Education Curriculum (BEC) implementation in terms of availability of teacher's guide, teachers' knowledge of the objectives of BEC, academic performance of students in relation to the BEC objectives etc. This study is concerned with finding out the extent to which the Basic Education Curriculum (BEC) has been implemented in junior secondary schools of Delta Central Senatorial District.

This study therefore not only seek, to evaluate the state of affair of the implementation of the Basic Education Curriculum in junior secondary school, it also seek to; determine the level of implementation and hence evaluate the success of the UBE program, with a view of discovering if the facilities, instructional materials, funding and adequate qualified teachers in use are effective in the Junior Secondary Schools in Delta Central Senatorial District.

Statement of the Problem

The Basic Education Curriculum is the curriculum developed for use in lower, middle and upper basic in the Universal Basic Education programme. In an attempt to avoid problems which impeded the realisation of objectives in the past curriculum, the government outlined several implementation strategies. These implementation strategies are well thought out plans which must be backed by action and evaluated from time to time so as to determine the level of success or failure. One of the implementation strategies is that by the end of school year 2015, the entire curriculum would have been implemented for all pupils and classes. It is therefore expected that the prescribed minimum standards and BEC objectives are actualized as of now.

However, over the years, several drawbacks such as insufficient teachers, inadequate instructional materials, overcrowded classrooms etc have been discovered by several researchers in the implementation of the BEC and there is no sufficient evidence to show that this situation has been redressed as of now. Many excellently planned curriculum and other educational policies are marred without any trace at the implementation stage. Objectives of education cannot be attained if the planned programme for such a level of education is not well implemented. And in the same light, no matter how well a subject curriculum is planned, designed and documented, it is important that it is properly implemented.

Delta State has done so much to improve the quality of education but what is not clear is the present state of affairs of the Universal Basic Education Programme and the extent of the effectiveness and implementation of the Basic Education Curriculum in relation to its objectives, qualification of teachers, availability of adequate instructional materials, retraining of teachers and school funding. The problem which this study seeks to solve is: What is the level of implementation of Basic Education Curriculum in Junior Secondary Schools in Delta Central Senatorial District?

Research Questions

The following research questions were raised to guide this study:

- i. Do schools in Delta Central Senatorial District have adequate instructional materials such as teacher's guide and charts that are in compliance with the Basic Education Curriculum?
- ii. Are adequate funds available for the provision of facilities and equipment for the successful implementation of Basic Education Curriculum in Delta Central Senatorial District?

- iii. Are teachers familiar with the objectives of Basic Education Curriculum in Delta Central Senatorial District?
- iv. Have teachers been sufficiently trained to use the Basic Education Curriculum in Delta Central Senatorial District?
- v. Are there sufficient teachers for the effective implementation of Basic Education Curriculum in Delta Central Senatorial District?
- vi. Are qualified teachers involved in the implementation of the Basic Education Curriculum in Delta Central Senatorial District?
- vii. Do students perform better now with the use of BEC when compared with results of students taught with the old curriculum in Delta Central Senatorial District?

Hypothesis

The following null hypothesis was formulated for testing at 0.05 level of significance:

There is no significant difference between the performance of students in the 2008 JSSCE and 2013 BECE in Delta Central Senatorial District.

Purpose of the Study

The main purpose of this study was to evaluate the implementation of the Basic Education Curriculum in Junior Secondary Schools in Delta Central Senatorial District taking into consideration the objectives of the curriculum and the minimum standard for Basic Education Curriculum.

Specifically, the study ascertains the following:

- i. If schools have adequate instructional materials such as teacher's guide and charts in junior secondary school.

- ii. If adequate funds are available for the provision of facilities and equipments for the successful implementation of Basic Education Curriculum.
- iii. The extent to which teachers are familiar with objectives of the curriculum.
- iv. If teachers and principals have been sufficiently trained in the use of the curriculum and to ascertain the availability of the curriculum in schools.
- v. If the available teachers are sufficient for the effective implementation of Basic Education Curriculum.
- vi. The extent to which qualified teachers are involved in the implementation of Basic Education Curriculum.
- vii. It will further discovered if students performed better now when compared with results of students taught with the old curriculum.
- viii. Finally, this study will make recommendations which will help to reduce the existing problems and create avenues for improvement in the effective implementation of the Revised Basic Education Curriculum in Delta state.

Significance of the Study

Information provided in this study may enable school administrators to know their role in the implementation of the Basic Education Curriculum.

This study will assist curriculum planners like Nigerian Educational Research and Development Council (NERDC), providing them with independent feedback on the results of the actions taken so far in the implementation of the 9-year curriculum. This will serve as basis for further action.

Findings from this study may help guide state government in identifying areas of intervention for the successful implementation of the revised curriculum. This will help to address all existing gaps.

Finally, the study may provide useful information on implementation of the Basic Education Curriculum in Junior Secondary Schools. This could stimulate further research in Basic Education Curriculum and related areas.

Scope and Delimitation of the Study

The scope of this study is to evaluate the level of implementation of the Basic Education Curriculum in Junior Secondary Schools (i.e. Upper Basic 7, 8 and 9). It will also examine the availability/usage of instructional materials, teachers' familiarity of the objectives of BEC and students performance in the programme. The delimitation of this study is selected junior secondary schools in Delta Central Senatorial District.

Limitations of the Study

During the course of this study, the following limitation was encountered:

The biggest problem this study faced was lack of cooperation from principals and teachers. Some principals and teachers were reluctant to give out information about their schools. The researcher had to assure them that whatever information given will not be used against them or their schools. The researcher also patiently answered all their questions hence they became more relaxed to fill the questionnaire.

Operational Definition of Terms

The terms and concepts which will commonly be used in this study are hereby defined operationally.

Evaluation: Evaluation is defined in this study in terms of curriculum evaluation. It is the collection and provision of evidence on the basis on which decisions can be taken about the feasibility, effectiveness and educational values of curriculum.

Implementation: It refers to putting into effect a plan already mapped out. In this study, it means a process involved in translating educational plan into action in order to bring about a change in learners behaviour. It refers to all the activities of translating the work of curriculum development teams into classroom practice.

Universal Basic Education (UBE): This is a planned series of events working together as a network for achieving Education for All. It is a programme, a scheme and a system. It encompasses the policy, goal of 9-years continuous schooling, funding, Basic Education Curriculum, supervision etc. The UBE covers the first nine years of education i.e. 6 years in primary school and 3 years in Junior Secondary School.

Basic Education Curriculum (BEC): This is the curriculum developed by NERDC for use in the Universal Basic Education (UBE). It is a curriculum document for 9-years continuous schooling. BEC means all planned learning experiences provided by the school to assist the-pupils in attending the designated learning outcomes to the best of their ability. BEC includes all formal, non-formal and informal contents and processes through which learners gain knowledge, understanding, skills and attitudes, values and appreciations at the basic education level under the guidance of the school. It is actually through this curriculum that the goals of UBE are achieved.

Teachers' Guide: This is a document developed by NERDC to explain concepts and aid teachers in understanding newly introduced subjects as well as old subjects. It guides teachers in areas to lay emphasis on during teaching. It is a subject by subject guide.

International Development Goals (IDG): These are the combined goals of National Economic Development and Empowerment strategy (NEEDS), Education For All (EFA) and Millennium Development Goals (MDGs). These are the goals that prompted the formulation of the UBE programme and BEC in particular

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review literature related to this study. The literature reviewed covered the following areas:

- Conceptual Framework of the Study
- Basic Education Curriculum (BEC) in Nigeria
 - a. Historical Evolution of Basic Education Curriculum
 - b. Universal Basic Education Policy
 - c. Basic Education Curriculum Structure and Contents
 - d. Objectives of Basic Education Curriculum in Nigeria
- The Place of Teachers in Curriculum Development and Implementation
- Teachers' Qualification and Quality in Effective Implementation of Basic Education Curriculum
- Instructional Materials and Teachers' Effectiveness in Basic Education Curriculum Implementation
- Issues and Challenges Facing the Effective Implementation of Basic Education Curriculum
- Appraisal of the Review

Conceptual Framework of the Study

The conceptual framework of this study is derived from Stufflebeam's **Context, Input, Process and Product (CIPP)** model of curriculum evaluation found in Rathy 2004 and Okoye 2011. This model is useful as a conceptual framework in evaluating the Basic Education Curriculum

because it can be used to make decisions regarding the usefulness and quality of this curriculum.

The CIPP model of evaluation concentrates on:

Context of the programme, **I**nput into the programme, **P**rocess within the programme and **P**roduct of the programme

Context Evaluation focuses on determining the operating context of BEC, identifying and assessing needs and opportunities in the context, diagnosing problems underlying the needs and opportunities and this is done by comparing the actual and the intended inputs and outputs and analyzing possible causes of discrepancies between actualities and intentions (objectives).

Input Evaluation focuses on identifying and assessing system capabilities in terms of teachers' qualification and quality, available input strategies and designs for implementing the strategies used in BEC by analyzing resources (human and material), solution strategies, and procedural designs for relevance, feasibility and economy. **Process** evaluation identifies process defects in the procedural design of BEC or its implementation by monitoring the procedural barriers and remaining alert to unanticipated ones and describing the actual process. **Product** evaluation focuses on relating outcome information to objectives and to context, input and process information done by Measurement Vs Standards interpreting the outcome (Rathy, 2004). In product evaluation, students performance are used to judge if the objectives have been actualized and also to determine the level of implementation and hence evaluate the success of the UBE program, with a view of discovering if the facilities, instructional materials, funding and adequate qualified teachers in use are effective in the Junior Secondary Schools in Delta Central Senatorial District.

In the evaluation of the implementation of the Basic Education Curriculum, CIPP model will focus on the context; objectives, conditions and settings of the school system, inputs,

processes of actualizing the objectives and the products in terms of students performance. Based on these steps, the state of affairs of the curriculum can be determined. Fig 1 shows a diagrammatic representation of the conceptual framework using Stufflebeam's CIPP model.

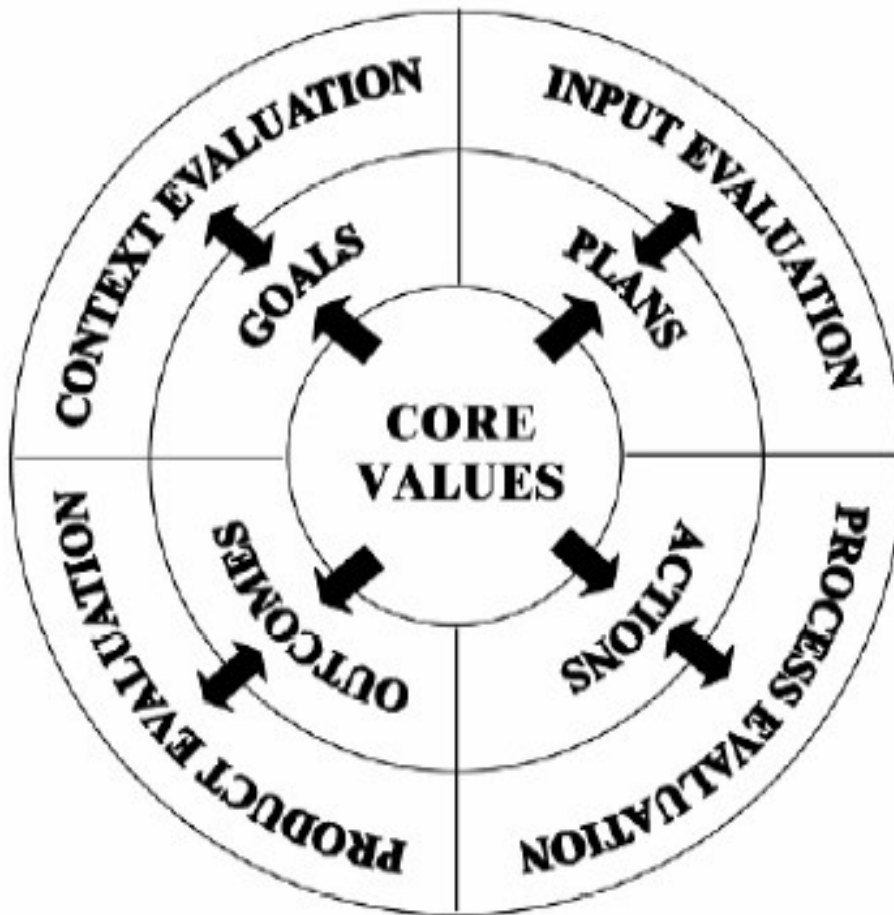


Fig. 1: A Diagrammatic Representation of the Conceptual Framework Using Stufflebeam's Context, Input, Process and Product (CIPP) Model (Rathy, 2004)

The conceptual framework of this study is also based on two variables, the independent variable and the dependent variable. The independent variables consist of the qualification and

quality of teachers, availability of instructional materials, retraining of teachers and school funding. The dependent variables are the objectives of UBE. The analysis of the independent variable on the dependent variable will lead to extent of the achievement of the UBE objectives and a conclusion on the level of implementation of BEC. Fig. 2 shows the conceptual framework showing two variables.

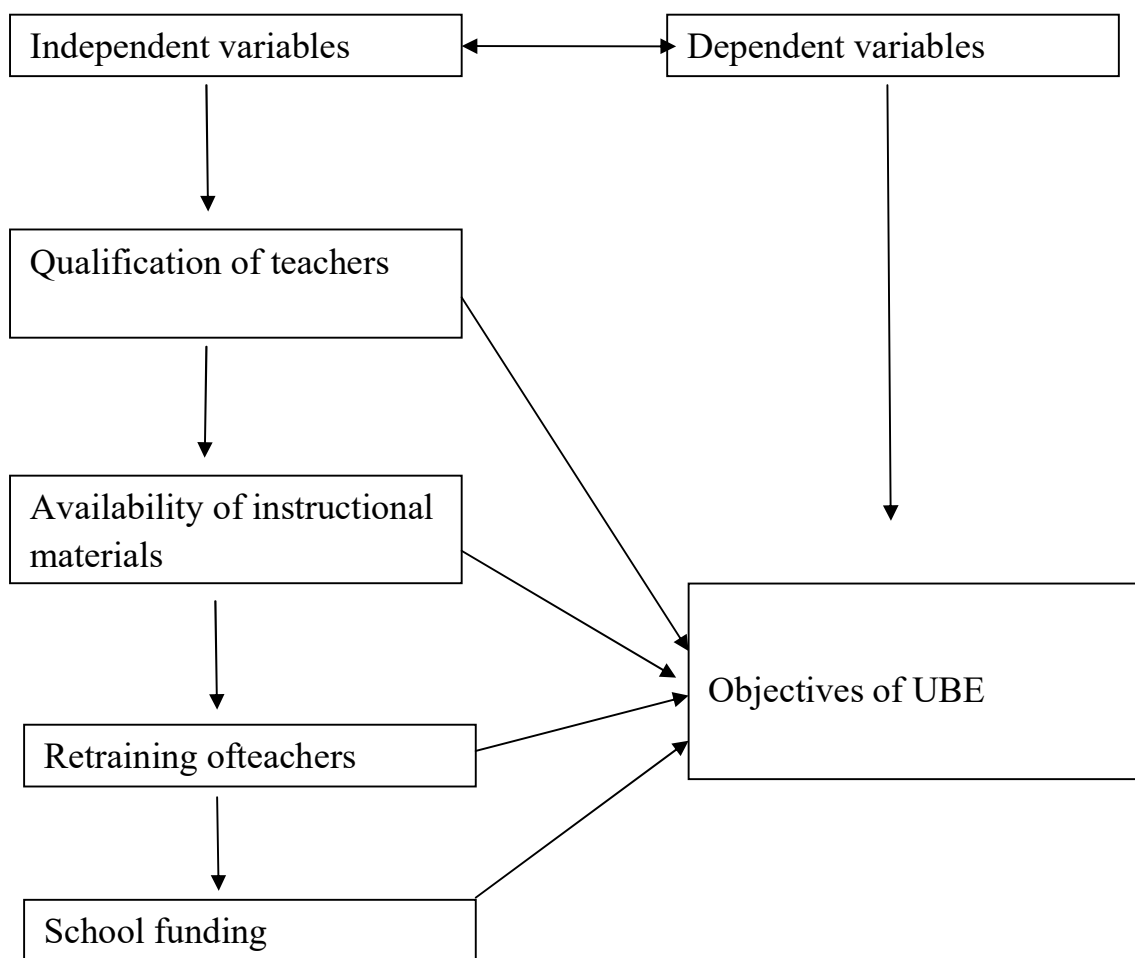


Fig. 2: Conceptual Framework of Two Variables (Isoken, 2012)

Basic Education Curriculum (BEC) in Nigeria

The 9-Year Basic Education Curriculum is a child of the UBE programme produced by the Nigerian Educational Research and Development Council (NERDC), a parastatal of the Federal Ministry of Education. NERDC was directed by the National Council on Education (NCE) in December 2005 at Ibadan to develop a school curriculum that will facilitate an effective implementation of the UBE programme through which Nigeria will achieve the goals of NEEDS of value re-orientation, poverty eradication, job creation and wealth generation as well as the international goals of Education For All and the Millennium Development Goals by 2015. This section of the review will give a brief historical evolution of BEC, analyze the UBE policy, structure and the objectives of BEC.

Historical Evolution of Basic Education Curriculum in Nigeria

All societies cherish bold ideas, whether in art, literature, politics, or in science. All through history, the great ideas stand out as central points for new societies. The redesigning of a curriculum is an important and continuous operation. Yet in many instances, this important task is approached within an overly limited framework that fails to consider many of the dimensions that must be met. Any group whether local, state or national, that undertakes curricular reforms must assume responsibility for all aspects of such procedures. This, past curricular attempts in Nigeria has failed to fully recognise (Adebola, 2007). The educational policies and priorities of Nigerian governments have evolved in response to changing political and economic circumstances. At the time of independence, the production of high-level manpower was a priority, and the 1960s therefore saw a rapid expansion of university and secondary education. There were, however, large and persistent differences between North and South in educational involvement, organization and policy. It was only after the civil war of 1967-70 had ended and

the oil boom had begun that the Federal Government could insist on more uniform educational policies. These included the public take-over of grant aided schools in most states, the launching of a national scheme for universal primary education (UPE) in 1976, and the publishing of a comprehensive National Policy on Education in 1977. The National Policy stipulated programmes of 6 years for primary, 3 years for junior secondary, 3 years for senior secondary and 4 years for university education, and outlined a national curriculum for schools. However the UPE scheme was marred by inadequate planning and implementation (FME, 2003). Anaduaka and Okafor (2013) noted that despite the UPE curriculum, the rate of illiteracy was still high, the conditions of the schools' infrastructures deplorable, school dropout was increasing and unprecedented poverty, unemployment, crime and other vices were still the order of the day.

Following Nigeria's participation in the Jomtien Conference on Education For All in 1990, the Federal Government renewed their commitment to education and adult literacy and introduced the concept of a 9-year basic education programme covering the primary and junior secondary levels. The civilian administration in 1999 quickly launched the Universal Basic Education (UBE) programme. One of the shortcomings of this quick launch was that the UBE programme continued to run with the existing curriculum which was limited in scope and usability. It took the nation another six years (i.e. 1999 – 2005) to realize that launching the UBE programme alone is not the solution to the challenges of the educational sector, there has to be a change in the curriculum whether in the form of a revision, innovation or reform/improvement.

Obioma (2004) pointed out that in order to meet the International Development Goals (IDGs), nations are reforming and strengthening their educational system. In 2005, the National Council on Education (NCE) mandated Nigerian Educational Research and development Council

(NERDC) to construct a feasible curriculum to meet national and international goals. According to him, these goals are:

EFA – Education For All

NEEDS – National Economic Empowerment and Development Strategy which encompasses value re-orientation, poverty eradication, job creation, wealth generation and using education to empower the people.

MDGs – Millennium Development Goals: Benchmark period 1990 – 2015. Orji (2012) asserted that the education sector is concerned with MDGs 2, 3 and 6 which states as follows:

Goal 2: Achieve Universal Primary Education

Goal 3: Promote gender equality and empower women

Goal 6: Combat HIV/AIDS, malaria and other diseases

Based on the NCE directive, NERDC successfully restructured and re-aligned the primary and secondary education curriculum for the achievement of these goals. The product is the Basic Education Curriculum (BEC). BEC has not only updated the old content and standards, but also introduced new subject matters and associated skill requirement for pedagogy (Adebola, 2007; Obioma, 2012).

Historical events in the educational sector should not be overlooked in implementing a curriculum else there will be a repeat of past failures. Issues that led to the development and implementation of BEC are very important factors in evaluating the success and usefulness of this curriculum. Judging from the past, consistent and thorough evaluation of the implementation of BEC will help ensure the achievement of UBE objectives.

Universal Basic Education Policy

Policy is defined functionally as an explicit or implicit single decision or group of decisions which may set out directives for guiding future decisions, initiate or retard action, or guide implementation of previous decisions. Policy making is the firststep in any planning cycle and planners must appreciate the dynamicsof policy formulation before they can design implementation and evaluationprocedures effectively. Policies, however, differ in terms of their scope, complexity, decisionenvironment, range of choices, and decision criteria. Assessing the impact of UBE policy is obviously important in order to determine whether to maintain, modify, or reject it.

Nwadiani cited in Bosede (2009) stated that among the problems in reform implementation in Nigeria is lack of understanding of the policy behind such reform. This statement is supported by earlier findings by Emeka (2006) which revealed that teachers possessed insufficient knowledge of the policy hence resulting in failed UPE policy. Inadequate knowledge/understanding of the UBE policy by teachers, students, parents and other education stakeholders may lead to its failure at the implementation stage.

The Universal Basic Education (UBE) Policy is supported by provisions in the 1999 Nigerian constitution which clearly stated in section 18 that “Government shall eradicate illiteracy, to this end, government shall as and when practicable provide a free and compulsory Universal Primary Education, free secondary education and free adult literacy programs.” An Act tagged UBE Act of 26th May, 2004 was also enacted to ensure the achievement of the objectives, vision and mission statement of the UBE policy. Tsafe (2013) highlighted the provisions of UBE Act (2004) as follows:

- i. The federal government's intervention shall provide support to the states and local governments in Nigeria for the purpose of uniform and qualitative basic education.
- ii. Every government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age.
- iii. Every parent shall ensure that his/her child or ward attends and completes
 - a. Primary school education and
 - b. Junior secondary school education
- iv. The stakeholders in the education in local government areas shall ensure that every parent or person who has the care and custody of a child performs the duty imposed on him/her under the Universal Basic Education Act, 2004.
- v. Transition from primary to Junior Secondary School (JSS) should be automatic as basic education terminates at the Junior Secondary School level, thus, entrance examination into JSS may no longer be necessary. Emphasis will be placed on effective continuous assessment while final examination and certification will now be done at the end of the nine year basic education programme.
- vi. The secondary school system should be restructured so as to ensure that the JSS component is disarticulated from the SSS as stipulated in the National Policy on Education (NPE), 2004.

The vision of UBE is that "At the end of 9 years of continuous education, every child that passes through the system should have acquired appropriate level of literacy, numeracy, communication, manipulative and life skills and be employable, useful to himself and the society at large by possessing relevant ethical, moral and civic skills, Edho (2009).

The UBE policy reforms should be systematically assessed, preferably with a built-in mechanism, in terms of their impact; is it meeting up with expectation? While implementation mechanisms need to be reviewed constantly, policies themselves should be allowed to mature before passing judgement on their impact. Even then, challenges encountered during implementation should not be mistaken for inadequacies of the policy itself. Even if impact assessment concludes that the desired changes have been successfully achieved, policy-makers and planners should remain alert for new changes required, given the rapid pace of contemporary society and the close links between an educational system and its environment. Finally, if a policy is seen to be ineffective, it should not be allowed to linger while new policies are introduced alongside.

Etuk, Ering and Ajake (2012) asserted that a close examination of the UBE programme shows that it is a noble policy by government especially when one considers its objectives. Some key points in the policy will be evaluated. For example number 4 of the UBE Act states that: The stakeholders in the education in local government areas shall ensure that every parent or person who has the care and custody of a child performs the duty imposed on him/her under the Universal Basic Education Act, 2004. Education stakeholders in the local government areas of Edo state are doing a lot to ensure that children stay in school as noted by Isoken (2012) but some parents still send their children to hawk things during school hours. This, they claim will enable them meet up with the levies imposed on them by schools. Government should ensure that education at the basic level remains completely free and void of any form of levy so that the policy demand can be fully actualized.

In implementing the basic education curriculum, facilities in schools need to be updated, textbooks and other teaching material provided, qualified teachers employed and retrained

through the federal government intervention fund to states and local government as stipulated in the UBE Act 2004. However Isoken (2012) expressed displeasure at the way the funds are being disbursed and squandered.

Also stipulated in the UBE Act is that transition from primary to Junior Secondary School (JSS) should be automatic as basic education terminates at the Junior Secondary School level, thus, entrance examination into JSS may no longer be necessary. However, common entrance examination into junior secondary school still holds ten years after the Act was signed into law. From the foregoing, it can be said that this aspect of the policy is yet to be implemented.

Indeed, planning the UBE policy entailed a variety of processes, from the analysis of the present situation, the generation and assessment of policy options, to the careful preparation and monitoring of policy implementation, eventually leading to the definition of the policy. A variety of players intervene in these processes and if their interests are not carefully assessed and taken care of, then the policy or the plan will have every chance of failing. Educational history in Nigeria is full of reforms and plans which were never implemented precisely because the interests of certain key actors (parents or teachers) had not been taken into consideration, financial and human resources implications had not been carefully assessed or the system's managerial capacity had not systematically been taken into account, hence the need for an evaluation of the implementation of BEC to ascertain the level of success or failure of the policy.

c. Basic Education Curriculum: Structure and Content

The contents of curricula of both formal and non-formal education are best evaluated against the backdrop of their relevance to the culture and environment of the people. No education or curriculum can be considered relevant to the development of a people unless it is

firmly rooted in the cultural milieu. Although there are several conceptions of curriculum relevance, the foremost view is that, to be relevant, curriculum content must be sensitive to the needs, goals and ambitions of the learners, and must have as its antecedents and context the philosophy of national education, which, in the case of Nigeria, is based on the integration of the individual to be a sound and effective citizen (FRN, 1989, p. 3). The needs of any nation in the present age of scientific and technological advancement, which is further hastened by computer technology and the information superhighway, are best determined through appropriate and relevant pure and applied science curricula, research, teaching and dissemination of existing and new information. Curriculum must be forward thinking. It must provide students with those learning experiences that enable them to become knowledgeable, self-directed, responsible individuals able to adapt to and cope with a complex and rapidly changing society. Its design should ensure development of human relationships, social values, a pride in cultural heritage, a sense of ethics, a desire for continued learning and a positive self-image.

Normal processes of curriculum development require that a review be undertaken periodically so that the curriculum content can respond to the dynamic nature of society. Occasionally, the need for a thorough revision may arise. Usually, a revision may take the form of a complete redesign of the curriculum, or an amendment through improving relevant sections by deletion, addition or replacement. One major factor that informs curriculum revision is feedback from implementation. Such feedback arises from both a formal and an informal setting. There is a rich and growing body of information available relating to implementation of various school curricula and education programmes in Nigeria. Because there are a large number of subjects offered at the different levels of the educational system, there has always been a great deal of information feedback from implementation.

As part of the implementation process which preceded the declaration by the federal government of Nigeria for the introduction of 9-years free and compulsory basic education, structures which cover primary and junior secondary schools, strategies have been put by the NERDC to restructure and re-align the school curriculum for the 9-years basic education (Obioma, 2006).

Orji (2012) pointed out that the 9-year basic education curriculum is structured in three levels:

Lower Basic Education (Primary 1 – 3)

Middle Basic Education (Primary 4 – 6)

Upper Basic Education (JSS 1 – 3)

BEC comprised of 20 subjects listing; learners are expected to offer as many as 12 subjects in primary schools and 15 subjects in JSS. The content of BEC is as follows:

BEC Levels	Core Subjects	Elective Subjects
Lower Basic Education Curriculum. Basic 1-3 (Primary 1 –3)	<ol style="list-style-type: none"> 1. English Studies 2. Nigerian Language (Hausa/Igbo/Yoruba) 3 . Mathematics 4. Basic Science & Technology 5. Social studies 6. Creative and Cultural Arts (CCA) 7. The religions(CRK & IRK) 8. Physical & Health Education (PHE) 9. Civic Education 10. Computer studies/ICT 	<ol style="list-style-type: none"> 1. Agricultural science 2. Home Economics 3. Arabic Language <p>Note: Must offer 1 elective but not more than 2.</p>
Middle Basic Education Curriculum. Basic 4-6 (Primary 4 –6)	<ol style="list-style-type: none"> 1. English Studies 2. Nigerian Language (Hausa/Igbo/Yoruba) 3. Mathematics 4. Basic Science & Technology 5. Social studies 6. Creative and Cultural Arts (CCA) 7. The religions(CRK & IRK) 8. Physical & Health Education (PHE) 9. Civic Education 10. French Language 11. Computer studies/ICT 	<ol style="list-style-type: none"> 1. Agricultural science 2. Home Economics 3. Arabic Language <p>Note: Must offer 1 elective but not more than 2.</p>
Upper Basic Education Curriculum. Basic 7-9 (JSS 1 –3)	<ol style="list-style-type: none"> 1. English Studies 2. Nigerian Language (Hausa/Igbo/Yoruba) 3. Mathematics 4. Basic Science 5. Social studies 6. Creative and Cultural Arts 7. The religions(CRK /IRK) 8. Physical & Health Education 9. French Language 10. Basic Technology 11. Civic Education 12. Computer studies/ICT 	<ol style="list-style-type: none"> 1. Agricultural science 2. Home Economics 3. Arabic Language 4. Business Studies <p>Note: Must offer 1 elective but not more than 3.</p>

However, within the period the curriculum has been implemented some lapses were observed particularly in the number of subjects. This and other factors led to the review of the curriculum. The new curriculum is aimed at improving upon the existing one and it is geared towards meeting the social dynamics of Nigeria, growth in science and technology and making up for the lapses that may have been observed in the existing curriculum. Reviews are always necessitated by changes in the society it serves and in line with global best practices. The NERDC revised and restructured the 9-Year BEC into 10 teachable, functional and practical oriented subjects that eliminated redundancy without compromising the quality of education received by learners. This curriculum has been revised in 2013 to include only 10 subject listing with lower and middle basic offering up to 8 subjects and upper basic 10 subjects.

Obioma (2013:2) commenting on the revised 9-year Basic Education Curriculum stated that

Education is the main vehicle for transmitting the cultural heritage of the past and present members of society. Since the societal needs and aspirations are continually changing, the curriculum content should of necessity be dynamic. Consequently schools curricula need to be constantly reviewed to keep pace with global trends and developmental changes in the society.

Ufuoma (2013), Obioma (2012), and Orji (2012) asserted that feedback from the implementation of the 9-year BEC showed subject overload and the need to incorporate emerging issues such as reading, security awareness, religion and national values, into the curriculum. The issue of an overloaded curriculum frequently crops up these days. Curriculum scholars (i.e Adeniyi, 1999; Ivowi, 1997; and Onugha, 1999) believed that curricula are overloaded in terms of content and that this is not good for the school system. It is, however, important to remember that the world's population, including Nigerians, must be educated or at

least made aware of the global issues that are affecting the human race, such as poverty, food shortage, diseases, HIV/AIDS, over-population, gender-related injustices, crime, environmental pollution, displacement of persons from their homes, etc. This is to enable us ‘to start running before we get drenched’ (to borrow a phrase from Chinua Achebe). Hence, it is necessary to include concepts in the curriculum borrowed from population/family life education, sexuality education, HIV/AIDS education, peace education, gender education and environmental education. However, since such an infusion, though relevant to the society, has caused content overload, there is a need to strike a balance hence the revision of BEC.

The pattern adopted by reviewers of BEC is focused on 10 subjects. The reviewers identified and grouped related disciplines in so doing produced a reduction in subject listings. Obioma (2013) noted that key concepts in the former curriculum formed integrating thread for organising the contents of the new subject into a coherent whole.

The content of the revised 9-year BEC is as follows:

BEC Levels	Core Subjects	Subject Contents
Lower Basic Education Curriculum: Basic 1 - 3 (Primary 1 – 3)	<ul style="list-style-type: none"> i. English Studies ii. Mathematics iii. Nigerian Languages iv. Basic Science and Technology (BST) v. Religion and National Values (RNV) vi. Cultural and Creative Arts (CCA) vii. Arabic Language – (Optional) 	<p>Basic Science, Basic Technology, Physical and Health Education (PHE), Information Technology/Computer</p> <p>Christian Religious Studies/ Islamic Studies, Social Studies, Civic Education and Security Education</p> <p>Note: Minimum of 6 Subjects and maximum of 7</p>
Middle Basic Education Curriculum: Basic 4 - 6 (Primary 4 – 6)	<ul style="list-style-type: none"> i. English Studies ii. Mathematics iii. Nigerian Languages iv. Basic Science and Technology v. Pre-vocational Studies (PVS) vi. Religion and National Values (RNV) vii. Cultural and Creative Arts viii. French ix. Arabic – Optional 	<p>Same as in Lower Basic Home Economics, Agricultural Science and Entrepreneurship</p> <p>Note: Minimum of 8 subjects and maximum of 9</p>
Upper Basic Education Curriculum: Basic 7 - 9 (JSS 1 – 3)	<ul style="list-style-type: none"> i. English studies ii. Mathematics iii. Nigerian Languages iv. Basic Science and Technology v. Pre-vocational Studies vi. Religion and National Values vii. Cultural and Creative Arts viii. Business Studies ix. French x. Arabic: Optional 	<p>Note: Minimum of 9 subjects and maximum of 10.</p>

Source: (Obioma, 2013)

Findings from curriculum review carried out by Emeh, Abang, Isangadighi, Asuquo, Agba, and Ogaboh (2011) in South South States of Nigeria revealed that in theory, the present secondary education system in Nigeria adequately serve national needs, but not in practice. The white collar trend of missionary education is still on. Learners go to school without the necessary equipment. They posit that the theoretical aspect is adequate, but there is no enabling environment for skills development, thus unemployment is prevalent. Discussants in the review panel asserted that trained personnel to facilitate the implementation of curriculum in Nigeria is lacking; that subject like Introductory Technology is not adequately taken care of, even where the equipment are available, implementation is poor due to lack of personnel. They also asserted that, inadequate funding affects curriculum implementation. Again in schools where there are laboratories, they are not equipped, reagents are not available and some of the equipments are obsolete. Discussants also asserted that the current practices in the implementation of basic education curriculum are relevant, except in situations where students are exposed to only theoretical aspects of learning in subjects that require practical applications. Practical learning are not emphasized nor carried out for the following reasons: inadequate equipments, untrained teachers, and irrelevant curriculum contents.

Moreover, the revised BEC is content-driven and examination centred. Teachers' efforts are geared towards covering the content of the curriculum within the approved time frame of the school calendar. Both the teacher and the student work towards ensuring that the examination syllabi are covered.

As expected, Moses, (2013) found out that teachers are not coping well with the influx of new materials into the already crowded school timetable. Besides, teachers were not prepared or trained to teach many of the infused elements and the only way teachers can be prepared is to

train or retrain them through sensitization seminar/workshops, short courses, etc. This recommendation corresponds with the views and the practice of many agencies, NGOs and international agencies, such as UNDP, UNESCO, UNICEF and the United Nations Development Fund for Women.

Maduewesi (2003) noted that it is a welcome idea that certain important global and national issues be incorporated into the school curriculum. However, this has serious implications for curriculum planners, textbook writers and publishers. Many educators feel that the bane of implementing innovative, socially oriented, problem-solving curriculum programmes remains the lack of adequate manpower to handle the programmes as well as the lack of textbooks, reference books, journals and magazines to support effective teaching. In the recent past, many of the international agencies in Nigeria were known to be providing technical backstopping for innovative non-formal curricula, but today the situation is different. For teachers to be able to cope adequately with the teaching of school subjects and materials (concepts, skill, attitudes) infused into them, they require help to successfully mediate the new curricula, the new attitude to learning, and the new technologies to learners. Such help should include training and retraining, adequate provision of curricula and instructional materials and positive motivation of teachers.

Challenges which BEC implementation is facing can only be discovered through constant evaluation of the curriculum hence this study. The ultimate objective of curriculum evaluation is to ensure that the curriculum is effective in promoting improved quality of student learning. Student assessment therefore connotes assessment of student learning. Assessment of student learning has always been a powerful influence on how and what teachers teach and is thus an

important source of feedback on the appropriateness of the implementation of curriculum content.

Objectives of BEC in Nigeria

Society's primary responsibility is to ensure provision of educational programs and services appropriate to the educational needs of all students. The government of the nation, as an agent of society, sets broad aims of education and provides resources to translate these aims into specific objectives, defines the skills, knowledge and attitudes that reflect these aims and designates those objectives to be included in a common education for all. In evaluating a curriculum, first you look at its objectives as it has proven to be a useful planning and evaluation tool as Mager (1972) cited in Juweto (2011) noted "if you don't know where you are going, you are likely to end up somewhere else". According to Okoye (2011), curriculum objectives provide the intents and purpose which any developed curriculum is set to achieve. It tries to point the direction which curriculum is going and the justification for its existence in the first place.

According to the Federal Republic of Nigeria (2004) the objectives of the UBE scheme are to:

1. Develop in the entire citizenry, a strong consciousness for education and a strong commitment to its vigorous promotion
2. Provide free and compulsory UBE for every Nigerian child of school going age
3. Reduce drastically dropout rate from the formal school system through improved relevance, quality and efficiency.
4. Cater for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education

5. Ensure the acquisition of 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 lifelong learning.

The goals of the UBE justify the Federal Government's provisions in relation to it. For instance, one expects the government to take responsibility for ensuring the training of children and adolescents in the norms and aspirations of the nation. It is also expected that education should reform itself from time to time in order to cater for future professional needs; more so, the desire to inculcate in children, the knowledge of literacy, numeracy and the ability to communicate and eradicate poverty, makes the UBE scheme a worthwhile venture. The universal nature of the basic education scheme has helped to bring in the needs of all children in terms of access so that children with special needs would be inclusive and can be helped to develop their potentials optimally and so live normal lives that would enable them to contribute to the development of the Nigerian society. Equalizing educational treatment for all categories of Nigerian children imply access to diversified curriculum; giving opportunity to all to become what they can become professionally in future irrespective of the socio-economic backgrounds of their families. The building of a sound scientific and reflective background, in moral training, social attitude, and adaptation to changing environments, all prepare the Nigerian child to benefit from the UBE, conserve, transmit and renew the Nigerian culture, aspirations and focus to fit and meet the emerging world order with optimism.

One of the objectives of the UBE is to provide free and compulsory basic education of every child of school going age, but one wonders if the right efforts are being made to ensure that this objective is achieved considering the persistent inadequate disbursement of funds to schools for the programme (Emeka, 2012). This has made the scheme to be partially free as

school heads have been forced to levy their students in order to meet up with the daily needs of their schools.

With the revision of the basic education curriculum to include the pre-vocational studies (with themes such as: agricultural science, home economics, entrepreneurship) one can deduce that the curriculum is set to achieve the objective of reducing dropout rate due to the relevance of the subject to the lives of students. However, getting teachers to teach this subject (pre-vocational studies) effectively will pose a little challenge as teachers' training is limited in scope. There is urgent need for teachers to be trained and retrained in the act of efficiently teaching this and other subjects like it so that the objectives of UBE will be achieved. Although curriculum guides have been provided to assist the teacher in interpreting and meeting the prescribed objectives, consultant services related to new and revised courses of study should also be provided.

Alberta Teachers' Association (2015) stated that student's assessment is an important aspect of curriculum evaluation which helps to facilitate the understanding of the impact and outcome of educational programmes. A fundamental measure of the success of any curriculum is the quality of students' learning. Knowing the extent to which students have achieved the outcomes specified in the curriculum is fundamental to both improving teaching and evaluating the curriculum. In achieving the last UBE objective of ensuring the acquisition of 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 lifelong learning, students must be assessed continuously and counselling services provided to help those in need. In most instances, the evaluation of a student or a group of students should be on the basis of the objectives of the curriculum.

The objectives of the UBE programme play a vital role in the evaluation of the implementation of the basic education curriculum hence its inclusion in this review. This study will systematically determine through the instruments of evaluation the extent to which these objectives have been achieved by the consumers of the curriculum. When evaluating objectives, attention is paid to the effectiveness, economy, and efficiency of the activities being studied. To put it simply, effectiveness means that people are doing the right things, while efficiency means that they are doing them in the right way.

The Place of Teachers in Curriculum Development and Implementation

Anaduaka and Okafor (2013) noted that the teacher is an important and indispensable tool in the achievement of educational goals in all educational institutions. He is at the centre of knowledge and learning. Orji (2013) pointed out that teachers are expected to play a critical role in the effective implementation of the Basic Education Curriculum at the classroom level hence their need to be abreast with the structure, content and objectives of BEC. The teacher is the professional who understands the factors in the measurement of learning and has a thorough mastery of subject matter to be tested, of written communication and of assessment techniques. The teacher translates the learning goals into course objectives and selects assessment procedures to reflect the curriculum content designed to achieve those goals and objectives. The teacher uses a variety of procedures to recognize differences in teaching methods, and students' abilities, needs and learning styles. These procedures being fair, just and equitable, motivate students; instil confidence in students' abilities to learn and succeed; test a variety of skills; and are consistent. The evaluation of students is the responsibility of the teacher providing instruction. The teacher should therefore have a place in the development of curriculum.

Curriculum process in Nigeria can be considered as consisting of 3 levels – What is planned, what is implemented and what is learnt or attained at the classroom level. Curriculum reform can therefore only be effective if teachers are trained and equipped with the skills to implement the planned curriculum and such training often does not hold for teachers (Anaduaka and Okafor, 2013).

Teachers should be involved in the development of any new curriculum because they have firsthand knowledge of the students and the school environment. However, Zais (1979) in Okoye (2011) pointed out that teachers themselves do not view curriculum development as one of their professional responsibilities. But the teacher's role in determining what the curriculum should be is in fact quite enormous as the teacher eventually has the operational control over the operational curriculum. Thus, in spite of the constraints of teachers' limited knowledge of curriculum work, their apparent indifference to curriculum responsibilities and their lack of time, their ultimate control over the curriculum at the point of implementation is a fact that curriculum engineers cannot avoid reckoning with in the engineering process (Okoye, 2011).

Wokocho (2007) and Nwadiani (1995) argued that previous policies failed partly because teachers did not possess adequate knowledge about them. Beauchamp (1975) noted that the implementation of a curriculum is accelerated when teachers are involved in planning it. However, Ofoha, Uchegbu, Anyike and Nkemdirim (2009) asserted that in Nigeria, teachers are not involved in the planning of the curriculum.

Odili, Ebesine and Ajuar (2011) also stated that the teacher is central in the task of implementation of any curriculum. His/her understanding of the curriculum objectives, contents, materials and method is crucial in his/her ability to implement the curriculum. In their study, it was revealed that all the teachers sampled in the study did not have knowledge of the new Basic

Science and Technology curriculum in primary school. They were unable to identify the overall objectives of the curriculum and teachers and pupils activities needed to teach the topic “Exploring Your Surrounding”. Teachers’ lack of knowledge of the Basic Science and Technology curriculum mean that the new document cannot be successfully implemented in Nigeria. The study concluded by stating that much still needs to be done for effective implementation of Basic Science and Technology curriculum of the 9-year Basic Education.

Adepoju and Fabiyi (2007) reported that in three demographic studies on the existing national situation in the primary education sector, results showed that almost all sampled teachers indicated they were poorly motivated. This will in turn reduce their job effectiveness.

The ultimate purpose of curriculum development is to improve classroom instruction. If teachers have been well informed and brought into the picture through meetings and questionnaires during the curriculum development process, many of them will be eager to try out the new programme (Hale in Moses 2013). It is against this background that teachers role in the implementation of BEC was looked into in the evaluation of the curriculum. Most teachers may be oblivious of their importance in the development and implementation of the basic education curriculum but an evaluation of the progress made so far in the implementation of basic education curriculum may help them to take up the challenge of contributing their own quota in the actualization of the UBE objectives and educational goals in general.

Teachers’ Qualification and Quality in the Effective Implementation of BEC

No educational system can grow above the quality of its teachers. Teachers’ quality is an important variable in the achievement of students. Research has shown that the outcome of student’s performance is dependent on teachers’ quality. Hamshek et al cited in Tom-lawyer (2014) pointed out that teachers’ quality is an indicator of the importance of teacher training. The

different achievement levels of students is mainly dependent on the quality of teachers as research confirms that a positive difference in the achievement level of students is mainly traceable to teachers (Gbenu, 2012).

One of the implementation guidelines of the UBE programme as listed by Tsafe (2013) is teachers, their recruitment, education, training, retraining and motivation. He suggested that one of the ways of ensuring that UBE could be successfully implemented is through the provision of more qualified teaching staff. Since the provision of more schools automatically translates to provision of more qualified teachers, government should make provision and prepare for training of qualified teachers in the country.

Teachers need to be qualified and competent academically to be able to implement a given curriculum. For BEC to have the intended impact on the learners, their teachers must be capable of imparting permanent literacy and numeracy and some useful communication and life skills to them. Such teachers cannot accomplish these goals without undergoing relevant teachers' education program of good quality. Amugo (1997) studied the relationship between availability of expert teachers and implementation of secondary school curriculum in Nigeria. Her sample consisted of 50 secondary school teachers who were randomly selected from the population of teachers in Lagos and Imo States. She hypothesized that there will be no significant relationship between availability of teachers and curriculum implementation in Nigeria and that available specialist teachers only use theory methods in their classroom work without the practical aspect. The result of the study shows there exist a significant relationship between the availability of subject teachers and implementation of skilled-based secondary school curriculum in Nigeria. Amugo therefore concluded that quality and quantity of teachers in

Nigerian schools significantly affect the implementation of curriculum in Nigerian schools, especially, at the secondary school level (Junior and Senior)

Ejeh(2009) noted that although the federal government of Nigeria believes that no educational system can rise above the quality of its teachers, quality is rarely an issue either in the recruitment of teaching candidates or in their training. It is common knowledge in Nigeria that candidates for teacher education are the generally academically weak students who do not aspire to more prestigious professions. Quality in this respect refers to the steps taken by higher institutions responsible for producing teachers to make sure that they are able to perform their jobs or render their services effectively. In other words, the steps they take to ensure that they produce ‘quality teachers’ instead of the more traditional ‘qualified teachers’ who just meet certain certification requirements. Furthermore, if teachers are not able to teach primary school pupils well as is presently the case with many ‘qualified’ Nigerian primary and secondary school teachers or if they are not able to impart useful skills to them, then achieving the UBE objectives will be a mirage.

Comparing Nigeria and Finland’s primary school entry teachers qualification, Olateru-Olagbegi (2015) stated that the prescribed minimum teaching qualification for primary school teachers in Nigeria is the Nigeria Certificate in Education (NCE) (lower than an undergraduate degree), compared to the minimum qualification of Master’s Degree for their counterpart in Finland. While it is said that teachers in Finland are selected from the top 10 per cent of graduates, the teaching profession in Nigeria does not attract the best candidates due to poor motivation. As at 2005/2006 academic year, over 50 per cent of primary school teachers and 73.3 per cent of secondary school teachers did not have the minimum teaching qualification of NCE

in Nigeria (UNESCO, 2006). There is no sufficient evidence to show that this situation has been changed as of now.

Ajibola (2008) pointed out that most of the teachers are not qualified to teach the subjects introduced in the curriculum. Adebimpe (2001) opined that for UBE to succeed, adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limit of their area of specialisation. In addition, qualification should not be the only criteria in recruiting teachers who will use the Basic Education Curriculum, attention should also be geared towards recruiting quality teachers knowledgeable in their field.

The minimum qualification for employment into the UBE programme is National Certificate in Education (NCE) as stipulated in the policy. Since teachers are important in the implementation of the basic education curriculum, it is therefore expedient that their qualification and quality be taken seriously in the evaluation of any curriculum. Hence this study will find out the qualification of teachers in the programme to see if their quality has been improved through training and retraining to meet up with the challenges of effective UBE curriculum implementation.

Instructional Materials and Teachers' Effectiveness in BEC Implementation

In view of the importance of BEC in achieving the International Development Goals by 2015, the state of inadequate equipment in our secondary schools has been a source of concern to various people and government at various times. The Universal Basic Education (UBE) is expected to provide free and compulsory education from primary to Junior Secondary levels. However, researches (Okpala 2006, Maduewesi 2007, Zwalchir 2008, and Ibukun 2009) have shown that the lack of adequate human and material resources is the two critical problems that could hinder the successful implementation of the UBE curriculum. Like every other enterprise,

the success of UBE depends solely on the provision of adequate material resources. Ayodeji in Ofoha et al (2009) lamented that the demand of education is growing higher everyday but the available resources are not keeping pace in terms of the development. In support of this UNESCO's Education for all (EFA) Global Monitoring Report (2005) provides a detailed analysis of factors influencing the quality of education in several regions of the world, which it says could prevent many countries from achieving EFA goals by 2015. These include lack of human and material resources for schools, number of years and their training, facilities etc.

Ajaja and Kpangban (2004) stated that any established school curriculum calls for ways and means of implementing it in order to reach the objectives of the various levels. Methods of teaching are planned activities involved in the implementation of the curriculum. The expository, discovery, project or invention methods are examples of methods used to bring the learner into contact with the subject matter. The effectiveness of this contact demands activities and resource material utilisation. These may be in the form of demonstrations and experimentations, visits to real life situations, real objects and specimens, symbolic and pictorial representations. In order to achieve efficient and effective communication between him and the learners, the teacher must understand the nature of the communication process and the extent to which it will enhance a wide choice of his channel of message transmission to students.

Farrant (1964) cited in Ajaja and Kpangban (2004) asserted that resource materials aid learning rather than being aids to teaching. The truth is that instructional materials are not teachers' aids but pupils' aid.

The basic instructional materials are:

- i. Textbooks and workbooks
- ii. Chalkboard/marker board

- iii. Library
- iv. Pictures and charts
- v. Flannel graphs
- vi. Maps, atlases and globes
- vii. Models and specimens
- viii. Film strips and slides
- ix. Motion pictures
- x. Electronic resources such as television, radio, tape recorder, video and computer.

Umeh and Oboh (2012) noted that the paradigm shift in teacher's role in the teaching/learning process has made the process learner centred and activity based. Asadu and Ameh (2002), Ugwu and Ogbu (1998) discovered that instructional materials needed by a teacher for his lesson may not always be readily available. Obeneata (1991) identified inadequate curriculum materials as one of the sources of poor implementation of physics curriculum. The materials are alien to some teachers both in training and in practice. So if teachers have all the qualities of a good teaching, without adequate curriculum and instructional materials, the curriculum objectives cannot be achieved.

A study on "Relationship between Infrastructure Availability and Curriculum Implementation in Nigerian Schools" conducted by Ajayi (1999) discovered that there is no significant relationship between school facilities availability in Nigerian schools and curriculum implementation. This study is supported by work of Mercy (2004). In contrast, Anyakogu (2002) opined that a relationship did exist between the availability of school facilities and the implementation of school curriculum. This is also supported by Edem (2003), Michael (2009) and Simpson (2012). The result of their findings showed that there is a positive correlation

between instructional materials and teachers' effectiveness. In another finding by Ehinomen (2012), students taught with instructional materials like projector, pictures, charts and computer did better in a test than those taught without these instructional materials, hence the conclusion that instructional materials enhances teachers' effectiveness and pupils' achievement.

Teachers' guide is also a very important instructional material. It is one of the books produced alongside the revised 9-year BEC. Obioma (2013) stated that there were no teachers' guides for the 9-year BEC in 2007; there was only teachers' handbook that broadly addressed issues of curriculum implementation and sensitisation of teachers. As a result there was a gap brought about by inability to generate the process of training the teachers on the skills required in various subject areas; but the teachers' guide was developed to fill the gap and improve the quality of teachers. Due to the enormous benefit of this teachers' guide, this study will find out the availability of this document in schools.

The BEC document is more or less an instructional material. Odili et al. (2011) also discovered that only two out of the twenty-six sampled schools in Warri South Local Government Area of Delta state have the curriculum document. All the schools were still using New National Primary School Curriculum modules which have been phased out. This curriculum is different from BEC hence effective implementation of BEC is impossible in these schools.

In conclusion, there is need for schools to have instructional materials, teachers' guide and the BEC document for the effective implementation of the revised 9-year Basic Education Curriculum. Do these schools in Delta Central Senatorial District have them? This is what the study seeks to establish.

Issues and Challenges Facing the Effective Implementation of BEC

Aisuku (1987) cited in Okoye (2011) stated that it is unrealistic to embark on a new programme and expect it to be implemented hook, line and sinker by those concerned. In an attempt to avoid problems which impeded the realisation of objectives of past curriculum, the government outlined implementation strategies. These were listed in Orji (2012), Tsafe (2013) and Obioma (2005) as follows:

- Commence with new curriculum in primary 1 and J.S.S. 1 in September 2007 and gradually phase out old primary school and J.S.S. curriculum in 2012 and 2010 respectively.
 - Review old school texts in compliance with the new curriculum, print and distribute by September 2007.
 - Develop new texts for new subjects and distribute by September 2008.
 - By end of school year 2015 the entire curriculum will have been implemented for all pupils and classes.
 - Sensitization of teachers and stakeholders in the contents of the new curriculum to commence immediately.
 - Prepare teacher's handbook and commence the capacity building of serving teachers in the new curriculum in September 2006.
 - Effective monitoring of UBE implementation to ensure quality.
- Encourage and supervise the use of the curriculum by teachers.

The implementation of BEC is no different as it is bedevilled with several issues and challenges hence making it very difficult to achieve its objectives by 2015. Below are some of

the issues and challenges described by Etuk et al (2012), Ezekwesili (2007), and Anaduaka and Okafor (2013):

- i. There is the problem of dearth of qualified and quality teachers to adequately handle educational needs arising from the expansion of the previously existing structure. Most primary schools lack qualified teachers. Commenting on this, Adenipekun (2006) in Etuk et al. (2012) pointed out that the problem of lack of teachers in primary schools affects 85% of the States in Nigeria. The problem of lack of teachers and unskilled teachers will affect pupils to the extent that they will pass out without being equipped with the required educational skills that match with that level of education. At the end, the objectives of having products of the UBE to possess literacy and basic life skills will be defeated.
- ii. Ezekwesili (2007) noted that there has been no inspection and supervision of schools in the last decade. The constraint of effective supervision and monitoring of the UBE scheme is attributed to inadequate vehicles for monitoring, lack of funds etc. Since there is little or no supervision and inspection, teachers and schools do as they like and teach whatever is available even if it is not in line with the BEC.
- iii. There is non-involvement of teachers in the curriculum development process. Teachers should not be merely implementers of curriculum alone but also partners in the process of development (Carl, 2005). The non-involvement of teachers in curriculum development process leads to poor implementation due to their lack of understanding of the objectives of the programme.
- iv. Overcrowded and unconducive classrooms. In a study by Adepoju and Fabiyi (2007), teachers agreed that their classrooms were overcrowded and are not comfortable and conducive for teaching and learning. The teacher/student ratio is put at 1:40 for the UBE

scheme but obviously this is not obtainable in most UBE schools where some classes have up to 70 pupils/students to one teacher. This has therefore continued to be a big challenge to the government considering the cost implication of employing such a large number of teachers as the scheme demands (Anaduaka and Okafor 2013).

- v. Inadequate data for planning. Decisions made based on such data would be faulty. For instance, Dare, Onekata and Auwal (2000) in Anaduaka and Okafor (2013) pointed out that the National Population Census which is expected to provide the most reliable data for educational planning and implementation has always been politicised and this will always lead to problem of curriculum implementation in the end.
- vi. Poor motivation of teachers in terms of low salaries, non-payment of arrears, non-provision of loans and incentives etc. affects their productivity.
- vii. Isoken (2012) discovered in a study of the challenges of the universal basic education implementation in Edo State that there is poor funding and mismanagement of funds. The educational sector is poorly funded and so is the development and implementation process of the BEC. Funds disbursed are often mismanaged causing shortage of materials, dilapidated classrooms, absence of library and laboratory etc.
- viii. NERDC has developed Teacher's Guide for each subject listing in order to enhance delivery and eliminate ambiguities in the implementation of the curriculum. But the challenge is that most schools do not have this document hence causing them to teach the way they can which may be outside the objectives of the UBE as discovered by Bosede (2009).

The Delta State government is doing a lot to ensure the effective implementation of BEC by renovating schools, inspecting the activities of teachers, reducing overcrowding by building

more classrooms, however some other challenges may still be affecting BEC's effective implementation as discussed above. A first-hand knowledge of these challenges affecting BEC's implementation will guide the evaluation of the implementation of BEC. Specifically speaking evaluation of the implementation of BEC will essentially provide information needed for articulating and overcoming procedural difficulties and challenges of BEC.

Appraisal of the Review

This review examined various issues relating to the evaluation of the implementation of Basic Education Curriculum. The Stuffle Beam's CIPP model of curriculum evaluation was used as the conceptual framework of this study as it is particularly useful when decisions are to be made regarding the quality and usefulness of a curriculum. The dependent and independent variables also formed the conceptual framework.

This review analyzed the historical evolution of basic education curriculum, its objectives, structure, subjects and the policy behind UBE.

This review also examined the place of teachers in curriculum development and implementation. It was also established in this review that educational qualification and quality affect the effective implementation of the BEC.

Several examples of instructional materials useful for the effective implementation of BEC were highlighted. Different argument on the relationship between instructional materials and teacher's effectiveness in implementing BEC were reviewed. Issues and challenges facing the effective implementation of BEC ended the review.

This research work has not been carried out in Delta Central Senatorial District to the best of the researcher's knowledge. Most of the studies carried out by other researchers were on subject areas like Basic Science and Technology, English Language, etc. none evaluated the

implementation of the BEC as whole. It is pertinent to evaluate the implementation of BEC as a whole so as to determine the success or failure of the curriculum implementation and ascertain areas that need improvement in the implementation of the revised BEC. This is what the study set out to achieve.

CHAPTER THREE

METHOD OF STUDY

This chapter aims at looking into the following areas: Design of the Study, Population of the Study, Sample and Sampling Technique, Development of Research Instrument, Validation of Research Instrument, Reliability of Research Instrument, Method of Data Collection; and Method of Data Analysis.

Design of the Study

This research is a descriptive survey research in nature hence a survey research design was used for this study. Descriptive survey research studies a smaller population of the universe by selecting and studying samples chosen from the population to discover the conditions and relationship that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing (Kellinger in Moses, 2013). It is naturalistic study devoid of manipulation and control variables.

This study involves the systematic collection of data about the level of implementation of the BEC in Junior Secondary School in Delta Central Senatorial District from teachers and principals in order to describe, compare opinions, classify, analyse and interpret the existing situation about the implementation of BEC.

Population of the Study

The population of this study is all public Junior Secondary School teachers, students and principals in Delta Central Senatorial District. There are eight (8) local government areas in this district. The population is one thousand seven hundred and eighty four (1784) teachers, one hundred and sixty five principals in the one hundred and sixty five (165) public secondary

schools of the eight (8) local government area of Delta Central Senatorial District. The population is shown in table 1 below.

Table 1 Belowshows the Population of the Study

S/N	L.G.A.	No. of Secondary Schools	No. of Teachers in J.S.S.	No. of principals in schools
1.	Sapele	18	198	18
2.	Ethiope East	22	301	22
3.	Ethiope West	15	178	15
4.	Okpe	12	132	12
5.	Uvwie	30	325	30
6.	Udu	10	112	10
7.	Ughelli North	37	350	37
8.	Ughelli South	21	188	21
Total		165	1784	165

Source: (Office of the Director, Planning, Research and Statistics, Ministry of Education, Asaba)

Samples and Sampling Technique

Random sampling was used to select samples of schools, students, teachers and principals from the population in the Delta Central Senatorial District. The researcher placed all the Local Government areas together, using balloting (simple random sampling), three local government areas were chosen. The researcher did the same for all the secondary schools in the three selected local government area and twenty four schools and their principals were chosen. One hundred and eighty three teachers were randomly selected on visiting the schools. All five hundred and fifty seven students that sat for the 2008 JSSCE and three hundred and seventy two students who sat for the 2013 BECE in the sampled schools were chosen to represent the population of public schools, principals, teachers and students respectively. The table below shows the sample sizes of the different categories.

Table 2: Sample Sizes of Schools, Teachers, Principals and Students

S/N	L.G.A.	No. of Junior Secondary Schools	No. of J.S.S Teachers	No. of J.S.S principals	No of students	
					2008	2013
1.	Ethiope West	7	43	7	196	100
2.	Ethiope East	10	65	10	207	126
3.	Sapele	7	75	7	154	146
Total		24	183	24	557	372

Research Instrument

The instrument used for data collection is the structured closed ended questionnaire for teachers and principals, observational checklist and the Junior Secondary School Certificate Examination results was collected from the sampled schools. Appendix I shows the teacher questionnaire (TQ). The teacher questionnaire is made up of fifteen (15) items divided into 3 sections. Section A sought demographic data about the respondents; section B and C gathers information on teacher's familiarity of BEC objectives and their retraining. Appendix II shows the principal questionnaire/checklist (PQC). The principal questionnaire/checklist is made up of thirty four (34) items divided into 7 sections. Section A sought demographic data about the respondents, section B – D is a questionnaire that sought for information on school funding, principal's familiarity of the objectives and their retraining. While section E – G is an observational checklist.

The instrument (questionnaire) is the modified Likert Scale Type which consist of four different degree (levels) of response: Strongly Agree SA (4), Agree A (3), Disagree D (2) and Strongly Disagree SD (1).

The results of one year each of the former (2008) Junior Secondary School Certificate Examination (JSSCE) and the present (2013) Basic Education Curriculum Examination (BECE) was used to elicit information on student's performance. In considering these results, five major subjects compulsorily done by the students which include English Language, Mathematics, Basic Science, Social Studies and Local Language were used.

The minimum standard for basic education in Nigeria as prescribed by UBEC 2010 is also a research instrument that served as benchmark in answering the research questions in this study (see Appendix IV).

Validity of Research Instrument

The instrument was given to three experts in the fields of curriculum development, measurement and evaluation in Delta State University, Abraka for their views and comments so as to ensure its content and face validity. Based on their observation and suggestion, some items were reworded. For example, the questionnaire was divided into principal and teacher's questionnaire on suggestion from one of such expert. Again observational checklist was included in the principal's questionnaire based on the suggestion from two other experts. The BECE/JSSCE result is a standardized achievement test, which was empirically validated for content and face validity by experts in test and measurement.

Reliability of the Instrument

To ensure the internal consistency of the instrument the final draft of the instrument was administered to 15 teachers and 10 principals outside the samples selected for the study. The data generated was coded and the reliability of the instrument was computed using Cronbach Alpha statistics of Statistical Package for social sciences (SPSS) Version 17. The coefficient value of 0.64 for teachers and 0.57 for principals' index was achieved in the indication of high positive reliability (See Appendix III). The measures indicated the internal consistency of the instrument.

Method of Data Collection

The researcher visited each of the sampled schools and administered the questionnaire to teachers and questionnaire/checklist to principals by herself. The researcher waited to collect the filled out questionnaires/checklist same day it was administered. The researcher also collected photocopies of the 2008 JSSCE and 2013 BECE results from the Ministry of Education (Basic and Secondary), Asaba.

Method of Data Analysis

The analysis of data collected for the study was carried out using the frequency and simple percentage for all research questions. The performance score was analysed using simple percentage to determine the overall percentage distribution of pass, resit and fail in both years. For the purpose of comparison, the overall performance of the students was compared in the five selected compulsory subjects with the following codes; A = 4, C = 3, P = 2 and F = 1 and used for comparison after the total performance score was determined. This was done using a computer software Statistical package for social sciences using the t-test analysis because it compares the differences in mean scores of two independent variables.

CHAPTER FOUR

PRESENTATION ANALYSIS OF RESULTS AND DISCUSSION OF RESULTS

In this chapter, the results of the data collected was presented and interpreted in line with research questions that guided the study. The results of data analysis were also discussed.

Presentation of Data

Research Question 1

Do schools in Delta Central Senatorial District have adequate instructional materials such as teachers guide and charts that are in compliance with the Basic Education Curriculum (BEC)?

The data to answer research question 1 are presented in table 3.

Table 3: Level of Available Instructional Materials

S/N	ITEMS	No of responses	Percentage of responses	
			Yes	No
1.	Are teacher's guides available?	288	33.3%	66.7%
2.	Are charts available?	288	14.6%	85.4%
3.	Do your charts have good quality?	42	59.5%	40.5%
4.	Is it gender sensitive?	42	100%	0
5.	Does it have 85% content of BEC?	42	23.8%	76.2%
6.	Are they sufficient for use?	42	0	100%

Source: Data from questionnaires

The result in table 3 shows that 66.7% and 85.4% of the sampled population do not have teachers guide and charts respectively as against 33.3% and 14.6% that have. 59.5% of those that have charts agreed that their charts has good quality while 40.5% said it does not have good quality. They all agreed that it was gender sensitive. The table also reveals that only 23.8% said the charts they have, contain 85% content of BEC. The remaining 76.2% said it does not. Finally, all the sampled population agreed that the instructional materials were not sufficient for use in all subject areas.

Research Question 2

Are adequate funds available for the provision of facilities and equipment for the successful implementation of BEC in Delta Central Senatorial District?

The data to answer research question 2 are presented in table 4

Table 4: Availability of funds

	Availability of funds				
S/N	Statement	SA	A	D	SD
1.	Our school receives fund for the provision of facilities regularly from the government	2 (8.3%)	5 (20.8%)	8 (33.3%)	9 (37.5%)
2.	Our school receives fund for the provision of equipment regularly from the government	1 (4.2%)	3 (12.5%)	11 (45.8%)	9 (37.55%)
3.	Available funds are adequately disbursed for the provision of facilities and equipment	2 (8.3%)	3 (12.5%)	13 (54.2%)	6 (25%)
4.	The school sources for its own funds	3 (12.5%)	4 (16.7%)	8 (33.3%)	9 (37.5%)
5.	The students are made to pay for equipment used in learning	8 (33.3%)	5 (20.8%)	6 (25%)	5 (20.8%)

Source: Data from questionnaires

Table 4 reveals that 33.3% and 37.5% of the sampled population disagreed and strongly disagreed respectively that their school receives fund for the provision of facilities regularly from the government. Only 8.3% and 12.5% strongly agreed and agreed respectively that available funds are adequately disbursed for the provision of facilities and equipment. However, 54.2% and 25% disagreed and strongly disagreed respectively. 29.2% of the respondent agreed that the school sources for its own fund while 70.8% disagreed. However, 54.1% respondent agreed that students are made to pay for equipment used in learning while 45.8% disagreed.

Research Question 3

Are teachers familiar with the BEC document in Delta Central Senatorial District?

The data to answer the research question 3 are presented in table 5

Table 5: Teachers' familiarity with the BEC document

	Teachers' familiarity with the BEC document	Respondent	SA	A	D	SD
1.	I can identify the objectives of BEC	Teachers	81 (43.3%)	33 (18%)	42 (23%)	27 (14.8%)
		Principals	8 (33.3%)	7 (29.3%)	5 (20.8%)	4 (16.7%)
2.	The objectives of BEC are found in BEC documents	Teachers	39 (21.3%)	52 (28.4%)	76 (41.5%)	16 (8.7%)
		Principals	9 (37.5%)	8 (33.3%)	4 (16.7%)	3 (12.5%)
3.	I have a copy of BEC document	Teachers	62 (33.9%)	41 (22.4%)	34 (18.6%)	46 (25.1%)
		Principals	10 (41.7%)	6 (25%)	4 (16.7%)	4 (16.7%)
4.	The objectives of BEC guides me in lesson planning and presentation	Teachers	31 (16.9%)	25 (13.7%)	51 (27.9%)	76 (41.5%)
		Principals	4 (16.7%)	2 (8.3%)	9 (37.5%)	9 (37.5%)
5.	The objectives of BEC is in line with that of UBE	Teachers	49 (26.8%)	45 (24.6%)	31 (16.9%)	58 (31.7%)
		Principals	16 (66.7%)	2 (8.3%)	1 (4.2%)	5 (20.8%)

Source: Data from questionnaires

The table above shows that 61.3% of teachers and 62.6% of principals agreed that they can identify the objectives of BEC as against 38.7% teachers and 37.5% principals who do not. 66.7% of principals agreed that they have copies of BEC document in all subject areas in their school. Teachers (56.3%) also agreed that they have copies of BEC in their subject areas. 21.3% of teachers strongly agreed that the objectives of BEC are found in the curriculum document while 8.7% strongly disagreed. On the other hand, 37.5% of principals strongly agreed while 12.5% strongly disagreed. 30.6% of teachers agreed that the objectives of BEC guide them in their lesson planning and presentation. On the other hand 25% of principals agreed that it guides them. However, 69.4% teachers and 75% principals disagreed. About half (51.4%) of the

teachers sampled agreed that the objectives of UBE is same with BEC while 48% disagreed. On the other hand, 75% of principals agreed that they are the same as against 25% who disagreed.

From the above data presentation, it can be concluded that teachers are familiar with the BEC document although the principals are more familiar with it.

Research Question 4

Have teachers been sufficiently trained to use the BEC in Delta Central Senatorial District?

The data to answer research question 4 are presented in table 6

Table 6: Adequacy of Teachers' Special Training

	Special Training on the Use of BEC	Respondent	SA	A	D	SD
1.	Workshops and seminar are necessary in-service training for teachers	Teachers	161 (88%)	18 (9.8%)	4 (2.2%)	0 (0%)
		Principals	20 (83.3%)	3 (12.5%)	1 (4.2%)	0 (0%)
2.	Training on the use of BEC has been organized in my school/L.G.A in the past two years	Teachers	11 (6%)	30 (16.4%)	63 (34.4%)	79 (43.2%)
		Principals	5 (20.8%)	4 (16.7%)	7 (29.2%)	8 (33.3%)
3.	I have attended a seminar/workshop in the past two years	Teachers	8 (4.4%)	16 (8.7%)	93 (50.8%)	66 (36.1%)
		Principals	6 (25%)	7 (29.2%)	8 (33.3%)	3 (12.5%)
4.	Educational experts are involved in BEC training	Teachers	20 (10.9%)	43 (23.5%)	55 (30.1%)	65 (35.5%)
		Principals	14 (58.3%)	4 (16.7%)	4 (16.7%)	2 (8.3%)
5.	Special training on the use of BEC has improved my teaching	Teachers	10 (5.5%)	8 (4.4%)	108 (59%)	57 (31.1%)
		Principals	3 (12.5%)	2 (8.3%)	10 (41.9%)	9 (37.5%)

Source: Data from questionnaires

From the table above, 97.8% and 95.8% of teachers and principals respectively agreed that workshop and seminars are necessary in-service training for teacher. Only 2.2% and 4.2% teachers and principals respectively disagreed. A very low percentage of teachers (22.4%) and principal (37.5%) agreed that workshop/seminar had been organized in their school/L.G.A. as against 77.6% for teachers and 62.5% for principal who disagreed. A very high percentage of teachers (86.9%) disagreed that they had attended seminar/workshop in the past two years. Meanwhile, more principals (45.8%) although still below average had attended seminar and workshop. However, more than half (75%) of the principals agreed that educational experts are involved in BEC training. This is completely different from teachers' view as only 34.4% agreed it. Finally only 9.9% and 20.8% of teachers and principal respectively agreed that special training had improved their teaching. In addition a very high percent of teachers (90.1%) and principals (74.4%) disagreed.

Research Question 5

Are there sufficient teachers for the effective implementation of BEC in Delta Central Senatorial District?

The data to answer research question 5 are presented in table 7

Table 7: Availability of teachers

S/N	Sufficient No of Teachers	Observation
1.	Average no of students per JSS 2 class	74
2.	% of schools that have teachers in all 12 compulsory subjects in JSS 2 classes	0
3.	Subjects that do not have teachers in JSS 2 classes	PHE, French, Computer studies, Cultural and Creative Art(CCA) and Urhobo
4.	Percentage no of schools that strictly obeyed the Teacher/students ratio of 1:40 in JSS 2 classes	12.5%

S/N	Sufficient No of Teachers	Observation
5.	Average no of students per JSS 3 class	71
6.	% of schools that have teachers in all 12 compulsory subjects in JSS 3 classes	0
7.	Subjects that do not have teachers in JSS 3 classes	PHE, French, Computer studies, Cultural and Creative Art(CCA) and Urhobo
8.	Percentage no of schools that strictly obeyed the Teacher/students ratio of 1:40 in JSS 3 classes	20.8%

Source: Data from questionnaires

The table above shows that the average numbers of students in JS2 and JSS3 classes in the sampled schools are 74 and 71 respectively. Only 12.5% and 20.8% are in agreement with the teacher-student ratio of 1:40 in their JS2 and JS3 classes respectively. None of the sampled schools had teachers in all 12 compulsory subjects. There was a shortage of Physical and Health Education (P.H.E), Cultural and Creative Art (C.C.A), French, Urhobo Language or Computer Studies teachers in the sampled schools. Teacher-student ratio for Junior Secondary classes prescribed by the Minimum Standard of Basic education is 1:40. Data above shows that most of the sampled schools exceeded this required benchmark in their JSS2 and JSS 3 classes. By this it means that there is insufficient number of teachers for the effective implementation of BEC in Delta Central Senatorial District.

Research Question 6

Are qualified teachers involved in the implementation of the BEC in Delta Central Senatorial District?

The data to answer research question 6 are presented in table 8:

Table 8: Teachers' Qualification

	Sample	WAEC	TCII	NCE	BA(Ed) BSc(Ed)	BA/ BSc	PGDE	MSc/ MEd
Entry Qualific.	Teachers	1.6%	16.4%	26.8%	23%	26.2%	6%	-
	Principals	-	4.2%	16.7%	37.5%	33.3%	8.3%	-
Highest Qualific.	Teachers	-	-	7.1%	41%	31.7%	14.8%	5.5%
	Principals	-	-	-	37.5%	8.3%	29.2%	25%

Source: Data from questionnaires

Table 8 shows the entry and highest qualification of the respondents. Table 8 reveals that 26.8% and 16.7% of teachers and principals respectively entered the teaching profession with N.C.E, 26.2% and 33.3% of teachers and principals had BA/BSc (a non-teaching qualification). 23% of teachers and 37.5% of principals had BA(Ed) /BSc(Ed)/(BEd) on entry. A few others had WAEC (1.6% of teachers), TC II (16.4% of teachers and 4.2% of principals) and P.G.D.E (6% of teachers and 8.3% of principals). Only 7.1% of teachers still had N.C.E and 8.3% of principals BSc/B.A as highest qualifications (that is none of the teachers and principals still had WAEC, TCII as their only qualification). 41% and 37.5% of teachers and principals respectively had BSc(Ed)/(BEd). The minimum entry qualification for teaching in secondary school as stated in the benchmark of this study is a degree in education. Therefore, the percentage of teachers without the required teaching qualification on entry is 71% (WAEC, TCII, N.C.E, BSc/BA) and 37.5% for principals. However in terms of the present qualification of teachers, only 38.8% (N.C.E & BA/BSc) still do not meet up with the required qualification of a degree in education, while 16.7% of principals is still below. This means that a high percentage of teachers are not qualified at entry into the profession but got further education on the job. It is therefore seen that qualified teachers are involved in the implementation of BEC in Delta Central Senatorial District

since only 38.8% of teachers and 16.7% of principals do not meet up with the required qualifications.

Research Question 7

Do students perform better now with the use of BEC when compared with results of students taught with the old curriculum in Delta Central Senatorial District?

The data to answer research question 7 are presented in table 9

Table 9: Summary of Students' Performance in the 2008 JSSCE and 2013 BEC Examination for the Three Sampled L.G.A in Delta Central Senatorial District.

LGA	Total no of Reg. students		Total no of students present		Total no of Repeats		Total no of Passes		Total no of Failures		Total no of Resits	
	2008	2013	2008	2013	2008	2013	2008	2013	2008	2013	2008	2013
Ethiope West LGA	1053	915	1052	907	-	-	705 67%	419 46.2%	54 5.1%	266 29.3%	293 27.9%	222 24.5%
Ethiope East LGA	1102	652	1099	645	10	-	570 51.9%	356 55.2%	90 8.2%	184 28.5%	429 39%	105 16.3%
Sapele LGA	1245	1102	1230	1093	-	-	775 63%	534 48.9%	69 5.6%	185 16.9%	386 31.4%	374 34.2%
Total	3400	2669	3381	2645	10 (0.3%) -		2050 60.6%	1309 49.5%	213 6.3%	635 24%	1108 32.8%	701 26.5%

Source: Ministry of Education (Basic and Secondary), Asaba.

Table 9 shows that 60.6% of the total number of students in sampled schools who sat for the JSSCE in 2008 passed as against 49.5% who passed in 2013 BEC examination. It can therefore be seen that students performed better using the former curriculum than with the present BEC curriculum.

Hypothesis

There is no significant difference in the Performance of students in the 2008 JSSCE and the 2013 BECE in Delta Central Senatorial District

Table10: T-test of Significant Difference in the Performance of students in JSSCE and BECE

Variable	N	Mean	SD	DF	t-cal	p-value	Decision
2008 JSSCE	553	13.38	2.68	928	6.373	0.000	Reject Null Hypothesis
2013 BECE	376	12.13	3.11				

Source: Data from questionnaires

Table presented above reveals a mean performance score of 13.38 for JSSCE and a mean performance score of 12.13 for BECE with a t-calculated score of 6.373 and a p-value of 0.000 which is less than the critical p-value of 0.05. Based on this, the null hypothesis that there is no significant difference in the average performance of students in the 2008 JSSCE and the 2013 BECE in Delta Central Senatorial District is rejected. This implies that there was a better performance in the 2008 JSSCE in Delta central senatorial district

Discussion of Results

Adequacy of Instructional Materials

According to the Minimum Standard for Basic Education in Nigeria (Benchmark), instructional materials should be of good quality, conform to national curriculum

and have at least 85% content of the national curriculum for a particular level. Results from this study revealed that majority of the sampled schools did not have instructional materials and data showed that the few available instructional materials did not meet up with the benchmark of 85% content of BEC. However, more than half of the schools that had, agreed that their instructional materials were of good quality and gender sensitive. Hence it meets up with the minimum standard for Basic Education in Nigeria, which states that instructional materials should be of good quality and be gender sensitive. However, when the instructional materials were compared with the benchmark requirement of having at least 85% content of the national curriculum for a particular level, it did not meet up with this requirement hence falling short of the UBE benchmark. The result further showed that instructional materials were insufficient since 66.6% and 85.4% do not have teachers' guide and charts respectively. This means that schools do not have adequate instructional materials that are in compliance with BEC.

This finding is in agreement with Okobia (2011) that examined the availability and teachers' use of instructional materials and resources in the implementation of JSS Social Studies in Edo State. The result showed that instructional materials and resources available were grossly inadequate. Others that agreed with this result are Omeje and Chineke (2015). Education involves both practical and theory teaching and as such subjects that are practical in nature should ideally be taught through methods that maximize the active participation of the learner. This is also in line with Aina (2009) who stated that teachers are expected to properly blend theory with practice for effective learning and transfer of knowledge. In addition, students tend to show more interest in what they see, touch and work with their hands than what they only hear from their teachers. Students cannot do well academically if schools lack the required instructional materials.

Availability of Adequate Funds

The Minimum Standard for Basic Education in Nigeria stipulates that the states determine funds allocated to each level of basic education for infrastructure, 50% of 2% Consolidated Revenue Fund will be allocated. However, results from this study revealed that a high percentage of the sampled population agreed that they do not receive funds for the provision of facilities and equipment from the government. More than half of them agreed that the students are made to pay for equipment used in learning. Hence funds available in school are inadequate for the provision of facilities and equipments for the successful implementation of BEC. This result agrees with findings of Adepoju and Fabiyi (2007) who carried out a research in Surulere Local Education District IV on the topic Universal Basic Education in Nigeria: Challenges and Prospects and discovered that only a small group (17.8%) of respondents agreed that government was taking care of all their school needs whereas majority (82.2%) claimed that their parents were largely involved in funding their school expenses. Moreover, Ofoha et al (2009) revealed in his research carried out in three states that state government schools lacked sufficient Infrastructural facilities needed for practical work, available facilities were just computer science laboratory and home economics laboratory, which were fairly equipped. Federal government schools had sufficient facilities that were well maintained. Facilities observed in the state government schools were in bad state. Ayodeji in Ofoha et al (2009) lamented that the demand of education is growing higher everyday but the available resources are not keeping pace with the development.

In another finding by Onomata (2014) on the evaluation of the implementation of secondary school physics curriculum, it was discovered that appropriate funds are not made available for the maintenance of equipment, tools and provision of facilities for the

implementation of physics curriculum in the secondary schools sampled. Underfunding of schools may mar the actualization of the overall objectives of the 9-year UBE programme. This was noted by Ivowi (1989) stating that the survival of physics programme will depend on the amount of money made available for it.

Teachers' Familiarity of the BEC Document

The objectives of UBE are the same as that of BEC. However, each subject has its own objectives which are in line with UBE objectives and they are found in the BEC document. The UBE objectives cannot be found in the BEC document. Teachers are familiar with the objectives of BEC, although it does not guide their teaching. This result shows that a high percentage of teachers and principals can identify the objectives of BEC and agreed that the objectives of BEC and UBE are the same and that it can be found in the BEC document. More than half the percentage of teachers and principals possesses this curriculum document. However, the objectives found in the BEC document do not guide their lesson planning and presentation. This is in line with a study carried out by Ojo (2014) on Teachers' Perception on New Restructured 9-Year Basic Education Curriculum (BEC) in Ekiti- State. He revealed that teachers were not guided by the curriculum and its objectives in planning lesson for pupils. Even in the schools where the document is available, teachers' responses showed that it does not guide them in lesson preparation. This means that teachers are teaching out of context or expectations of NCE. It is worthy to note that the 9-year BEC was developed to meet the millennial needs of primary education in Nigeria. The non-utilization by teachers implies that the goals of EFA and the MDGs may not be achieved in Nigeria. The works of Emeka (2006) on the evaluation of UBE programme in Orlu Local Government Area of Imo State also agrees with this result.

Teacher's Specialized Training on the Use of BEC

Based on the minimum standards for Basic Education in Nigeria, teachers are mandated to attend at least one capacity training course in every two years for their professional development. The state also determines the funding of teachers professional support (10% of 2% Consolidated Revenue Fund (CRF)).

Results from this study showed that principals and teachers know that workshop and seminar are necessary in service training for them. However, these specialized training have not been organized for them in their L.G.A/Schools in the last two years hence they have not attended any. This falls short of the minimum standard of at least one attendance in every two years. Since they have not attended these training, their teaching skills have not improved. Hence teachers have not been sufficiently trained to use the BEC. This is in line with findings of Adepoju and Fabiyi (2007) where Junior Secondary Schools teachers' training and retraining ranked low. Some other researchers like Atomatofa, Avbenagha and Ewesor (2013) conducted Interview with teachers and discovered that most teachers have no training on the Basic Education curriculum.

Teachers not only have to have personal knowledge of subject matter but also they need to know how to represent that knowledge for others. Singh (1986), in commenting on science education in Asia and the Pacific, reports that: the pre-servicetrainingofscienceteachersdoesnotalways matchthedemandsofnewcurriculumintermsoftheneededteacher competencies. Hiscallformuchstrongerlinksbetweencurriculumdevelopers and teacher trainers echoes that of others and he suggests that the successful implementation of 'science-for-all' curricula will have little success without such links. The match between training experience and the day-to-day demands of science teaching couldbeimprovedby in service training such as workshop, seminar etc.

Sufficiency of Teachers for BEC Implementation

The place of teachers in the implementation of BEC cannot be overemphasized. It is needful that the number of teachers should sufficiently cover the students. It is stipulated that Teacher/Students ratio in JSS classes is 1:40. Results from this study showed that this ratio of 1:40 is not strictly followed. On the average, sampled schools do not have teachers in all 12 compulsory subjects. Hence it can be seen that there are insufficient number of teachers for the effective implementation of BEC. This agrees with the assertion of Anene, (1999) in Nwachukwu and Nwosu (2007) that the population of students in most cases is disproportionate to the number of teachers handling the subjects. This finding agrees with Ofoha et al (2009) who discovered in their research that public schools had insufficient teachers and that there are more technical than vocational subjects that lacked specialist teachers. And the low number of qualified teachers in the schools poses a threat to students' achievement in biology studies as performance to a large extent depend on the quality, adequacy and dedication of the teachers.

However this finding contradicts earlier findings of Nwafor and Nwafor (2012) in their study *Assessing the Management of Human Resources in Secondary Schools by Male and Female Principals in River State of Nigeria*. The study revealed that most of the human resources are available with the total of 57.18% as against 42.82% that responded "Not Available". Among the 13 subject teachers that were considered to assess human resources available for effective teaching and learning, it was discovered that the following teachers were available: English Language, Mathematics, Biology, Agric Science, Government, Economics, Geography and Commerce teachers, with total percentages of 63.3%, 63.3%, 66.0%, 73.3%, and 83.3% respectively, but the Chemistry and Physics teachers were not available.

Teacher's Qualification and BEC Implementation

The standard entry qualification for teachers into secondary school is a degree in Education as stipulated in UBEC (2010). Results showed that a very high percentage of sampled teachers fell below entry standard of having a degree in education. 44.8% of teachers had qualifications lower than a degree and 26.2% had university degree but not in education.

However, it was also discovered that many of them went back to school to acquire the right qualification since only 38.8% of teachers had below the required qualification as their highest qualification.. With regards to the principals, UBEC (2010) stipulated a degree in education or PGDE plus 10 years teaching experience. Results from this study revealed that a very high percentage of principals meet up with this requirement. Hence qualified teachers are involved in BEC implementation. However this result is in contrast with the findings of (UNESCO, 2006). They discovered that as of 2005/2006 academic year, over 50 percent of primary school teachers and 73.3 per cent of secondary school teachers did not have the minimum teaching qualification of NCE in Nigeria. However Obomanu and Akporehwe (2011) discovered in their study that the public schools have more qualified and experienced teachers who are also members of Science Teachers Association of Nigeria (STAN) when compared to the private schools.

Adebimpe (2001) opined that for a curriculum to succeed, adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limit of their area of specialization. In addition, qualification should not be the only criteria in recruiting teachers who will use a Curriculum, attention should also be geared towards recruiting quality teachers knowledgeable in their field.

Differences in students' Performance in 2008 JSSCE and 2013 BECE

Findings in this study revealed gross differences in the percentage distribution of pass, resit and failure ratios in the 2008 JSSCE and 2013 BECE. As shown in table 10, only 60.6% of the total number of student in sampled schools who sat for the JSSCE in 2008 passed as against 49.5% of students who passed in 2013 BEC examination. A performance comparison also revealed a significant difference in the performance of students in 2008 JSSCE and 2013 BECE. This difference is traceable to earlier observations which were made in this study that although

teachers are aware and possess the UBEC document containing the objectives and guidelines for UBE implementation, the document does not guide their lesson planning and presentation. This claim thus gives credence to the submission of Ojo (2014) that most teachers were not guided by the UBE curriculum in Ekiti State. Likewise, in an evaluation of performance level and factors militating against the implementation of UBE in local communities in Delta North senatorial district, Ichipi-Ifukor, (2013) submitted that core areas emphasised by the UBE curriculum implementation guidelines were seriously ignored. From the above premise therefore, it can be inferred that the poor performance in the 2013 BECE may not own to poor infrastructure alone or inadequacy of qualified teachers but the non utilization of the UBEC document recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summary of the research, the conclusion and recommendations based on the findings of the study.

Summary

This study focused on evaluating the implementation of BEC in JSS with particular reference to availability of instructional materials, teachers' qualification and training, school funding and realization of the UBE objectives. It concentrated on principals, teachers and the JSS 2 and JSS3 students since they still use the 9-years BEC with a view of evaluating the extent to which the curriculum was implemented before they begin the use of the revised 9years BEC.

Firstly, the study examined if schools had adequate instructional materials that are in compliance with the BEC. Secondly, it investigated the availability of adequate funds for the provision of facilities and equipment for the successful implementation of BEC. Thirdly, it exposed teachers' familiarity of the objectives of BEC. Fourthly it examined if teachers have been sufficiently trained to use the BEC. In addition, this study identified whether teachers were sufficient and qualified for the effective implementation of the BEC. Finally, it compared the performance of students taught using the former curriculum (2008 JSSCE result) with those taught using the BEC (2013 BECE result).

Seven (7) research questions and one hypothesis were raised to guide the study. The study used a descriptive survey research design. The research instrument used for data collection was Teachers' Questionnaires (TQ), Principal Questionnaires/Checklist (PQC), 2008 JSSCE and 2013 BECE result. The minimum standard for Basic Education in Nigeria as prescribed by UBEC 2010 was also used as a benchmark in answering the research questions.

The research instruments (TQ and PQC) were validated by two experts in measurement and evaluation and from the curriculum development. The research instrument was also tested for reliability using the Cronbach Alpha statistics of Statistical Package for Social Sciences (SPSS) versions 17. The co-efficient value of 0.64 for teachers and 0.57 for principals index was achieved in the indication of high positive reliability. Questionnaires were administered to 183 teachers and 24 principals. The results of 929 students in 2008 JSSCE and 2013 BECE from the sampled schools was also used to compare performances.

The technique used for arriving at the sample was simple random sampling. All selected schools were government owned Junior Secondary Schools. Data collected were analyzed using simple percentage and frequency count.

Analyses of result collected for this study revealed the following findings:

1. Schools do not have adequate instructional materials such as teachers guide and charts which are in compliance with the Basic Education Curriculum in Delta Central Senatorial District.
2. Available funds are not adequate for the provision of facilities and equipments for the successful implementation of BEC.
3. Teachers are familiar with the objectives of BEC although it does not guide them in their lesson planning and presentation.
4. Teachers have not been sufficiently trained to use the BEC in this area. Teachers are aware of the usefulness of attending workshops and training but have not attended any in the last two years since none have been organised in their area.
5. There is insufficient number of teachers for the effective implementation of BEC. Students per class exceeded the required number and several subjects lacked teachers.

6. Qualified teachers are involved in the implementation of BEC although on entry most of them were not qualified.
7. Students do not perform better now with the use of BEC. 60.6% of students who sat for the JSSCE in 2008 passed as against only 49.5% who passed in 2013 BEC examination.

Conclusion

The following conclusions were given relevant to the findings of this study:

The level of implementation of BEC in Delta Central Senatorial District is poor. This poor level of implementation is attributed to the fact that there is insufficient number of teachers, inadequate instructional materials, insufficient funds for the provision of facilities and equipments, teachers are not adequately trained to use the BEC. Hence students performed better when they were being taught with the former curriculum than now with the BEC. However, the findings also showed that teachers were familiar with the objectives of BEC and that they were qualified (although not qualified on entry).

Therefore, it can be concluded that the 9 year Basic Education Curriculum was not fully implemented in JSS since the schools fall short of the minimum standard for Basic Education in Nigeria. More so, the objectives of UBE are yet to be achieved considering the poor performance of its graduates.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are made for the effective implementation of the revised 9-year BEC in Nigeria:-

1. The federal and state government should ensure that adequate instructional materials are provided for teachers & schools,

2. The government should stand up to their responsibility and provide funds to schools to ensure the effective implementation of the revised 9-year BEC in Nigeria
3. The need for in-service training for teachers is also recommended to educate them on new development in curriculum and how to use them. In other to achieve this, Government and schools should assist by organizing seminars and workshop regularly so as to ensure teachers' familiarization with BEC. Attendance of teachers should also be made compulsory.
4. The federal and state government should ensure that more qualified teachers are employed and sent to schools to teach the different subjects.
5. Teachers should be specially trained to teach the new subjects introduced in revised BEC by the government and Ministry of Education.
6. Ministry of Education should ensure a close monitoring of schools so that students- teachers ratio is not exceeded so as to ensure adequate attention is given to students.
7. The federal and state government should increase the funding of basic education and re-examine the strategies for achieving the goal and objectives Basic Education Curriculum.
8. Ministry of Education should carry out proper evaluation of BEC in all secondary schools and feedback given to NERDC to ascertain the effect and success being made on the implementation of the revised 9-year BEC.

Contribution to Knowledge

1. This study has reaffirmed the inadequate provision of funds, instructional materials and qualified teachers for smooth implementation of BEC in Delta Central Senatorial District.

2. This study also reaffirmed the need for more qualified teachers to be employed for the effective implementation of BEC in Delta Central Senatorial District.
3. This study has brought to the fore the need for continuous teacher development as an important tool for ensuring effective curriculum implementation.
4. This study has also exposed the need for teachers to be familiar with the BEC document so as to effectively implement it.
5. The finding that student's performance is poor now with the use of BEC than with the former curriculum reveals that insufficient number of teachers, inadequate instructional materials, insufficient funds for the provision of facilities and equipments, inadequacy of teachers training to use the BEC affects students' performance in the UBE negatively.

Suggestion for Further Studies

1. This study was carried out only Delta Central Senatorial District. It is suggested that an evaluation of the implementation of the 9 year BEC be carried in other Senatorial Districts in the country.
2. An evaluation of the implementation of the 9 year BEC should be carried in private schools in Delta Central Senatorial District.

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APPENDIX I

**DEPARTMENT OF CURRICULUM AND INTEGRATED SCIENCE
DELTA STATE UNIVERSITY,
ABRAKA
TEACHERQUESTIONNAIRE (TQ)**

Dear Sir/Ma,

This questionnaire is on the Evaluation of the Implementation of Basic Education Curriculum in Junior Secondary Schools in Delta Central Senatorial District of Delta State.

Kindly respond to this questionnaire, which will help the researcher to elicit information on the Evaluation of the Implementation of Basic Education Curriculum. The information gathered will be strictly confidential and will be used solely for the purpose of research.

Thanks for your anticipated co-operation.

Ojumor Favour Oghenekome

Instruction

Study the statement carefully and then tick () in the appropriate places provided in the questionnaire to indicate your opinion on each.

Key: for Section B – C

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

SECTION A

Age: 21 – 30 (), 31 – 40 (), 41 – 50 (), 51 – 65 ()

Sex: Male (), Female ()

Entry Qualification:

Highest Qualification attained:

Years of Experience: 1-5 () 6-10 () 11-15 () 16–20 () 25-30 () 31-35 ()

SECTION B

	Teachers' familiarity with the Objectives of BEC	SA	A	D	SD
1.	I can identify the objectives of BEC				
2.	I have a copy of the BEC in my subject area				
3.	The objectives of BEC are found in BEC document				
4.	The objectives of BEC guides me in my lesson planning and presentation				
5.	The objectives of UBE is the same as the objectives of BEC				

SECTION C

	Special Training on the Use of BEC	SA	A	D	SD
1.	Workshops and seminar are necessary in-service training for teachers				
2.	Training on the use of BEC has been organized in my school/L.G.A in the past two years				
3.	I have attended a seminar/workshop in the past two years				
4.	Educational experts are involved in BEC training				
5.	Special training on the use of BEC has improved my teaching				

APPENDIX II

DEPARTMENT OF CURRICULUM AND INTEGRATED SCIENCE

DELTA STATE UNIVERSITY,

ABRAKA

PRINCIPALQUESTIONNAIRE/CHECKLIST (PQC)

Dear Sir/Ma,

This questionnaire/observational checklist are on the Evaluation of the Implementation of Basic Education Curriculum in Junior Secondary Schools in Delta Central Senatorial District of Delta State.

Kindly respond to them, which will help the researcher to elicit information on the Evaluation of the Implementation of Basic Education Curriculum. The information gathered will be strictly confidential and will be used solely for the purpose of research.

Thanks for your anticipated co-operation.

Ojumor Favour Oghenekome

Instruction

Study the statement carefully and then tick () in the appropriate places provided in the questionnaire to indicate your opinion on each.

Key: for Section B – D

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

SECTION A

Age: 21 – 30 (), 31 – 40 (), 41 – 50 (), 51 – 65 ()

Sex: Male (), Female ()

Entry Qualification:

Highest Qualification attained:

Years of Experience: 1-5 () 6-10 () 11-15 () 16–20 () 25-30 () 31-35 ()

SECTION B

Availability of funds					
S/N	Statement	SA	A	D	SD
1.	Our school receives fund for the provision of facilities regularly from the government				
2.	Our school receives fund for the provision of equipments regularly from the government				
3.	Available funds are adequately disbursed for the provision of facilities and equipments				
4.	The school sources for its own funds				
5.	The students are made to pay for equipment used in learning				

SECTION C

Principals' familiarity with the BEC document					
		SA	A	D	SD
1.	I can identify the objectives of BEC				
2.	My school has copies of the BEC in all subject areas				
3.	The objectives of BEC are found in BEC documents				
4.	The objectives of BEC guides my teachers in lesson planning and presentation				
5.	The objectives of UBE is the same as the objectives of BEC				

SECTION D

Special Training on the Use of BEC					
		SA	A	D	SD
1.	Workshops and seminar are necessary in-service training for teachers				
2.	Training on the use of BEC has been organized in my school/L.G.A in the past two years				
3.	I have attended a seminar/workshop in the past two years				
4.	Educational experts are involved in BEC training				
5.	Special training on the use of BEC has improved my teaching				

OBSERVATIONAL CHECKLIST

Abbreviations in section E and F:

MTH = Mathematics, ES = English, BS = Basic Studies, SOS = Social Studies, NL = Nigerian Language, CCA = Creative and Cultural Art, CRK = Christian Religious Knowledge, PHE = Physical and Health Education, CE = Civic Education, F = French, CS = Computer Studies, BT = Basic Technology

Section E: Indicate Yes or No in this section

	Availability and Adequacy	MTH	ES	BS	SOS	NL	CCA	CRK	PHE	CE	F	CS	BT
1.	Are teacher's guides available?												
2.	Are charts available?												
3.	Does your chart have good quality?												
4.	Is it gender sensitive?												
5.	Does it have 85% content of BEC?												
6.	Are they sufficient for use?												

Section F:

S/N	Sufficient No of Teachers	observation
1.	Average no of students per JSS 2 class	
2.	All 12 compulsory subjects have teachers	
3.	What subjects do not have teachers?	
4.	Teacher – students ratio of 1:40 is strictly followed	
5.	Average no of students per JSS 3 class	
6.	All 12 compulsory subjects have teachers	
7.	What subjects do not have teachers?	
8.	Teacher – students ratio of 1:40 is strictly followed	

RELIABILITY INDEX OF TEACHERS' QUESTIONNAIRE

Warnings

The determinant of the Cronbach Alpha is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values. **Scale: Teachers' Questionnaire/Ojumor/15 teachers**

Case Processing Summary

		N	%
Cases	Valid	10	70.0
	Excluded^a	5	30.0
	Total	15	100

a. Listwise deletion based on all variables in the procedures

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N. of Items
.643	.643	15

Item Statistics

ITEMS	Mean	Std.	N
VAR00001	2.0435	1.02151	15
VAR00002	2.3913	.94094	15
VAR00003	2.2609	1.05388	15
VAR00004	1.3913	.72232	15
VAR00005	1.4783	.79026	15
VAR00006	1.7391	.86431'	15
VAR00007	1.9565	1.26053	15
VAR00008	2.2609	.91539	15
VAR00009	2.1739	1.23038	15
VAR00010	1.8281	.88688	15
VAR00011	1.5217	.94722	15
VAR00012	1.6522	1.02730	15
VAR00013	1.9130	1.08347	15
VAR00014	1.9130	.99604	15
VAR00015	1.7391	1.00983	15

RELIABILITY INDEX OF PRINCIPALS' QUESTIONNAIRE

Warnings

The determinant of the Cronbach Alpha is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values. **Scale: Principals' Questionnaire/Ojumor/10 principals'**

Case Processing Summary

		N	%
Cases	Valid	7	70.0
	Excluded^a	3	30.0
	Total	10	100

a. Listwise deletion based on all variables in the procedures

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N. of Items
.573	.573	10

Item Statistics

ITEMS	Mean	Std.	N
VAR0000	1.7143	.92582	10
VAR0000	1.8000	.83314	10
VAR0000	1.7429	.95001	10
VAR0000	2.1143	.86675	10
VAR0000	1.7714	.87735	10
VAR0000	1.5714	.85011	10
VAR0000	1.6571	.93755	10
VAR0000	1.4857	.70174	10
VAR0000	2.3429	1.08310	10
VAR0001	1.8286	.82197	10

APPENDIX IV

MINIMUM STANDARDS FOR BASIC EDUCATION IN NIGERIA

A standard is an established norm or requirement that all systems work towards achieving. Standards are of three types, namely resource standards, process standards and performance standards. These three are operational in the implementation of the UBE programme in Nigeria. The minimum standard for basic education in Nigeria as prescribed by UBEC 2010 will serve as benchmark for this research work. Below are some standards related to this study:

Teacher-Pupil/Student Ratio

Early Child Care Education (ECCE)	1:25
Primary	1:35
JSS	1:40

Pupils'/Students' Transition

Transition within the curriculum and from class to class is based on competency-based C.A. Transition from primary six to JSS is based on C.A

Teacher

- Entry: Minimum entry NCE qualification for primary and degree in Education for secondary. Mandatory registration with TRCN and professional training
- Qualification for principals: B.Sc. (Ed), B.A. (Ed), B.Ed., PGDE + 10 years Teaching Experience
- Professional Development: Attend at least one capacity training course in every two years. Mandatory participation in cluster schools' professional meetings. Compulsory mentoring of new entrants.

Instructional Materials

- Should conform to National Curriculum
- Be of good quality and gender sensitive
- Have at least 85% content of the national curriculum for a particular level.

Funding

The state determines funds allocated to each level of basic education. For Infrastructure 50% of 2% CRF, Instructional materials 15% of 2% CRF and Teacher Professional Support 10% of 2% CRF.

Source: UBEC (2010). *Minimum Standard for Basic Education in Nigeria*.

**LIST OF SECONDARY SCHOOLS IN DELTA CENTRAL SENATORIAL DISTRICT
ACCORDING TO LOCAL GOVERNMENT AREAS
ETHIOPE EAST LOCAL GOVERNMENT AREA**

	NAME OF SCHOOL	LOCATION
1	Abraka Senior Grammar School, Abraka	Urban
2	Agbon Senior Commercial, Okpara Inland	Rural
3	Agbon, Senior Secondary School, Isiokolo	Rural
4	Baptist Senior High School, Eku	Urban
5	Egbo Senior Commercial Grammar School, Egbo-Kokori	Rural
6	Eku Senior Girls Secondary School, Eku	Urban
7	Erho Secondary School, Erho Abraka	Rural
8	Ibruwe Senior Secandary School, Samagidi	Rural
9	Igun Senior Secondary School, Igun	Rural
10	Kokori Senior girls Secondary School, Kokori	Rural
11	Kokori Senior Grammar School, Kokori Inland	Rural
12	Okpara Boys Senior Secondary School, Okpara Inland	Rural
13	Okpara Senior Grammar School, Okpara Water Side	Rural
14	Okurekpo Senior Secondary School, Okurekpo	Rural
15	Orhoakpo Senior Secondary School, Orhoakpo	Rural
16	Otorho Senior Secondary School, Otorho Abraka	Rural
17	Oviorie Senior Secondary School, Oviorie	Rural
18	Ovu Secondary Commercial, Orhodo	Rural
19	Ovu Senior Secondary School, Ovu	Rural
20	Owhere Senior Grammar School, Okpara Water-Side	Rural
21	Umiaghwa Senior Secondary School, Oria Abraka	Rural
22	Urhuoka Secondary School, Abraka	Urban
ETHIOPE WEST LOCAL GOVERNMENT AREA		
	NAME OF SCHOOL	Location
1	Boboroku Senior Secondary School, Boboroku	Rural
2	Idjere Senior Secondary School, Idjere	Rural
3	Ighoyota Senior Secondary School, Ugbokpa-Mosogar	Rural
4	Mosogar Senior Secondary School, Mosogar	Urban
5	Ogharafe Senior Secondary School, Oghara	Urban
6	Oghareki Model Senior Secondary School, Oghareki	Urban
7	Ogini Senior Secondary School, Ogharefe	Urban
8	Onyobru, Senior Secondary School, Onyobru, Jesse	Rural
9	Orefe Senior Secondary School, Ogharefe	Rural
10	Oreki Senior Secondary School, Oghareki	Rural
11	Osoguo Senior Secondary School, Jese	Rural
12	Ovade Senior Secondary School, Oghara	Urban
13	Uduaka Senior Secondary School, Mosogar	Rural
14	Udurhie Senior Secondary School, Mosogar	Rural
15	Ugbevwe Senior Secondary School, Ugbevwe	Rural
16	Ukavbe Senior Secondary School, Otefe-Oghara	Rural

OKPE LOCAL GOVERNMENT AREA		
	NAME OF SCHOOL	Location
1	Adeje Senior Secondary School, Adeje	Rural
2	Arhagba Senior Secondary School, Aragba, Okpa	Rural
3	Baptist Senior High School Orerokpe	Urban
4	Egborode Senior Secondary School Egborode	Rural
5	Eredajaye Senior Secondary School, Adagbrasa	Rural
6	Oha Senior Secondary Commercial School, Oha	Rural
7	Okeme Senior Secondary School Okuokoko	Rural
8	Orhue Senior Secondary School, Mereje	Rural
9	Orerokpe Secondary School, Orerokpe	Urban
10	St Peters Clavers 'Model senior College, Aghalokpe	Rural
11	Ogbokodo Senior Secondary School, Ugbokodo	Rural
12	Ughoton Senior Secondary School, Ughoton	Rural
SAPELE LOCAL GOVERNMENT AREA		
	NAME OF SCHOOL	Location
1	Adaka Senior Grammar School, Ugborhen	Rural
2	Chude Girls Modern Senior Secondary School, Sapele	Urban
3	Elume Senior Grammar School, Elume	Rural
4	Ethiope Sinior Mixed Secondary School, Sapale	Urban
5	Eziefa Senior Grammar School, Sapele	Urban
6	Gana Basic Senior Secondary School, Sapele	Urban
7	Ogiedi Mixed Senior Secondary School, Ogiedi	Rural
8	Okotieboh Senior Grammar School, Sapele	Urban
9	Okpe Senior Grammar School, Sapale	Urban
10	Orodje Senior Grammar School, Sapele	Urban
11	St Malachy Senior Grammar School, Sapele	Urban
12	St Itas Girls Model Senior Secondary School, Sapele	Urban
13	Ufuoma Senior Mixed Secondary School, Sapele	Urban
14	Uriapele Mixed Senior Secondary School, Sapele	Urban
15	Zik Senior Grammar School, Sapele	Urban
UDU LOCAL GOVERNMENT		
	NAME OF SCHOOL	Location
1	Adadja senior secondry school, Emadadja	Rural
2	Aldadja senior Grammar school, Aaladja	Urban
3	Egini Senior Grammar school, Eketete	Rural
4	Eketete Senior Secondary School, Eketete	Rural
5	Ogbe-Udu Senior Secondary School, Ogbe	Rural
6	Okpaka Senior Secndary School, Okpaka	Rural
7	Orhuvheru Senior High Secondary School, Orhuvheru-Udu	Rural
8	Otor – Udu Senior Secondary School, Otor- Udu	Rural
9	Ovwian Senior Secondary school, Ovwian	Urban
10	Owhrode Senior Mixed Secondary School,Owhrode	Rural

UGHELLI NORTH LOCAL GOVERNMENT		
	NAME OF SCHOOL	Location
1	Adgwe Senior Secondary School, Eruemukohwariaen	Rural
2	Afiesere Senior Secondary School, Afiesere	Urban
3	Agadama Secondary, Agadama	Rural
4	St Endas College School, Agbarho	Urban
5	Aghara Senior Secondary School, Aghara	Rural
6	Arhagba Senior Secondary School, Arhagba- Ogun	Rural
7	Awirhe Secondary School, Agbara	Rural
8	Ebor – Orogun Secondary School, Ebor – Orogun	Rural
9	Edjeba Senior Secondary School, Edjeba	Rural
10	Edjekota Senior Secondary School, Edjekota	Rural
11	Ewherhe Senior Secondary School, Ehwerhe-Agbara	Rural
12	Ekiugbo Senior Secondary School Ekiugbo-Agbara	Rural
13	Ekredjebo Basic School, Ekredjebo	Rural
14	Ekruopia Senior Secondary School, Obodoeti-Orogun	Rural
15	Emonu Senior Commercial High School, Emonu	Rural
16	Eni Senior Grammar School, Ewreni	Rural
17	Erhavwe Basic High School, Ekrehavwen	Rural
18	Girls Model Senior Secondary School, Ewreni	Rural
19	Government Sen College, Ughelli	Urban
20	Ibru Sen College, Agbarha Otor	Urban
21	Ikweghwu Secondary School, Ikweghwu-Agbara	Rural
22	Imodje Secondary School, Imodje	Rural
23	Ogunamen Secondary School, Ogunamen	Rural
24	Oharisi Senior Secondary School, Ughelli	Urban
25	Ohoro Secondary School, Ohoro	Rural
26	Ohoror Senior Secondary School, Uwheru	Rural
27	Omaxowe Secondary School, Omaxowe	Rural
28	Omo Senior Secondary School, Ovara-Orogun	Rural
29	Orhorha Senior Secondary School, Orogun	Rural
30	Otovwodo Senior Grammar School, Otovwodo	Rural
31	Oviohu Secondary School, Omaxuvwe Agbara-Otor	Rural
32	Owevwe Senior Secondary School, Owevwe	Rural
33	St Theresa's Senior Secondary School, Ughelli	Urban
34	Unity Senior Model Secondary School, Agbarha	Urban
35	Uvwiana Secondary School, Uvwiana	Rural
36	Uwheru Senior Secondary School, Uwheru	Rural
37	Agbarho Grammar School	Urban
UGHELLI SOUTH LOCAL GOVERNMENT		
	Name of School	Location
1	Arhavwarien Senior Grammar School, Arhavwarien	Rural
2	Assah Senior Secondary School, Assah	Rural
3	Effrun-Otor Senior Secondary School, Effrun-Otor	Rural
4	Egbo Senior Grammar School, Egbo-Urhie	Rural

5	Ekakpamre Senior Grammar School, Ekakpamre	Rural
6	Ewu Senior Grammar School, Ewu-Urhobo	Rural
7	Gbaregolor Senior Grammar School, Gbaregolor	Rural
8	Ogbaveni Senior Grammar School, Ogbaveni	Rural
9	Oginibo Senior Secondary School, Oginibo	Rural
10	Okpara Senior Grammar School, Okpara	Rural
11	Okparebe Senior Secondary School, Okparebe	Rural
12	Okuama Senior Secondary School, Okuama	Rural
13	Olomu Senior Secondary School, Otorere-Olomu	Rural
14	Ophorigbala Senior Secondary School, Ophorigbala	Rural
15	Orere Senior Secondary School, Orere	Rural
16	Otokutu Senior Grammar School, Otokutu	Rural
17	Otu-Jeremi Senior Secondary School, Out-Jeremi	Urban
18	Oviri-Olomu Senior Secondary School, Oviri-Olomu	Rural
19	Ovwor Mixed Senior Secondary School, Ovwor	Rural
20	Owahwa Senior Secondary School, Otor-Owahwa	Rural
21	St Vincent Senior College, Okwagbe	Urban
22	Ughevwighe Senior Secondary School, Ughevwighe	Rural

UVWIE LOCAL GOVERNMENT AREA

	NAME OF SCHOOL	Location
1	Ebruemedede Senior Secondary School, Ebruemedede	Rural
2	Sedico Basic Secondary School	Rural
3	Okere Senior Secondary School, Okuokoko	Rural
4	Urhobo Senior College Effurun	Urban
5	Army Day Senior Secondary School, Effurun	Urban
6	Ogbe Senior Secondary School, Effurun	Urban
7	Ekpan Senior Secondary School, Effurun	Urban
8	Alegbo Senior Secondary School, Effurun	Urban
9	Ugbomoro Senior Secondary School, Effurun	Urban
10	Opete Senior Secondary School, Effurun	Urban
11	Ugborikoko Senior Secondary School, Effurun	Urban