

TEACHERS' PERCEPTION ON THE CHALLENGES OF 9-YEAR BASIC EDUCATION CURRICULUM IMPLEMENTATION IN EDO STATE.

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ABSTRACT: *This study is carried out to find out the challenges faced in the implementation of the revised 9-year BEC in Edo state. The population for the study comprises all the school teachers from Lower, Middle and Upper Basic teachers in Edo State, Nigeria. A total population of two thousand eight hundred and eighty-four (2884) was focused for the study in Akoko Edo Local Government area. The sample of this study was six hundred (600) respondents selected across the state from public Lower, Middle and Upper Basic schools. Purposive sampling technique was used to group the state in terms of Senatorial District in the state. Random sampling techniques was used to select two (2) Local Government each from each senatorial district. Proportional sampling techniques was used to select five (5) schools in each Local Government making thirty schools (30). Stratified sampling technique was used to select twenty (20) respondents from each schools selected in all the Local Government respectively. A total number of 600 respondents was selected from the 30 schools in the six (6) Local Government for the study. The research hypothesis there is no significance difference on the perceived challenges by teachers' on the implementation of the revised 9-year BEC on the basis of year of experience was accepted and adequate recommendations were made.*

KEYWORDS: Teachers, perception, challenges, implementation, 9-year BEC

INTRODUCTION

In the year 2000, 189 countries collectively adopted what later become global economic development blueprint as the Millennium Development Goals (MDGs). The eight millennium Development Goals (MDGs) aim to eradicate extreme poverty and hunger; achieve universal basic primary education; promote gender equality and empower women; reduce child mortality; improve maternal health; and develop global partnership for development by the target date of 2015 (Kale, 2013)

Universal Basic Education is one of the cardinal goal out of the eight goals of the (MDGs) in which urgent and proactive measure and action needed to taken. Universal Basic Education (UBE) is not the first of its kind in the measures toward achieving basic education and national development in Nigeria. The universal primary education (UPE) of 1975 to 1980 made provision for the introduction of free, universal and compulsory primary education throughout Nigeria. This was fashioned along the line of article 26 of the universal declaration of Human

Rights which states that “everyone has the right to education and that it will be at least in the elementary and primary school stages” (Kebbi & Adediran 2013).

The Universal Basic Education (UBE) program in Nigeria is a compulsory access to a nine-year basic education launched by the Federal Government to eradicate illiteracy, ignorance and poverty. It is meant to stimulate and accelerate national development, political consciousness and economic self-reliance. The primary goal is that every learner should acquire appropriate level of literacy, numeracy manipulative communicative and life skills as well as the ethical, moral and civil values needed for laying a solid foundation for scientific and reflective thinking (Ebenuwa – Okoh (2012).

The new revised 9-year Basic Education Curriculum is for 9-year of continuous schooling. Its implementation started in September, 2008 in all public and private primary and junior secondary schools in the country. This is to allow for a gradual and systematic phase out of the old curricula. However, the new revised 9-year BEC has a 3 – level structure: Lower level Primary 1-3, Middle level 4-6 and Upper level J.s.s 1-3.

The philosophy of 9-year BEC entails that every learner who has gone through 9-year of basic education should have acquired appropriate level of literacy, numeracy, manipulate, communicative and life-skills, as well as the ethical, moral and civil values needed for laying a solid foundation for life-long learning as a basis for scientific and reflective thinking (NERDC 2008). For effective implementation of the curriculum in schools, teachers’ capacity building on the use and selection of instructional materials, orientation and sensitization of teachers of BEC as many teachers are not yet aware of the use of the 9-year BEC.

A National wide monitoring exercise on the implementation of the revised 9-year BEC carried out 12th January 2015 to 16th January 2015, it was reported that teachers’ in some parts of the country are not still aware or have detailed ideas of the revised 9-year BEC. For proper implementation of the revised 9-year BEC teachers’ are veritable tools to achieve this goal of education for all. Teachers are central to reform in education particularly at primary education level where all teachers are involved with the student at all times. Based on the above premise, this study specifically investigating Teachers’ perception on effective implementation of the revised 9-year Basic Education Curriculum in Edo State.

One of the key cardinal goal and objective of BEC is to make education free and compulsory under the Universal Basic Education (UBE) scheme as a means of facing out illiteracy and minimizing educational challenges and inconsistency. Teachers being the executors of the BEC, have not been properly trained, equipped as to carry out full implementation of the BEC, during a recent monitoring exercise of the implementation, teachers were of the view that they were not trained on the use and the teachers’ guide and the curriculum were not properly circulated.

Purpose of the Study

This study is carried out to find out the challenges faced in the implementation of the revised 9-year BEC in Edo state. More also find out if the curriculum were properly cascaded to various schools and to know if they are using them as directed.

Research Questions

What are the present challenges by teachers' on the implementation of the revised 9-year BEC in Edo State

Hypothesis

HO: There is no significant difference on the perceived challenges faced by teachers' on the implementation of the revised 9-year BEC in Edo State on the basis of years of experience.

Significance of the Study

This study will provide information on the challenges that are hindering the full implementation of the revised 9-year BEC in Edo State thereby proffering solutions by the stakeholders on way forward. It will guide Government and her Agencies on area of focus, and intervention to see how it will be guarded and amended. This will also crate adequate awareness on the part of the teachers on exactly what the revised 9-year BEC is meant to achieve as many teachers do not have the full knowledge of the BEC.

Scope of the Study

The study was carried out in public schools in Edo state. It focuses on the entire process of the curriculum and the challenges faced, and envisage challenges.

Research Design

The description survey design was used by the research.

Population

The population for the study comprises all the school teachers from Lower, Middle and Upper Basic teachers in Edo State, Nigeria. A total population of two thousand eight hundred and eighty-four (2884) was focused for the study in Akoko Edo Local Government area (planning research and statistics, ministry of Education, Benin city 2013).

Sample and Sampling Techniques

The sample of this study was five hundred (600) respondents selected across the state from public Lower, Middle and Upper Basic schools. According to the Research Advisor (2006), using a confidence of 95% and a margin of error of 3.5%, the sample size for the study is 597, which was eventually approximated to 600 for equal representation of all the schools selected. Edo state is made up of eighteen (18) Local Government areas. Purposive sampling technique was used to group the state in terms of Senatorial District that is Edo Central, Edo

South and Edo North. Akoko-Edo, Estako West, Estako East, Estako Central, Owan East and West forms Edo North; Esan Central, Esan North-East, Esan South East, Esan West, Egor and Igueben forms Edo Central and Ikpoba-Okha, Oredo, Orhionwon, Ovia North-East, Ovia South-West and Uhumwonde froms Edo South.

Random sampling techniques was used to select two (2) Local Government each from each senatorial district, i.e. Akoko-Edo and Estako East for Edo North, Esan Central and Esan North-East for Edo Central and Ikpoba-Okha and Oredo for Edo South making six (6) Local Government selected. Proportional sampling techniques was used to select five (5) schools in each Local Government making thirty schools (30). Strategies sampling technique was used to select twenty (20) respondents from each schools selected in all the Local Government respectively. A total number of 600 respondents was selected from the 30 schools in the six (6) Local Government for the study. The rea

Instrument, Validity, Reliability and analysis

The instrument that was used to collect data from respondents was a questionnaire tagged “*Teachers’ Perception of Challenges of the Implementation of the Revised Nine-Year Basic Education Curriculum*” (TPCEIRNYBEC). The instrument was divided into two sections, section (A) demographic information and section (B) on perceived challenges of the revised 9-year BEC in Edo State, Nigeria. The respondents were scored using four point Likert scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point).

The instrument was validated by four experts from University of Ilorin to determine the relevance, clarity and appropriateness. The reliability of the instrument which is an estimate of its consistency and stability, was determined through a test-retest with a sample of ten (10) Teachers using person product moment correlation and o coefficient of 0.78 was obtained which was high enough to guarantee its use for the study. Research questions were answered using the mean score. A mean score of 2.50 and above is considered adequate, t-test statistics was used to analyse the hypothesis at 0.05 level of significance.

RESULT AND DISCUSSIONS

Section A: Demographic Information

Gender: Male 332 (55.33%) and female 268 (44.67%). Age: 341 (56.83%) were between the age of 20-40 years, while 259 (43.16%) were respondents between age group of 41 years and above. Years of working experience 386 (67.33%) were 10-20 years, 214 (35.66%) were between 20 years and above. Educational qualification: 220 (36.66%) NCE; 281 (46.83%) B.Sc (Ed)/B.A (Ed), 99 (16.5%) Postgraduate, Marital Status: 102 (17.00%) Single; 377 (62.83%) Married; 121 (20.16%) Divorced/widow.

Research Question: What are the Challenges faced by the teacher on the Effective use of the Revised Nine-Year Basic Education Curriculum

Table I: Teachers' Perceived Challenges of 9-year BEC in Edo State, Nigeria.

Item	Item statement	Mean	Rank
2	Inadequate funding and proper monitoring of the fund	3.23	1st
4.	Lack of teachers especially in the areas of science, technical and vocational subjects .	3.11	2nd
8.	Lack of school counsellor to guide and monitor the performance of the students and keep C.A for proper placement.	3.00	3rd
6.	Non-availability of recommended textbooks to suit the programme	2.90	4th
1.	Government poor attitude of training and retraining of teachers.	2.86	5th
3.	Lack of teachers interest of going back to school for training to get adapted to the new curriculum	2.75	6th
5.	Parents negative attitudes towards disarticulation of JSS from SSS and merging JSS and primary schools	2.7	7th
7.	Embezzlement of funds	2.70	8th
9.	Lack of quality control: check and balance	2.69	9th
10.	Students attitudes of staying too long in the same school for 9-years	2.63	10th

H₀: There is no significance differences on the perceived challenges by teachers' on the implementation of the revised 9-year BEC in Edo State on the basis of years of working experience.

Table 2: Mean, Standard deviation and t-value on perceived challenges by teachers' on the implementation of the revised 9-year BEC in Edo State on the basis of years of working experience.

Y.O.W.E.	N	Mean	SD	df	Cal. T-value	Crit. T-value
10-20 yrs	386	60.20	5.94	598	0.56	1.96
20yrs above	214	59.69	6.44			

Table 2, shows a calculated t-value of 0.56 and a critical t-value is 1.96. The calculated t-value is less than the critical t-value. The hypothesis is accepted. Hence, There is no significance differences on the perceived challenges by teachers' on the implementation of the revised 9-year BEC in Edo State on the basis of years of working experience.

DISCUSSION OF FINDINGS

This study is designed to find out teachers perception of the challenges of 9-year basic education curriculum in Edo state for effective implementation. The challenges according to responses are as follows: item 2 (Inadequate funding and proper monitoring of the fund) with a mean score of 3.23 ranked 1st; 4 (Lack of teachers especially in the areas of science, technical and vocational subjects) with a mean score of 3.11 ranked 2nd; item 8 (Lack of school counsellor to guide and monitor the performance of the students and keep C.A for proper placement.) with a mean score of 3.00 ranked 3rd; *item 6* (Non-availability of recommended textbooks to suit the programme) with a mean score of 2.90 ranked 4th; item 1 (Government poor attitude of training and retraining of teachers) with a mean score of 2.86 ranked 5th; item 3 (Lack of teachers interest of going back to school for training to get adapted to the new curriculum) with a mean score of 2.75 ranked 6th; item 5 (Parents negative attitudes towards dis-articulation of schools) with a mean score of 2.72 ranked 7th; item7 (Embezzlement of funds) with a mean score of 2.70 ranked 8th; item 9(Lack of quality control: check and balance) with a mean score of 2.69 ranked 9th and item 10 (Students attitudes of staying too long in the same school for 9years) with a mean score 2.63 ranked 10th.The above were the perceived challenges of 9-year BEC by teachers in Edo state. This was supported Obima (2006),that the new system of education need alot of materials, especially in sciences, technical and vocational subjects areas since these are the areas the curriculum focuses. Ivowi (2007) corroborates this findings as he made it known that the major obstacle facing the revised 9-year BEC system of education is inadequate personnel to execute it. This was also supported by Dike,(2005) that teachers should be properly trained in modern technologies in order to enable them educate students who would be expected to function effectively in their modern work environment and to compete in the global market place According to Offorma (2005) parents withdraw their wards from school due inadequate personnel and their mundane way of teaching. In view of this teachers training and retraining is highly exigent if this programme must succeed.

The research hypothesis there is no significance differences on the perceived challenges by teachers' on the implementation of the revised 9-year BEC in Edo State on the basis of years of working experience was accepted. This shows that working experience has no influence on the teachers' perception of the challenges of the 9-year BEC in Edo state. According to the findings of Olori, (2005) negates the findings of this study which stressed that the revised 9-year BEC is good but experiences of teachers, administrators and technocrats in educational sector over the years shows that only non-politicisation of the scheme will pave way for effective implementation of the revised 9-year basic education curriculum.

CONCLUSION

Nigerian educational system has gone through various developmental changes since independence by various stakeholders yet no positive response as regards the selection, content

of the curriculum, development, distribution and use of teaching materials, curriculum implementation and evaluation. The quality of any human resources in any given society is largely dependent on the curriculum content of its educational system. The concern, however, is that due to ever changing needs and aspirations societal occasioned by globalization, the curriculum content must be constantly be reviewed and evaluated to meet with these challenges. Basic education is the bedrock for life-long learning. It focuses on the inculcation and consolidation of literacy, numeracy, essential life skills and learning. The quality of education a nation gives to its children determines the future of the nation. This study shows that though government has made some positive efforts on effective implementation at same time not looking in-depth on the forward to the challenges seen ahead of an effective implementation. For effective implementation, government needs to enhance the funding and provision of infrastructure, instructional materials as well as address the problem of circulation funds met for each states and designated body and also ensure proper monitoring mechanism on how the funds released is spent.

RECOMMENDATION

For effective and proper implementation of the revised 9-year the following are recommended:

- Adequate funds to be released for programme
- Full time training of teachers on the new subjects areas
- Development of human resources, physical and provision of instructional materials according the content of the curriculum
- Textbooks should provided in accordance with syllabus, carrying the publishers along on the area of interest and content of the curriculum
- The complete disarticulation of JSS from SSS and transforming all primary schools into 9-year basic schools must be fully implemented
- All JSS graduate of the 9-year basic education programme at age 15 years should be fully equipped with strategic work skills and have potential of benefitting from life-long continuing education

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