

---

## AN EVALUATION OF THE IMPLEMENTATION OF THE ENGLISH LANGUAGE CURRICULUM IN NIGERIA UNDER THE NINE-YEAR UNIVERSAL BASIC EDUCATION CURRICULUM

**Onotere, Abiodun Christiana, Ph.D**

English Department, Delta State College of Education, Mosogar,  
P.M.B 4088, Sapele, Delta State, Nigeria.

**Isama, Evelyn Nkechi**

English Department,, Delta State College of Education, Mosogar,  
P.M.B 4088, Sapele, Delta State, Nigeria.

**Okpan, Ochuko Philomina**

English Department,, Delta State College of Education, Mosogar, P.M.B 4088, Sapele, Delta State, Nigeria.

---

**ABSTRACT:** *The major goal of the Universal Basic Education (UBE) curriculum is to realign all Primary and Junior Secondary School curriculum to meet the key target of the UBE programme. Proficiency in the use of English language is the key to achieving this goal. However, it has been observed that many individuals, after spending a good number of years in primary and secondary school, still have problem in their use of English; especially the spoken form. Consequently, this study set out to find the reason for such incompetence among students. Four (4) research questions and four (4) hypotheses aided this study. A sample of eighty (80) pupils and eighty (80) students from primary and Junior Secondary Schools and forty (40) teachers from six (6) public schools (one from each of the six (6) states) in the South-South geo-political zones in Nigeria were used. Two questionnaires called Teachers' Questionnaire and Students' Competence Questionnaire were used to obtain data for the study. Validity and reliability of the instruments were carried out and data was analyzed using the Statistical Package for Social Science (SPSS) version 25. Descriptive Statistics and Pearson Product Moment Correlation was used to answer the research questions, while regression analysis was used to test the hypotheses. The findings indicate that the curriculum is well planned with the four language skills in consideration, however there is inadequate funds and infrastructures in schools. The study recommended that there should be availability of funds, infrastructures and instructional materials to aid effective teaching and learning of English language. Also, learners should consider and employ the appropriate teaching methods and endeavor to incorporate the four language skills in their teaching content in the classroom.*

**KEYWORDS:** English language, curriculum, universal basic education

---

## INTRODUCTION

Universal Basic Education in Nigeria is the foundation for sustainable life-long learning. Universal Basic Education (UBE) provides reading, writing, speaking, listening and numeracy skills. It comprises a wide variety of formal and non-formal education activities and programs designed to enable learners to acquire functional literacy. In Nigeria, Universal Basic

Education is equivalent to six years of primary school and it is extended to include the three years of Junior Secondary School, which sum up to nine years of schooling.

Universal Basic Education (UBE) is a reformed program aimed at reinforcing the implementation of the National Policy on Education (NPE) so as to provide greater access to quality education throughout the federation, since it is free and compulsory (Arhedo, Adomeh and Aluede, 2009). It is aimed at equipping learners with such knowledge, skills and attitudes that will enable them to live meaningful and fulfilling lives, contribute to the development of the society. This objective gave rise to the development of the Nine-Year Basic Educational Curriculum (BEC) framework. This curriculum is aimed at realigning all primary and Junior secondary schools' curriculum to meet the key target of UBE program, which is to eradicate illiteracy and make education available to everyone. Much significance has been attached to curriculum design and its implementation in Nigeria particularly in language teaching and learning. The English curriculum was patterned and planned by the four language skills - listening, speaking, reading and writing. With this curriculum, it is expected that learners' reading ability and communication competence will be highly developed. Also, with the effective implementation of the curriculum, products of our school system would be sufficiently empowered to contribute to the society at large.

### **Problem Statement**

The main goal of Universal Basic Education in Nigeria is to equip individuals with adequate knowledge and skills that will enable them to discharge their civil obligations competently to the development of the society. Competence in the use of English Language is key to achieving this goal. Nevertheless, it has been discovered that many individuals, after spending a good number of years in primary and secondary school, still have problem with their use of English, especially the spoken form. Therefore, this research set out to find the reason for such incompetence among students. Hence, there is the need to evaluate the Nine-Year Universal Basic Education Curriculum in English language and its implementation, with reference to the four language skills – listening, speaking, reading and writing, which the curriculum was patterned after.

### **Objectives of the Study**

The focus of the Nine-Year Universal Basic Education Curriculum in English language is to produce individuals that are proficient in the use of English Language to enable them contribute competently to the development of the society. This study set out to evaluate the English Curriculum in order to access the distribution of the four language skills in the content area, evaluate how the curriculum is being implemented, determine the nature of classroom assessment and the availability of infrastructures, equipment and materials for the implementation of the curriculum.

This study is built on the following specific goals:

1. To find out if the four language skills are adequately represented in the nine-year Basic English Curriculum.
2. To find out if there are infrastructures, equipment and materials for the effective delivery of the English curriculum in the classroom.
3. To find out if the perceptions of the students on the teaching methods of their teachers can adequately aid delivering of the curriculum.
4. To find out if the nature of the classroom assessment adequately represents the content areas of the English curriculum.

### **Research Questions**

In the light of the above stated objectives, the following research questions will guide this research:

1. Are the four language skills adequately represented in the English curriculum?
2. Are there infrastructures, equipment and materials for the effective delivery of the English curriculum in the classroom?
3. Do the perception of the students on the teaching methods of their teachers adequately aid the implementation of the Universal Basic Education English Curriculum?
4. Does the nature of the classroom assessment properly represent the content areas of the English Language Curriculum?

In line with the research questions, the following hypotheses are drawn for this study:

1. The four language skills are not adequately represented in the English Curriculum.
2. There are no infrastructures, equipment and materials for the effective delivery of the English curriculum in the classroom.
3. The perception of the students on the teaching methods of their teachers do not adequately aid the implementation of the Universal Basic Education English Curriculum.
4. The nature of the classroom assessment does not properly represent the content areas of the English Language curriculum.

### **LITERATURE REVIEW**

Curriculum is usually planned for a particular group of learners in accordance with certain pedagogical methods that assist the teacher to translate theories into practical realities (Alade, 2005). The English curriculum is designed with the four language skills integrated in the content. Topics are arranged around the skills: listening, speaking, reading and writing. Four themes are designed under these skills: Reading and Writing; Listening and Speaking; Grammatical Accuracy; and Literatures. The prescription of the curriculum includes the performance objectives, themes, content, activities for teachers and pupils, teaching & learning materials and guides for assessment. This prescription reveals the expected content to be taught in the class, so as to achieve the objectives the curriculum is designed for. Usman (2017) affirms that literacy and communication skills are the major issues in the planning of the curriculum.

Overtime, the Nigeria's educational system has not met the longing and aspirations of the Nigerian people. As a result, there have been regular changes in the educational system in a bit to ameliorate the quality of basic education. Any country that needs to address issues on ignorance, illiteracy and poverty as well as arouse and quicken the pace of National development, political consciousness and national integration needs to make basic education important for the populace. Hence, the Universal Basic Education (UBE) was enacted to be the foundation of a life-long learning that will influence listening, speaking, reading and writing and any other relevant skill for sustenance and development (Yoloye, 2004).

The goals of UBE programme is supposed to be of great benefit to the nations' educational system, if properly funded by the government for the actualization of its purpose and procedures. With the adoption of the UBE Act May 26, 2004 by the government, three sources

of funding education were established, which are the federal, state and local government, with the federal government presiding over the general financial issues. Also, financial interventions come from both local and international patrons as well as consolidated budget. However, these funds are not made available to achieve the goals and aspirations of the UBE programme.

The Universal Basic Education (UBE) is a commendable educational program that can be effectively implemented with the availability of sufficient and quality school facilities. For the successful implementation of the UBE program, school facilities such as language laboratories, tape recorders, projectors, and teaching aids must be adequately provided. Lawson, Oluwakemi, and Tari (2011) posit that a successful implementation of any educational program depends on the quality of available school facilities that are provided for such program. However, there has been misappropriation of accessible fund for achievements of the UBE programme.

The basic facilities needed for the implementation of this program are still not fully provided by the government (Anike and Tari 2011). Again, this problem is evident in the non-availability of furniture in classrooms, where students are made to sit on bare floor to learn. Also, many of the classrooms have blackboards that are in bad condition. This deplorable state of the classroom furniture shows that significant part of the fund is misappropriated and misused. In addition, the use of other basic facilities such as teaching aids and instructional materials is very crucial to propel students towards learning and to capture the knowledge of the English curriculum content with less difficulty. In the same vein, Ralman(2003) affirms that the use of instructional materials and aids are requisite if students are to be liberated from the fear of learning English language. Instructional materials expound concepts better than words would do. However, Ralman (2003) points out that the lack of instructional materials in lesson make the teaching less attractive to learners and this lack of attraction leads to an implementation challenge.

The qualification of teachers involved, to a large extent has a great role in the performance of the students. Most teachers that teach primary school pupils do not have qualification in English education. Many of them have qualifications in other disciplines like Biology, Chemistry, Fine Art, Religious knowledge etc. Yet, they are asked to teach English language in class. Pupils in such classes will not be properly taught the English language and this could cause failure in English at the external level. Pandiyan, Maasu and Albert (2017) advance that teachers qualification is important, because in the business of teaching and learning the teacher offers what he has.

Infrastructures are necessary tools for making access to English language learning easier and successful. In support of this view, Benjamin and Orodho (2014) affirm that provision of facilities like classrooms, language laboratories, audio-visual resources and computers facilitate effective teaching and learning process. It is so sad that most of the available funds that are meant for the running of the UBE program are being embezzled and lavished. The pupils and students, who are beneficiaries of the UBE program, are compelled to receive classes on bare floor and with ordinary blackboard in this modern age. This means that most of the funds approved by the government for the UBE program are being mismanaged. Also, officials

who are in charge of apportioning funds to the right quarters are so corrupt that they convert the UBE funds for personal use like acquisition of private properties and outrageous expenses. Poor planning is another problem that UBE program in Nigeria is facing. Inadequate planning for the implementation of the UBE program places the successful implementation of the program in jeopardy. In line with this view, Aja, Egwu, Aja-Okone, Ani, and Amuta (2018) observe that the problem of implementing the UBE Programme is traceable to the planning stage, which comes immediately after policy formulation. When there is poor planning, the system will not achieve the desired purpose and goals.

### **Theoretical Framework**

The theoretical framework of this study is drawn from the cognitive humanistic learning theory. This theory emphasizes learning that is geared towards optimum development of the thinking process and at the same time the effective development of the student based on the view that the learner is a human being that possess a conception and affective framework in development. Drew (2020) posits that this theory is an educational theory at believes in teaching the whole child. This approach advocates a strong focus on students' emotional well-being, and eternally view children as innately good "at the core". Furthermore, Hare (2019) advances that humanistic learning revolves around the learner. That is the student determines the learning method and materials to be used in the classroom. This theory focuses on the specific human capabilities including creativity, personal growth and choice. This humanistic approach is learner – centric, with the emphasis on the individual's potential rather than the specific learning materials. According to this theory, learning should be an active process, where the student is engaged with the learning activities to acquire the knowledge specific to their situation. Since the learner is the source of authority, the learner determines what learning materials are used and how they will learn the material.

There are various approaches to teaching, but constructivism is one of the basic approaches to educational process. In constructivist approach, the teacher acts as the mediator between the students, and the learning materials of the curriculum guide. This implies a shift from the traditional method, where the teacher is the sole transmitter of information to a new method, where the students become active participants and are guided to monitor their learning process. The constructivist approach to learning demands that the teacher's attention is directed towards the students, and not the textbook and curriculum guide. The constructivist theory posits that knowledge can only exist within the human mind, and that it does not have to match any real world reality (Driscoll, 2000). Constructivism is an approach that influences people actively to construct or make their own knowledge a reality which is determined by their experiences as learners.

In elaborating constructivists' ideas, Arends (1998) asserts that constructivism believes in personal construction of meaning by the learner through experience, and that meaning is influenced by the interaction of prior knowledge and new events. Drawing from this theory, teachers should see teaching and learning as the development of the mental capacity of the learner. So the teacher should make students actively involved in class activities and guide them in the learning process, in order to achieve the goals of the curriculum.



In support of this view, Philip (1995) advances that constructivism central idea is that human learning is constructed and that learners build new knowledge upon the foundation of previous learning. In essence, learning is an active rather than passive process. The passive view of teaching, views the learner as an empty vessel to be filled with knowledge, whereas constructivism states that learners construct meaning only through active engagement with the world, such as experiment on real world problem solving.

### **Design**

This work adopted a survey research design, that involves the use of a questionnaire.

### **Population**

The population for this study consist of all primary six and all Junior secondary school students, in all primary and secondary schools in south-south geopolitical zone in Nigeria. The population also include all primary and Junior secondary teachers in south-south zone.

### **Sample Size**

From the above population, a sample of eighty (80) pupils from primary six and eighty (80) students from Junior Secondary School III, from each of the six (6) states in south-south were drawn.

They were selected randomly using simple random sampling technique. Also, forty (40) teachers were randomly drawn from primary and secondary school, from each of the states in the south-south zone.

### **Instrument**

Two instruments were used for this study. These instruments are the Teachers' Questionnaire (TQ) on evaluation of the implementation of English curriculum and the Students' Competence Questionnaire on the four language skills in the English language curriculum. The Teachers' Questionnaire is divided into two sections: A and B. Section A addressed the objectives of English language curriculum and teachers' view on the implementation of English language curriculum and a 3 point Likert scale (fully implemented, partially implemented and not implemented) was used. Section B focused on the four language skills, availability of infrastructure and materials for effective delivery of English language curriculum, teachers' motivation as well as demographic variables of the teachers. The Students' Competence Questionnaire is divided into four sections: A, B, C, D. Section A consists of the objectives of English language curriculum as it applies to the four language skills, section B focused on the availability of infrastructure and materials for teaching English language, section C addressed students' perception on teachers teaching method, while section D is on students' perception of the nature of the classroom.

### **Validity of the Research Instrument**

To determine the construct and content validities of the instruments used for this study, a factor analysis was conducted. The extraction method used was the principal component analysis. Eigen value of 1 was used to determine the factors to be extracted. For the teachers' questionnaire, upon analysis, all items in the implementation of English language curriculum were retained with a construct validity of 51.98% and the content validity ranged from 0.38 to 0.78. All items in the Representation of the four language skills section were retained. The four skills in English yielded a construct validity of 62.34% and a content validity of 0.64 to 0.90.

The availability of infrastructure scale yielded a construct validity of 59.83 and a construct validity of 0.46 to 0.84.

For the second instrument (student questionnaire), the factor analysis was also used to determine the content and construct validity of the instrument, for the objective of English language curriculum scale, all items were retained. The scale produced a construct validity of 75.33% and a content validity range of 0.53 to 0.87. All items in the availability of infrastructure and equipment scale were retained; it had a construct validity of 73.03% and a content validity of 0.51 to 0.85. All items student perception of teaching method scale was also retained; the scale yielded a construct validity of 67.22% and a content validity range of 0.54 to 0.83. The construct validity of the nature of classroom assessment scale is 62.35 and the content validity ranges from 0.53 to 0.91.

### **Reliability of the Research Instrument**

To determine the internal consistencies of the instruments used for this study, a cronbach's alpha test of reliability was conducted. For the scales in the teachers' questionnaire, the implementation of English Language curriculum reliability index of 0.914, the Representation of the four language skill scale yielded a reliability index of 0.758%. The availability of infrastructure scale yielded a reliability index of 0.89. The teachers' instrument yielded a reliability index of 0.797.

For the second instrument (students' questionnaire), the objective of English language curriculum scale, had a reliability index of 70.3%, the availability of infrastructure and equipment scale reliability index of 70.00 %. The student perception of teaching method/style scale had a reliability index of 0.924, and the nature of classroom assessment scale is 0.785.

### **METHOD OF DATA COLLECTION**

Copies of the research instruments were administered to a total of 936 students and 232 teachers in the South –South zone of Nigeria. The instruments were administered by the researchers in each of the locations sampled. After administering of the instruments to the teachers and students, copies were retrieved from them and then collated for data analysis. **Result of Data**

### **Analysis**

#### **Demographic Representation of Respondents**

The demographic representation of the teachers and students that were sampled is presented in Table 1

**Table 1: Demographic Representation of Respondents**

Variables			Frequency	Percentage (%)
<b>Teachers</b>	<b>States</b>	Bayelsa	40	17.2
		Delta	39	16.8
		Edo	37	15.9
		Akwa-Ibom	38	16.4
		Cross Rivers	39	16.8
		Rivers	39	16.8
	<b>Gender</b>	Male	83	35.8
		Female	149	64.2
<b>Students</b>	<b>State</b>	Bayelsa	155	16.6
		Delta	153	16.3
		Edo	159	17.0
		Akwa-Ibom	156	16.7
		Cross Rivers	157	16.8
		Rivers	156	16.7
	<b>Gender</b>	Male	404	43.2
		Female	532	56.8

Table 1 shows that a total of 232 teachers and 936 Students were sampled from six states in the South-South region of Nigeria. For the respondents that are teachers, 17.2% are from Bayelsa State, 16.8% from Delta State, 15.9% of them are from Edo State, 16.4% of the teachers are from Akwa-Ibom State, 16.8% from Cross-Rivers and 16.8% from Rivers State. 35.8% of the English teachers sampled are male and 64.2% of the teachers are female.

For the students, 16.6% of them reside in Bayelsa State, 16.3% in Delta State, 17.0% in Edo State, 16.7% in Akwa-Ibom States, 16.8% in Cross Rivers State and the 16.7% of the sampled students reside in Rivers State. While 43.2% of them are male students, 56.8% are female students.

### Research Question One

Are the four language skills adequately represented in the English curriculum?



**Table 2: Representation of Four Language Skills in English Curriculum**

State (N)	Skills	Mean	Standard deviation
Bayelsa (40)	Listening skills	2.55	0.55
	Speaking skills	2.58	0.71
	Reading skills	2.75	0.49
	Writing skills	2.63	0.63
Delta (39)	Listening skills	2.54	0.68
	Speaking skills	2.73	0.51
	Reading skills	2.61	0.49
	Writing skills	2.51	0.51
Edo (37)	Listening skills	2.51	0.61
	Speaking skills	2.59	0.50
	Reading skills	2.65	0.54
	Writing skills	2.68	0.45
Akwa-Ibom (38)	Listening skills	2.58	0.60
	Speaking skills	2.71	0.52
	Reading skills	2.71	0.57
	Writing skills	2.71	0.46
Cross Rivers (39)	Listening skills	2.38	0.54
	Speaking skills	2.64	0.58
	Reading skills	2.74	0.50
	Writing skills	2.53	0.60
Rivers (39)	Listening skills	2.64	0.58
	Speaking skills	2.54	0.68
	Reading skills	2.72	0.51
	Writing skills	2.42	0.68
Total	Listening skills	2.53	0.59
	Speaking skills	2.63	0.59
	Reading skills	2.70	0.51
	Writing skills	2.58	0.57

Descriptive Statistics of Mean and Standard deviation was used to determine if the four language skills are adequately represented in the English curriculum in the states of study. Using a mean bench mark of 2.00, the Table 2 shows that in Bayelsa State, the four language skills [Listening (2.55), Speaking (2.58), reading (2.75) and writing (2.63)] are adequately represented in English curriculum. In Delta State, all four language skills [Listening (2.54), Speaking (2.73), reading (2.61) and writing (2.51)] are also adequately represented in the English curriculum. In Edo State the language skills [Listening (2.51), Speaking (2.59), reading (2.65) and writing (2.68)] are also adequately represented. In Akwa-Ibom [listening (2.58), speaking (2.71), reading (2.71) and writing (2.71)], Cross Rivers [listening (2.38), Speaking (2.64), reading (2.74) and writing (2.72)] and Rivers [Listening (2.64), Speaking (2.54), reading (2.72) and writing (2.42), the four skills were all adequately represented. In all listening skills (2.53), speaking skills (2.63), reading Skill (2.70) and writing (2.58) are well represented in the English Language Curriculum in Nigeria under the Nine Year Universal Basic Education Curriculum.

**Research Question Two**

Are there infrastructures, equipment and materials for the effective delivery of the English curriculum in the classroom?

Using a benchmark of 2.50, infrastructures, equipment and materials that are meant for the effective delivery of the English curriculum in the classroom were assessed. The result is presented in Table 3.

**Table 3: Availability of Infrastructures, Equipment and Materials for the Effective Delivery of English Curriculum**

	Mean	Std. Deviation
Classroom is spacious enough for the students to learn.	3.34	0.73
Enough chairs and tables are in my classroom for the students.	2.48	1.01
A seat and a table for teachers to sit comfortably.	2.86	0.86
Good writing board in the classroom.	3.22	0.68
The fans in my classroom are in working condition.	2.85	1.04
A good rest room (toilet) for teachers and students.	2.69	0.98
Regular power supply in my school.	2.47	0.99
Potable water supply in my school.	2.73	1.03
Textbooks are provided for teachers for effective teaching.	2.46	1.02
Tape recorder is provided for effective teaching of oral English.	2.04	1.01
Other teaching aids such as pictures, flash cards, posters are available for effective teaching in the classroom.	2.21	1.02
Windows in my classroom give good ventilation.	2.98	0.97

Table 3 shows that in the South -South States of Nigeria, The classrooms are spacious enough for students to learn (3.34) and the windows in the classroom give good ventilation to the students and teachers (2.98). There are seats and tables for the teachers to sit comfortably (2.86), the chalk or white board is good for writing (3.22) and the fans are in good working condition (2.85). The schools also have a good rest room (toilet) for teachers and students (2.69) and portable water supply (2.73).

In the classroom, tables and chairs (2.48) are not adequate enough for the students. Power supply is not regular (2.47), textbooks are not provided for the teachers (2.46), No tape recorder for teaching of Oral English (2.04) and other audio-visual materials are also not provided for the effective implementation of the English Language Curriculum.

**Research Question Three**

Do the perceptions of the students on the teaching methods of their teachers adequately aid the implementation of the Universal Basic Education English curriculum?

**Table 4: PPMC between Teaching Methods and Implementation of English Language curriculum**

		Perception Teaching Method Score	Implementation
Perception on Teaching Method Score	Pearson Correlation	1	.180**
	Sig. (2-tailed)		.000
	N	936	936
Implementation score	Pearson Correlation	.180**	1
	Sig. (2-tailed)	.000	
	N	936	936
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4 shows that perceptions of the students on the teaching methods of their teachers adequately aid the implementation of the Universal Basic Education English Curriculum method.

( $r = 0.180$ ).

#### Research Question Four

Does the nature of the classroom assessment properly represent the content areas of the English Language Curriculum?

In determining if the nature of classroom properly represents the content area of the English Language Curriculum, the Pearson Product Moment Correlation was conducted, the result obtained is presented in Table 5

**Table 5: PPMC of the relationship between classroom nature and content areas implementation in English Language**

	Classroom Nature	Listening Score	Speaking Score	Reading Score	Writing Score
Classroom nature	1				
Listening	0.026	1			
Speaking	0.195**	0.089**	1		
Reading	0.024	0.081*	0.135**	1	
Writing	0.123**	-0.019	0.188**	0.332**	1

\*significant at 0.05, \*\*significant at 0.01

Table 5 shows that the nature of the classroom assessment influences the speaking (0.195) and writing (0.123), but does not influence listening (0.026) as well as reading (0.024).

## Testing of Hypotheses

### Hypothesis One

There is no significant difference in the four language skills as represented in the English curriculum across the states of study.

**Table 6: Descriptive Statistics and ANOVA of the Four Language skill based on the states of Study**

	Descriptive			ANOVA summary		
	N	Mean	Std. Deviation	df	F	P
Bayelsa	40	2.6250	.47027	5, 226	0.346	0.885
Delta	39	2.5962	.42772			
Edo	37	2.6081	.47339			
Akwa-Ibom	38	2.6776	.25274			
Cross Rivers	39	2.5769	.29887			
Rivers	39	2.5833	.35044			

Using Analysis of variance to the hypothesis one, the result presented in Table 6 shows that there is no significant difference in the mean scores of the language skills across the six states of study [ $F(5, 226) = 0.345$ ,  $p > 0.005$ ]. The null hypothesis one is accepted. The result maintains that there is no significant difference in the four language skills as represented in the English curriculum across the states of study.

### Hypothesis Two

The availability of infrastructure, equipment and materials for effective delivery of English language curriculum is not a significant predictor of implementation of the English language curriculum in schools in South-South states of Nigeria.

**Table 7: Regression Analysis between Infrastructures and Implementation of English Language Curriculum**

Source	SS	df	MS	F	R	Adjusted R <sup>2</sup>	Std. error	B	P
Regression	1043.393	1	1043.393	71.652	0.487	0.234	3.816	0.395	0.00
Residual	3349.257	230	14.562						
Total	4392.651	231							

Using regression analysis to determine if availability of infrastructures, equipment and materials is significant predictor of implementation of the English language curriculum in schools, table 7 shows that the availability of infrastructures, equipment and materials for effective delivery of English language significantly predict the implementation of English language curriculum ( $R = 0.487$ ,  $F(1, 230) = 71.65$ ,  $p < 0.05$ ). The null hypothesis 2 is therefore rejected and the alternative holds true. The availability of infrastructures, equipment and materials for effective delivery of English Language curriculum is a significant predictor of implementation of the English Language curriculum in schools in South-South states of Nigeria.

The adjusted  $R^2$  value of 0.234 shows that the availability of infrastructure influences the implementation of English Language Curriculum by 23.4%. The B value of 0.375 indicates that for every unit increase in the infrastructures, equipment and materials for effective delivery of English language curriculum, the level of implementation of the English language curriculum will increase by 0.395 units in the six states considered for this study.

### Hypothesis Three

Students' perception of the teaching method by their English teachers does not significantly predict the implementation of the Universal Basic Education English Curriculum.

**Table 8: Regression Analysis between Teaching Methods and Implementation of English Language Curriculum**

Source	SS	Df	MS	F	R	Adjusted $R^2$	Std. error	B	P
Regression	1093.805	1	1093.805	31.305	0.180	0.031	5.91	0.283	0.00
Residual	32633.724	934	34.940						
Total	33727.529	935							

Table 8 shows that the teaching methods used by their English teachers significantly predicts the implementation of the English language curriculum [ $F(1, 934) = 31.305$ ,  $p < 0.05$ ;  $R = 0.180$ ]. The null hypothesis three is rejected. The result implies that students' perception of the teaching method by their English teachers significantly predict the implementation of the Universal Basic Education English Curriculum.

The adjusted  $R^2$  value of 0.031 indicates that teachers teaching methods influences the implementation of the English Curriculum under the UBE by 3.1%. The B value shows that teaching method is a positive predictor of the implementation of the English language curriculum and for every unit increase in the various methods used in teaching English Language in schools, there will be a 0.238 unit increase in the implementation level of English Language curriculum.

### Hypothesis Four

The nature of the classroom assessment does not significantly predict the implementation of English Language curriculum.

**Table 9: Regression Analysis between Classroom Nature and Implementation of English language Curriculum**

Source	SS	df	MS	F	R	Adjusted $R^2$	Std. error	B	P
Regression	904.587	1	904.587	25.741	0.164	0.026	5.94	0.389	0.00
Residual	32822.942	934	35.142						
Total	33727.529	935							

Using regression analysis to classroom nature is significant predictor of implementation of the English Language curriculum in schools, Table 9 shows that the nature of classroom

significantly predict the implementation of English language curriculum ( $R = 0.164$ ,  $F(1, 934) = 25.741$ ,  $p < 0.05$ ). The null hypothesis 4 is therefore rejected and the alternative holds true. The nature of the classroom is a significant predictor of implementation of the English language curriculum in schools in South-South states of Nigeria.

The adjusted  $R^2$  value of 0.026 shows that classroom nature influences the implementation of English language curriculum by 2.6%. The B value of 0.389 indicates that for every unit increase in the classroom nature, the level of implementation of the English language curriculum will increase by 0.389 units in the six states considered for this study.

## DISCUSSION OF FINDINGS

### Research Questions

1. Adequate representation of the four language skills in the English Language curriculum.

The findings show that listening, speaking, reading and writing skills are well represented in the English language curriculum in Nigeria under the Nine - Year Universal Basic Curriculum. Usman (2017) asserts, that communication skills are the most vital issues to be considered in the planning of the curriculum. From the findings, it can be affirmed that the curriculum is well planned with the four skills in consideration.

2. The availability of infrastructures

Equipment and materials that are meant for the effective delivery of the English curriculum in the classroom. The findings show that in some of the schools, the classrooms are spacious enough with good ventilation for the students, the white board is in good condition and there is chair and table for the teacher. However, in most of the schools, chairs and tables are not adequate for the students, also text books, tape recorder for teaching of oral English, and other audio-visual materials are not provided for effective teaching of English Language. This finding is in contrast with the view of Ralman (2003) which affirms that basic facilities such as infrastructures, instructional materials and equipment, aid students towards effective learning, the lack of which makes learning more difficult and less interesting to the students. The Perceptions of the students on the teaching methods of their teachers towards the implementation of UBE English curriculum

The findings show that the perception of the students on teachers is adequately aiding the implementation of the Universal Basic Education of English Curriculum in support of this findings, Ambuko (2008) affirms that the teacher uses observation & discussion techniques to identify successful methods to teach English Language in class.

3. The extent to which the nature of the classroom assessment represent the content areas of the English Language curriculum.

The findings reveal that the nature of the classroom assessment speaking and writing skills aid the students in development in English language in the classroom, but does not develop listening and reading skills of the students.



## CONCLUSION AND RECOMMENDATIONS

Though, the UBE English curriculum is well planned with the four language skills in consideration, however, it is sad to note that most of the funds meant for the implementation of this curriculum are being embezzled. Also officials who are in charge of apportioning funds to the right quarters are converting this funds for personal use.

It is therefore recommended that all funds that are approved for the implementation of UBE Curriculum should be strictly monitored. In addition, with the availability of funds, infrastructures, equipment and materials should be provided to aid effective teaching and learning of not only the English Language, but also other subjects in the curriculum.

It is also recommended that the teacher should take into consideration of the various learning abilities of the students in class, in order to identify the appropriate teaching method that will be most beneficial to their students in line with the curriculum.

Finally, this study recommends that the teachers should make great effort to incorporate the four language skills in their teaching content in the classroom.

## References

- Abakpa, B.O. and Agbo-Egwu, A.O (2013). Challenges of Attaining MDGS in Nigeria through Mathematics Curriculum Delivery. In: Attaining the MDGS through STEM Education. Okechukwu Abonyi (Ed). *Proceedings of 54<sup>th</sup> Annual Conference of STAN*, 3-9.
- Aja, Egwu, Aja-Okorie, Ani and Amuta (2018). Universal Basic Education (UBE) Policy Implementation Challenges: The Dilemma of Junior Secondary Schools Administrators in Nigeria. *International Journal of Education Administration and Policy Studies*. Vol. 10 (7) pp8390.
- Akpan B.B. (2011). Science Education in Nigeria: In *Education in Nigeria: From Beginning to the Future*. Ivowi U.M.O (Ed). Lagos Foremost Edunal Service Ltd.
- Alade, I.A. (2005). *Rudiments of Curriculum Studies*. Ibadan: Suflo publications.
- Alade, I.A. (2011). Trends and Issues on Curriculum Review in Nigeria and the Need for Paradigm Shift in Educational Practice. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 2(5): 325-333.
- Ambuko, B.S. (2008). Selection and Use of Media in Teaching Kiswahili in Secondary Schools in Emuhaya, District, Kenya. Unpublished M.Ed. Thesis, Mascno University, Kenya.
- Anike L. & Tari G. (2011). Provision and Management of School Facilities for the Implementation of UBE Programme. *A Journal of Educational and Social Research*. 1 (1), 11-14.
- Arends, R.I. (1998). *Resource Handbook. Learning to Teach* (4<sup>th</sup> ed.) Boston, MA: Mc Graw-Hill.
- Arhedo, P., Adomeh, I. and Aluede, O. (2009), School Counsellor's Roles in the Implementation of Universal Basic Education (UBE) Scheme in Nigeria. *Edo Journal of Counseling*. 2, 1:58-65. [www.ajol.info](http://www.ajol.info) Retrieved Oct. 17, 2019.
- Benjamin B. and Orohdo J.A. (2014). *Teaching and Learning Resource Availability and Teachers Effective Classroom Management and Content Delivery in Secondary School in Huye District*. Rwanda. Allen Institute for Artificial Intelligence.

- Coloye A. (2004). The Relevance of Universal Basic Education In the Development of Primary Education System in Nigeria. In *planning and Implementation of Universal Basic Education in Nigeria*. (Ed) Adepoju T.L. Education Industries Nigeria Ltd. Ibadan.
- Dike S, (2014). Opening Remarks Presented at the Train-The-Trainers Workshop On the Use of the Revised Nine-Year Basic Education Curriculum held at Rockview Hotel, Abuja Nigeria 5-9<sup>th</sup> August, 2014.
- Drew, C. (2020). *What is the Humanistic Theory in Education?* Retrieved Sept. 10 2020 from Ps:// Helpful professor. Com humanist.
- Driscoll, M. (2000). *Psychology of Learning for Instruction*. Boston.
- Elliott, S.N, Kratochwill, T.R, Littlefield Cook, J. and Travers, J. (2000). *Educational Psychology: Effective Teaching Effective Learning*. (3<sup>rd</sup> ed) Boston, MA: Mc Graw-Hill College.
- Hare, J.E. (2019). The Merits of Endaimonism. *Journal of Religious Ethics*. Retrieved November 5<sup>th</sup>, 2020 from <https://doi.org/10.1111/jore.12248>. <https://liste.org/journal/index.Php/JEP/article/viewfile/11873/12222>.
- Lawason, A., Oluwakemi, N., and Tari G. (2011). Provision and Management of School Facilities for the Implementation of UBE Programme. Proceeding of the 2011 International Conference on Teaching Learning and Change.
- Okpala P.N. (2011). Reforms in STEM Education. Keynote Address at the 52nd Annual Conference of STAN. Held on the 15<sup>th</sup> -20<sup>th</sup> August, 2011 Akure , Nigeria.
- Pandiyani, S., Maasu, S., and Albert O. (2017). The Effects of Lack of Qualified English Language Teachers on the performance of Senior High School Students. A case study of selected schools in Tamale Metropolis. Retrieved Oct. 1, 2020 from <http://www.rjelal.com>.
- Phillips, D.C. (1995). The Good, the Bad and the Ugly: the many faces of Constructivism. *Educational Researcher*. 24 (17), 5-12.
- Ralman, A. (2003). Present Condition of Primary Education in Bangladesh. Unpublished Masters' Thesis IER, University of Dhaka.
- Usman, A. (2017). An Evaluation of Middle Basic Education Curriculum for English Studies in Nigeria Under the Nine-Year Universal Basic Education Curriculum.
- Yoloye, A. E. (2004). The Relevance of Universal Basic Education in the Development of Primary System in Nigeria. In *Planning and Implementation of Universal Basic Education in Nigeria*. (Ed). Adepoju, T. L. Ibadan: Edvetous industries Nig. Ltd.

**THIS RESEARCH IS SPONSORED BY TERTIARY EDUCATION TRUST FUND (TETFUND)**