



Teachers' Evaluation of Implementation of the 9-Year Basic Education Programme In Delta State

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ABSTRACT

The study was focused on the teachers' evaluation of implementation of the 9-year education programme in Delta State. Four research questions were raised to guide the study with three hypotheses tested at 0.05 level of significance. The study was based on social cognitive theory which emphasized that learning occurs in a social context and that much of what is learned is gained through observation. The population of the study consists of three thousand one hundred and two teachers from all basic schools in Delta State. The study is an ex-post-facto research design that employed the descriptive survey in collecting data. The instrument used for data collection was self-made in sampling the opinions of the respondents. The instrument was validated using expert judgment. The reliability of the instrument of the study was established using the Cronbach Alpha to determine the internal consistency of the instrument. It yielded 0.71 coefficient which shows that the instrument is reliable. The research questions were answered using mean and standard deviation, while the hypotheses were tested using t-test at 0.05 level of significance. Some of the major findings from the analysis of the data, it was observed that the implementation level of the 9-Year Basic Education programme were low in Delta State, that teachers' qualification and performance level was low, no significant difference between the male and female teachers in the implementation of the 9-year Basic Education programme. An overview of the results of research question 4 of the study it was observed that the achievement of the 9-Year Basic Education programme was low. Based on the findings of the study, the following recommendations were made: The planning should be sequential and this will increase the competency level of Basic Education teachers in Delta State. The Basic Education teachers should be on periodically training for updates and innovations of teaching skills.

Keywords: Basic Education, teachers, teaching skills, implementation

INTRODUCTION

Man is but a splendid slave as education is not everything but nothing thrives without it (education). The role of education in the development of any nation is pivotal to the growth and well beings of the nation. It empowers its recipients to be useful members of the society and prepares them for success ahead in life. Education is regarded worldwide as an important instrument in bringing about individual and national

development. Nigeria is giving credence to the crucial role of education in the life of a nation by making education an instrument par excellence for effecting national development (Akinsuroju, 2014).

Education is the veritable source through which an individual can be adequately equipped to realize her full potentials in life. It is one of the important investments a country can make in her people and future to foster rapid economic development. Investment in education is the single most effective way of reducing poverty (Global Partnership for Education, 2015). Though learning is a lifelong process not limited to that obtained through formal education, formal education paves the foundation for forging life-long competencies for an individual. Nations, Schools and other educational institutes define the basic framework of formal education depending on their goals for the learner, the community, the nation and world at large in a “curriculum”. Curriculum is a complex concept which has been defined in various ways embodying learners’ acquisition of knowledge and development. It addresses questions such as what learners should learn and be able to do, why and how well. The objective of “curriculum” is to provide learners with the knowledge, skills, values and attitudes to be successful in their lives (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2014). Schwabs (2014) defined curriculum as what is successfully conveyed to differing degrees to different students by committed teachers using appropriate materials and actions, of legitimated bodies of knowledge, skill, taste, and propensity to act and react, which are chosen for instruction after serious reflection and communal decision by representatives of those involved in the teaching of a specified group of students who are known to be decision makers. Many things are important in ensuring that a curriculum meets its purpose such as, its method of design, clear inspired and motivational contents, implementation, buy-in and competence of the drivers (the teachers) quality of teaching, teaching pedagogy, availability of instructional materials and learners assessment method. Different approaches to “curriculum development” have evolved over time. Each approach depends on issues curriculum designers consider to be of utmost importance in curriculum development.

The world conference of “Education For All (EFA)” held in Jomitten, Thailand from 5th to 9th March 1990, was the major trigger for the birth of basic education. The conference, which was well attended, came out with a blue print document entitled ‘World Declaration on Education For All’ and framework of actions to meet basic learning needs of United Nations Children’s Fund (UNICEF, 2003). Nigeria as a nation became encouraged to setup educational activities to achieve EFA goals. EFA in Nigeria could be traced back to the introduction of Universal Primary Education (UPE) in the western region in 1955, eastern region in 1957, and at national level in 1976.

Obasanjo (2012) puts it “educating a child is closing the prison gates”. The strength of EFA cannot be overemphasized as the future of the child and nation at large depends on educational gains. The Federal Government of Nigeria (1977, 1981, 1998, 2004 and 2013) in the National Policy on Education attest to Nigerians commitment to EFA in particular, basic education for all as each of the four policies introduced in Nigeria lays emphasis on universal, functional and qualitative education. The guiding principles of EFA in Nigeria is the equipping of every citizen with knowledge, skills, attitude and values as well as enable him/her derive maximum benefit from his membership of society and thus, lead a fulfilling life.

The origin of Basic Education in Nigeria is dated back to the 1955 comprehensive education laws of the western Nigeria, 1957 Universal Primary Education (UPE) of the Eastern region and the 1976 UPE programme. The UPE was primarily designed to reduce the educational imbalance between the North and South backed by the oil boom. Variations in the non-uniformity in the system of primary education, instability, which characterized the Nigerian political scene, have always led to changes in educational policies most especially, at the primary school level.

The UPE of 1956 was faulted in scope, planning, financing and a general lack of accurate data of children that would be affected by the scheme as absence of accurate census data in the country at that time prompted the failure. Utibe (2015) asserted that, ‘the UPE programme in the then two regions of the country was improperly planned and hurriedly executed’ leading to a waste of millions of Naira. The

Taiwo commission of 1960 charged to investigate the crisis rocking the UPE scheme reported among other things 'a fall in standard'. This study was designed to evaluate the Revised 9-Year Basic Education Curriculum (BEC) with the aim of establishing the level of implementation in terms of the level of awareness, the accessibility to and the training on the use of the 9-Years BEC and the Teachers' Guide (TG).

The Millennium Development Goals (MDGs) positioned Universal Primary Education (UPE) as one of the eight major goals. As the second goal of the MDGs, it anticipates achieving universal primary education by 2015. It stipulates that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. The goal also recommends eliminating disparity in primary education, preferably by 2005, and in all levels of education not later than 2015. The inclusion of primary education in the MDGs must have been prompted by the 1990 Jomtien World Conference on Education for All (EFA), as well as the New Delhi Declaration (1991), which requires strict efforts by the E-9 countries (nine countries of the world with the largest concentration of illiterate adults) to drastically reduce illiteracy within the shortest possible time frame. It is also a demonstration of commitment to the Durban statement of commitment (1998) and Organization of Africa Unity (OAU) Decade of Education for Africa (1997–2006), which also requires African states to generalize access to quality basic education as a keystone for sustainable socio-economic (FRN 2000).

The aforementioned, led to the Universal Basic Education (UBE) brought remarkable change in classroom management techniques, supervision and curriculum development in Nigeria (Ayo & Adebisi, 2008; Ajibola, 2008), as cited in (Moyinoluwa, 2015). However, following the decision of the Federal Government to introduce UBE programme, the Nigerian Educational Research and Development Council (NERDC), re-structured and re-aligned all extant Primary and Junior Secondary Schools (JSS) curricula into a 9-Years Basic Education Curriculum for implementation in Nigerian Schools (FRN, 2004).

This curriculum has the following subjects: Mathematics, English, Basic Science and Technology and Social Studies as core subjects in the Primary Schools. Other subjects are Christian Religion Studies, Islamic Studies, and Home Economics. The philosophy of the 9-years Basic Education Curriculum is centred on the understanding that every learner who has gone through the 9 years of basic education should have acquired appropriate levels of literacy, numeracy, manipulative, communicative and life-skills as well as the ethical, moral and civic values required for laying a solid foundation for life-long learning as a basis for scientific and reflective thinking. It is pertinent to highlight the three components of the curriculum according to the corresponding levels and the age of the pupils and students from primary 1-3, 4-6 and JSS 1-3.

The 9-year Basic Education Curriculum (Basic 1-9) has three components namely:

- i. Lower Basic Education Curriculum for primary 1-3 (age 6-8 years)
- ii. Middle Basic Education Curriculum for primary 4-6 (age 9-11)
- iii. Upper Basic Education Curriculum of Junior Secondary School (JSS) 1-3 (age 12-14)

Thus, the framework of the Basic Education Curriculum reflects the following:

- i. The curriculum is designed to properly target pupils and students needs and interests to make provision for appropriate core and elective subjects for a well-rounded education at the different age levels.
- ii. Implementation of the 9-year Basic Education Curriculum commenced concurrently in primary 1 to JS1 in September 2008 nationwide. It is noteworthy that primary 2-6 and JSS 2-3 in 2008/2009 school year continued to use the existing Primary and Junior Secondary Curricula. The old curricula have been gradually and systematically phased out.
- iii. The Lower and Middle Basic Education Curricula (for primary 1-6) will be in full use by the year 2014 and the Upper Basic Education Curriculum (for JSS 1-3) was achieved by the year 2011.

- iv. Every child is expected to complete primary 6 before being placed in Junior Secondary School, (FRN, 2008).

Research Questions

The following research questions were raised and answered in the study:

1. How do teachers evaluate the adequacy of facilities in the implementation of the 9-year Basic Programme in Delta State?
2. How do teachers evaluate their qualification in the implementation of the 9-year Basic Programme?
3. What is the teachers’ evaluation of the training needs in the implementation of the 9-year Basic Programme in Delta State?
4. What are the teachers’ evaluation of the achievements of the objectives of the 9-year Basic Education Programme in Delta State?

Hypothesis

1. There is no significant influence of teachers’ gender (male and female) in the evaluation of implementation of the 9-year Basic Education programme in Delta State.
2. There is no significant influence of teachers’ educational qualification in the evaluation of implementation of the 9-year Basic Education programme in Delta State.
3. There is no significant influence of teachers’ location (urban and rural) in the evaluation of implementation of the 9-year Basic Education programme in Delta State.

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter present the results of data analysis, answers to research questions, tests of the hypotheses and the discussion of the finding of the study.

1. How well is UBE implemented in your school?

Table 1:

S/N	How well is UBE implemented in your school in the following dimensions:	N	Mean	Decision
1.	Basic Education is free and compulsory	930	1.93	Low
2.	Basic Education has 9 years duration	930	1.83	Low
3.	Primary has 6 years duration?	930	2.14	Low
4.	Junior Secondary School has 3 years duration?	930	1.48	Low
5.	There is adult and non-formal education?	930	1.68	Low
6.	Junior Secondary School has non-formal for adults and out of school youths?	930	1.74	Low
7.	There is effort to discourage the incidence of dropouts?	930	1.82	Low
8.	ICT is integrated into the Basic Education curriculum?	930	1.87	Low
9.	Junior Secondary is for both prevocational and academic?	930	1.72	Low

Basic Education is free and compulsory, Basic Education has 9 years duration, Primary has 6 years duration, Junior Secondary School has 3 years duration, There is adult and non-formal education, Junior Secondary School has non-formal for adults and out of school youths, There is effort to discourage the incidence of dropouts, ICT is integrated into the Basic Education curriculum and Junior Secondary is for both prevocational and academic, have the mean values of 1.93, 1.83, 2.14, 1.48, 1.68, 1.74, 1.82, 1.87 and 1.72 respectively. All the mean values are low because they are below 2.50. Conclusion is therefore reached that how well of UBE implementation in the 9-year programme is low.

2. *What is the qualification of the teachers?*

Table 2: Qualification of the teachers

	TEACHERS' QUALIFICATIONS	N	Mean	Decision
10.	As a Basic education teacher, I possess TC II	930	1.74	Low
11.	As a Basic education teacher, I possess NCE	930	1.85	Low
12.	As a Basic education teacher, I possess B.Ed or B.Sc.(Ed) or B.A (Ed)	930	2.05	Low
13.	As a Basic education teacher, I possess HND + PDGE	930	2.05	Low
14.	As a Basic education teacher, I possess M.Ed.	930	1.73	Low

Results presented in Table 6 above revealed the mean analysis on the extents of teachers' qualification level in Delta State. Results showed that of various items that measure the teachers qualification level such as TC II, NCE, B.Ed or B.Sc (Ed) or B.A. (Ed), HND + PGDE, and M.Ed, have mean values of 1.74, 1.85, 2.05, 2.05 and 1.73 respectively. All the mean values are low because they are below 2.50. Conclusion is therefore, reached that the Basic Education teachers' qualification in Delta State is low due to their performance level.

3. *How often do Basic education teachers get trained?*

Table 3: How often do Basic education teachers get trained

15.	HOW OFTEN TEACHERS ARE TRAINED	N	Mean	Decision
	Monthly	930	2.36	Low
	Twice Yearly (6 Months or ½ Year)	930	1.34	Low
	Annually or Yearly	930	1.54	Low
	Bi-annually (two (2) Years)	930	1.92	Low

Results presented in Table 7 above revealed the mean analysis on how often Basic Education teachers get trained in Delta State. Results showed that of various items that measure how often Basic Education teachers are trained such as monthly, twice yearly (6 months), annually or yearly and bi-annually or two years have mean values of 2.36, 1.34, 1.54 and 1.92 respectively. All the mean values are low because they are below 2.50. Conclusion is therefore, revealed that the Basic Education teachers in Delta State lacks training.

4. *To what extent are the objectives of 9-year programme achieved?*

Table 4: Extent of the objectives of 9-year programme achieved

	THE ACHIEVEMENT LEVEL OF THE PROGRAMME	N	Mean	Decision
16.	It has provided the child with diverse knowledge and skills for entrepreneurship.	930	1.40	Low
17.	It has inspired national consciousness.	930	2.37	Low
18.	It has enabled the child to develop manipulative skills.	930	1.06	Low
19.	It has increased awareness in basic education programme.	930	1.18	Low
20.	It has increased literacy by radio programme for non-formal education.	930	1.34	Low

Results presented in Table 8 above revealed the mean analysis on the achievement level of the 9-year Basic Education programme in Delta State. Results showed that of various items that measure the achievement level of the programme such as it has provided the child with diverse knowledge and skills for entrepreneurship, it has inspired national consciousness, it has enabled the child to develop manipulative skills, it has increased awareness in Basic Education programme and it has increased literacy by radio programme for non-formal education, have mean values of 1.40, 2.37, 1.06, 1.18 and 1.34 respectively. All the mean values are low because they are below 2.50. Conclusion is therefore, that the Basic Education programme lack the achievement level or achievement level is low.

1. **Hypothesis One:**

There is no significant difference between male and female teachers in implementation of the 9-year Basic Education programme in Delta State.

Table 1: t-Test Analysis of Male and Female Teachers on Evaluation of the Implementation of the 9-Year Basic Education Programme in Delta State

Gender	N	Mean	Mean Diff.	Std Deviation	t	P	Decision
Male	81	3.0650	0.00605	0.16049	0.141	0.410	Not Significant
Female	106	3.0711		0.18135			
Total	187						

The table above showed a t-value of 0.141 with a p-value of 0.410 which is more than our alpha level of 0.05 showing that there is no significance between male and female teachers in implementation of the 9-year Basic Education programme in Delta State. Thus, the null hypothesis is accepted.

2. **Hypothesis Two:**

There is no significant difference between qualified and non-qualified teachers of the 9-year Basic Education programme in Delta State.

Table 2: t-Test Analysis of Qualified and Non-Qualified Teachers in the Implementation of the 9-year Basic Education Programme in Delta State

Qualification	N	Mean	Mean Diff.	Std Deviation	t	P	Decision
Male	70	3.0665	0.0421	0.224	0.24	0.841	Not significant
Female	145	3.0245					
Total	215						

The table above showed a t-value of 0.24 with a p-value of 0.841 which is more than our alpha level of 0.05 chosen for this study. There is no significant difference between qualified and non-qualified teachers in the implementation of the 9-year Basic Education programme in Delta State.

3. **Hypothesis Three:**

There is no significant difference between urban and rural teachers in the implementation of the 9-year Basic Education programme in Delta State.

Table 3: The t-Test Analysis of Urban and Rural Teachers Evaluation of the Implementation of the 9-year Basic Education Programme in Delta State

Location	N	Mean	Mean Diff.	Std Deviation	t	P	Decision
Urban	110	3.0567	0.0322	0.14049	0.231	0.740	Not significant
Rural	65	3.0245		0.16425			
Total	175						

The table 3 above showed a t-value of 0.231 with p-value of 0.740 which is more than our alpha level of 0.05 chosen for this study. The hypothesis which states that there is no significant difference between urban and rural teachers in the implementation of the 9-year Basic Education programme in Delta State.

Hypothesis one which states that there is no significant difference between male and female teachers in the implementation of the 9-year Basic Education programme was retained. The finding is showed with the study of Osadebe (2014), which revealed that there was no significant difference between male and female teachers in the implementation of the 9-year Basic Education has been accepted.

The second hypothesis states that there is no significant difference between qualified and non-qualified teachers in the implementation of Basic Education programme was retained, the findings of the study revealed that there were shortage of qualified teachers which collaborates with Maduwesi (2014) that most qualified had left due to retirement and the Government have to employed more hands.

Then the third hypothesis states on teachers' location (urban and rural) in the implementation of the Basic Education programme was retained. The findings is accorded by the studies of Ezema (2013) which presented that there was no significant difference between teachers in urban and rural schools.

DISCUSSION OF FINDINGS

The following discussion of findings has been made according to the sub-headings outlined:

How well is UBE implemented in your school?

Basic Education is free and compulsory, Basic Education has 9 years duration, Primary has 6 years duration, Junior Secondary School has 3 years duration, There is adult and non-formal education, Junior Secondary School has non-formal for adults and out of school youths, There is effort to discourage the incidence of dropouts, ICT is integrated into the Basic Education curriculum and Junior Secondary is for both prevocational and academic.

The extent of implementation level of the 9-year programme in Delta State are not implementable because the Table 1 above stated that all the items on the extent of implementation of levels are all low also supported by the Universal Primary Education (UPE) this is in line with the observation of Ejiogu (2014) who carried out a research and discovered poor financial standing (dwindling economy), lack of updating of infrastructural facilities, Basic teachers quality improvement, problem of accurate data, lack of enhanced availability of instructional materials and over estimation of our potentialities was very poor in terms of implementation which leads to poor implementation of the UBE programme in Delta State.

The Extent of Teachers' Qualification Level and Performance Level

From Table 2, the data revealed that all the mean values are low because they are below 2.50 and which means the teachers' qualification and performance level was low.

The extent of teachers' qualification levels in Table 2 above revealed that all the items measured are low and lack effective performances level, which was supported by Aghenta (2014) that crash programmes of the UPE attracted the wrong calibre of people into the teaching profession, also lack of zeal and interest by teachers due to poor qualification in term of teaching. In addition, constant recruitment of mediocre sub-standard teachers and low quantitative and qualitative teachers in Basic Education programme in Delta State.

Frequency of How Basic Education Teachers Get Trained

From Table 3, the data revealed that all the mean values are low because they are below 2.50 and which means the teachers are not trained often.

This is contrary to the work of Owen (2014), in his research the teachers had regular in-service training. He said in-service training for Basic teachers should have a positive effect on teachers to increasing knowledge, communication with their involvement in planning school activities. Owen also said the positive training and development of teachers will make sure that learning activities are planned and concentrated on empowering effective teachers to correct policies, curriculum development which leads to student performance.

Extent of Achievement for the 9-Year Basic Education Programme in Delta State

From Table 4, the data revealed that all the mean values are low because they are below 2.50 and which means the achievement of the 9-Year Basic Education programme was low.

CONCLUSION

Based on the findings of the study, the implementation of the 9-year Basic Education programme is low and the operation and achievement level are low because all cases showed that all the mean values are below 2.50. In view of these challenges therefore, the Delta State government should take a bold step to provide all the necessary infrastructures and manpower to effect positive change in the 9-year Basic Education programme achievement and implementation of its set goals.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. The Basic Education teachers should be on periodically training for updates and innovations of teaching skills.
2. Adequate fund should be made available for effective implementation of the 9-year Basic Education programme in Delta State.
3. Educational administrators and planners should provide with necessary materials and equipment for effective operation and achievement of the 9-year Basic Education programme in Delta State.
4. Special attentions should be given to schools in rural and remote settings in the area of material resources for effective implementation of the 9-year Basic education programme in Delta State.
5. That headteachers should award certificates based on continuous assessment.
6. Pupils/students should be assessed with continuous assessment.
7. Students are moved from one class to higher class with their continuous assessment.
8. Some private individuals and organisations can establish and manage primary schools alongside those provided by the State and Local Government.

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