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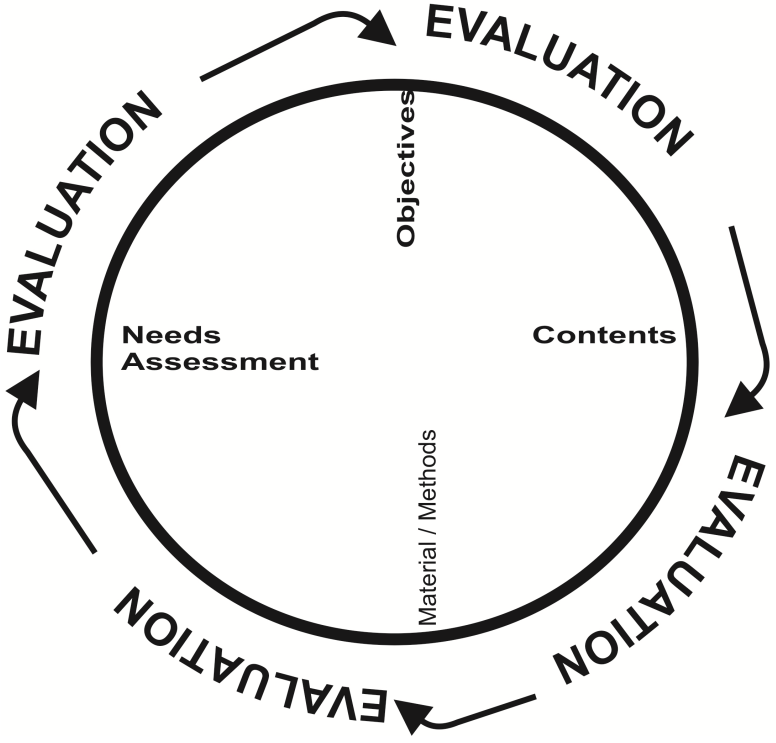

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This Journal is a forum for the dissemination of research findings and reports on curriculum development, implementation, innovation, diversification and renewal. In developing a curriculum, it is often necessary to use the experiences of the past and present demands as well as practices within and outside the system to design a desirable educational programme. Problems and issues in comparative education are relevant in shaping the curriculum. In the same vein, issues relating to the constant training and re-training of teachers are very relevant.

Articles which present the results of empirical educational research, discuss theoretical framework for innovation in education or advocate new ideas are welcome. The Journal accepts articles from scholars in all fields related to curriculum study from all parts of the world. However, particular interest is shown to papers in the following areas:

* Curriculum content, learning experience, organization and evaluation.
* Teacher preparation and re-orientation at all levels of education.
* Teaching methods and teacher effectiveness.
* Educational foundations and comparative education.
* New structures and operational patterns in pre-university education.
* Learners' achievement and programme evaluation.
* Quality assurance, Information Communication and Technology.
* Entrepreneurship education.
* Gender issues and inclusive education.
* Teacher preparation and climate change curriculum.
* Assessment of curriculum and Sustainable Development Goals.
* Innovations for effective education delivery.

CONTENTS

EDUCATION AND CORRUPT FREE CURRICULUM IN NIGERIA

Professor Sunday N. Agwu,
National President,
Curriculum Organization of Nigeria

The theme of the 2019 Curriculum Organisation of Nigeria Conference is, *Education and Corruption-Free Curriculum in Nigeria*. It is a very interesting one because when the word corruption is mentioned in any discussion and circle, it attracts rapt attention to the extent that even uninvited passers-by turn round to contribute to the discussion. If you discuss corruption on your social media wall, you will get an avalanche of informed and uninformed comments from friends and colleagues. That is to say that corruption is a trending word not only in Nigeria but the world over; that also goes to buttress the fact that though corruption is as old as creation it is everywhere. Corruption is endemic. Like a fly to the dunghill, it follows everyone like a shadow and even the food we eat, the cloth we are wearing, the air we breathe, the water we drink all smell and waft of corruption. Indeed, corruption in Nigeria is far much deeper than the River Niger and thicker than the Sambisa forest! It is really a cankerworm that has eaten very deep into the mainstay of our existence and it is a wise decision that this hydra-headed monster has been brought to the public glare of educators in this gathering, perhaps, to be undressed, beheaded, and buried at the end of this conference and never to be exhumed.

What is Corruption?

Permit me to share my thought on the theme of the conference: Corruption-free curriculum in Nigeria which will perhaps set the agenda for the conference. Corruption as a concept does not yield itself easily to a one-size-fits-all definition. This is why people see it as a "difficult concept to define" (Brunnelle-Quraishi, 2011:101, Ganahl, 2013) and one that evades a universal prescription (Transparency International, 2003). That is to say that the definitions of corruption can be varied and divergent. To be expected, a concept that lacks universal prescription may open itself up to numerous manifestations, manipulations or interpretations as people in different cultures may conceive it but all such conceptions across cultures may have one thing in common, namely,

corruption and corrupt practices have disabling, impairing and devastating consequences on individuals, institutions and the economy of the states. Corruption is like a locust and any system it evades is ultimately paralyzed and rendered valueless.

From political circles to business boardrooms, educational institutions, the health and judicial sectors, and even the "holiest" places-our religious institutions-the list is endless and corruption occupies the center stage. This vice is literally dismembering our country. It has become a deep-rooted norm in every sector, occurring in different forms and acquiring different aliases, baptismal names and scenting to make it palatable and easier to be administered.

That this cankerworm dwells comfortably in the education sector is something to worry about and for good reasons. The sage, Nelson Mandela, once said that "Education is the most powerful weapon that can be used to change the world". The role of education in a nation's development is well understood and is the reason why many developed countries make it compulsory for all to be in full-time education up to the age of 16. Studies have shown that good educational attainment is strongly correlated with fast economic growth and the development of a nation.

The wide spread or prevalence of corruption in Nigeria means that there is hardly any sector of the Nigerian society that can be exempted as not being corrupt. Be this as it may, there are sectors in which the prevalence of corruption in them can terribly and disastrously destroy a state and her people and one sector where this is real is education. This position is taken because corruption in the education industry is terribly detrimental to the moral and general health of the Nigerian state. I refuse to agree with the argument that because people are poor or receive poor wages, then they should be corrupt and that if you need to stop corruption, you must end poverty first. Poverty no doubt is a great contributor to corruption, but how about the numerous cases of political office holders who are being tried for corrupt practices, are they poor too?

Education is a life-long activity but when tainted by the dripping mire of corruption, it is carried on like a scar for life. There lies the imperative to impart in our children positive lifelong values, ethics and mores that will propel them for life and make them render meaningful services to humanity in their various

areas of endeavour. This brings to the fore the importance of the concept of institutional culture. The more years students spend in a system with a warped culture, the more they may come to accept such a culture such as corruption, as a social norm, an acceptable behavior, hence the more like they may become conformed to this as of a second nature.

This in essence means that education provides more opportunities to get involved in bribery and corruption. Therefore, more highly educated individuals are more likely to pay bribes. For example, an individual with a university degree may be more likely to own a business, be involved in public affairs, or be involved in other activities that would bring them in contact with government officials. Additionally, the more educated an individual is, the more likely he is to have a well-paying job and a higher value of time could lead individuals to place a higher value on quick service delivery, making bribe paying more worthwhile and more likely.

One tends to agree with Torulagha (2019) on his six hypotheses on corruption which are highlighted as follows:

i. There is a relationship between corruption and lack of infrastructural development, modernization and rehabilitation of Nigerian education institutions.
ii. There is a relationship between corruption and lack of concern for student services.
iii. There is relationship between corruption and the poor state of academic standards.
iv. There is a relationship between corruption and the increasing lack of professionalism and ethical standards by administrators and teachers/instructors/lecturers/professors in secondary schools and institutions of higher education.
v. There is a relationship between corruption and the mushrooming of private educational institutions in Nigeria.
vi. There is a relationship between the prevailing culture of corruption, exploitation and amorality in the educational sector and the culture of corruption, exploitation and amorality in the sociopolitical system.

The Nigerian educational environment, due to corruption, is turning many young men and women into an uncaring, unnecessarily aggressive, and the

devil-may-care kinds of individuals. They have been socialized to believe that might is preferable to civility, that morality and ethics are not important virtues, and that it is important to win at all cost. They have increasingly been socialized to believe that it is proper and necessary to take whatever action, including killing in order to prevail. They learn these behaviours from the administrators and teachers/instructors/lecturers/ professors who are supposed to mould them into hard-working honourable citizens. Having been accustomed to these kinds of behaviours, many university graduates have become amoral. They lie, cheat, manipulate, threaten, exploit and kill in some instances.

Corrupt-Free Education System

The quest for corruption-free education system may appear as a mirage and utopian, nevertheless, it is achievable and such system is characterized by equality of access to educational opportunity, fairness in the distribution of educational curricula and materials, and fairness and transparency in the criteria for selection to higher and more specialized training. Others are fairness in accreditation in which all institutions are judged by professional standards equally applied and open to public scrutiny, fairness in acquisition of educational goods and services, and maintenance of professional standards of conduct by those who administer education and who teach them, whether public or private.

The Way Forward

The first step towards corrupt-free education curriculum is going back to the starting point. This involves revisiting the ethical codes of conduct of public officers, and teachers. There are guidelines which propel the conduct of public officers in the ways and manners they should carry out their functions and it is perhaps necessary to refresh our mind with them. The provisions of the code of conduct for public officers include that:-

(a) Public officers should avoid conflict of interest that could undermine their work.
(b) Public officers should not own any foreign accounts.
(c) Public officer should not receive gifts or benefits as inducements so that they will not compromise their positions.
(d) Public officers should be the embodiment of all public virtues such as honesty, impartiality, wisdom, justice and trustworthiness.
(e) Public officers should be subjected to the laws in the same way as other

people in the society.

(f) Public officers should live within their means.

In the same vein, the professional ethics from the Teachers Registration Council of Nigeria (TRCN), Teachers Code of Conduct (Revised edition) talks of teachers' professional standard, professional commitment, efficiency, evaluation of learners' performance, etc which are more often than not observed in the breach as these and many more are rampant in the education system:

i. Forgery and mutilation of official documents
ii. Fighting in or within the schools premises
iii. Assaulting a student or teacher
iv. Intimidation of student(s)
v. Abuse of a student or a teacher
vi. Harassment (sexual or otherwise)
vii. Habitual late coming
viii. Unauthorized absenteeism
ix. Taking undue advantage of teacher or student
x. Illegal or unauthorized collection of money from students
xi. Facilitating, aiding, abetting of assessor or exam malpractice
xii. Irregular or unauthorized award of marks
xiii. Bribery (giving or taking)
xiv. Disobedience of lawful order
xv. Stealing
xvi. Exhortation from students
xvii. Money-for-marks
xviii. Sex-for-marks
xix. Employing unqualified teachers
xx. Teaching with non-qualifying or unrecognized certificate
xxi. Teaching without registration with TRCN, etc.

There are no easy magical solutions to the problems facing education. In one sense the system of education in a modern society will always be subject to new problems and challenges, but there are a number of steps that can be taken to restore a curriculum fit for our children. Firstly education needs to become depoliticized: politicians need to be discouraged from regarding the curriculum as their platform for making statements. Secondly society needs to challenge the tendency to downsize the status of knowledge and of standards. Anti-elitist

education is in reality a masquerade for social engineering and needs to be exposed for its destructive consequence on school standards. Thirdly we need to take children more seriously, uphold their capacity to engage with knowledge and provide them with a challenging educational environment. They do not need to be made to feel good nor praised but taken seriously.

It is obvious that we need a paradigm change in our thinking and this is best tackled from the early years through proper, well-rounded education. Children learn much more than reading, writing and arithmetic in school. We need to focus on the younger generations because prevention is better and cheaper than cure. Fighting corruption in educational systems means ensuring that the social norms being taught are in line with the collective good of the society in general, legal behaviour and civic responsibility.

Institutional quality must improve to fight the corruption coming from corrupt educational systems. If children are learning how to be corrupt instead of learning good citizenship and social cohesion, then it is no surprise that they grow up to become corrupt adults. The value and wisdom in volunteering, giving and social responsibility should be inculcated and enshrined in the curriculum of the schools.

The right culture in our educational system will help the coming generation to identify and to stop electing or applauding any unscrupulous and desperate politician. It is only by instituting the right values in our educational system that the coming generations can begin to develop the political and collective will to formulate and implement policies and programmes against corruption.

We should seek a eradicate illiteracy and educate people on their rights under their government. As long as the masses are still ignorant of their rights, corrupt and opportunistic politicians will continue to emerge, the educational system will continue to be poor and Nigeria will remain as it is today.

Since the educational sector is as corrupt as the public and private sectors, the war on corruption cannot be won without making determined effort to purge the educational sector of psychosocial beasts. It appears that there is a symbolic relationship between the educational culture and the psychosocial and political culture of the society at large. What happens to society at large affects the educational sector and whatever happens in the educational sector affects the

society at large. Those in the educational sector learn and adopt predominant values generated by society at large and the society at large learns and adopts predominant values generated by educational sector.

In conclusion, I see a bright light at the end of the tunnel. We should be undaunted by the seeming herculean task ahead. It is my belief that as committed and dedicated teachers who not only fashion to curriculum but equally impart knowledge we have a great role to play in nurturing the children of today who are the leaders of tomorrow. I believe that if all of us do our own bit and shun corruption and corrupting tendencies, we will be getting nearer to the El-Dorado.

CURRICULUM DEVELOPMENT AND CORRUPTION-FREE SOCIETY IN NIGERIA

A keynote address presented to the Curriculum Organization of Nigeria, at her 32nd Annual Conference held at the Princess Alexandra Auditorium (PAA), University of Nigeria, Nsukka, 19th September, 2019

By

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Introduction

The two key concepts in the theme of this year's national conference of the Curriculum Organization of Nigeria (CON) are the concepts of corruption and curriculum development. Both are common placed terms used in routine discourses both in academic and conventional circles. Corruption has remained the most contemplated and condemned factor of dysfunctionality of almost all socio-economic and political institutions in Nigeria and in other countries of the world. All socio-economic and political ineptitudes and woes of Nigeria and other countries are blamed on corrupt individuals and institutions (Okolo & Akpokighe, 2014; Salisu, 2000; Shuaib, 2015). Whether that is true or not, the main reasons for insecurity, paucity of infrastructure, mediocrity in governance, apparent inefficiency of educational and other institutions, among other social ills in Nigeria, are believed to be corruption or corruption related. Corruption is regarded as the potent factor and key impediment to the sustainable development of all sectors of Nigeria economy, including education (Stople, 2008).

Curriculum on the other hand is the instrument of education. It is an instrument of development. Put simply, it is the consciously planned programme of activities intended for execution in formal education spaces and facilities for the purpose of equipping younger generation with the knowledge, competencies, values and life skills requisite for effective living in the society. The sense of curriculum is in actualizing the desired goals of the society, through packaging instructional contents and activities that opportune and stimulate youngsters to acquire relevant abilities for effective socio-economic and political life in, and the preservation of the cultural tenets of the society. Curriculum therefore is an instrument for stirring education to accomplish the purposes for which the institution was set up. Whatever the society aspires to attain is what curriculum objectives become (Toombs & Tierney, 1993). In other words, curriculum as an instrument of social change is reviewed and updated to be in tandem with the needs and aspirations of contemporary societies and for posterity. It is never

static but is changed as needs arise to re-direct the course of development through enhancement of the capacity of human capital for meeting and redressing the challenges and impediments to higher productivity and functionality.

Curriculum and corruption therefore, are two opposing camps in the field of national and regional development. The former promotes while the latter obstructs and impedes societal development. Haven seen corruption as the monumental challenge that must be tackled to pave way for overall development of Nigeria, this conference theme considers curriculum development and implementation as veritable instrument for creating corruption-free society in Nigeria. The way and manner to achieve this is the business of this address and indeed this conference. This paper is guided by the questions that follow.

The critical questions

- Are the goals of education being achieved in Nigeria's corruption infested education environment?
- Have we realized that corruption is the impediment to the achievement of education policy objectives in Nigeria?
- What is corruption?
- What are the various acts of corruption at the different tiers of education in Nigeria?
- How can the various tiers of educational institutions be rid of corruption for effectiveness?
- What curriculum approach could be introduced to educate Nigerians at various levels of education to reject and resist corruption?
- What policy alternatives can solve corruption issues in Nigerian schools and society?

These are some of the questions before this august conference.

What is corruption?

Early scholars have battled with the meaning and attributes of corruption as a concept. A lot of intellectual debate was evolved and different schools of thought emerged in the study of corruption. Farrales (2005) attempted to differentiate the moralists', developmentalists', functionalists' and revisionists' perspectives on corruption. The moralists universally condemned corruption because of its negative impact on the social, economic and political well-being of society, and as such would emphasis the negative effects in its value-laden definitions. On the other hands the functionalists or revisionists like Bayley & Perito (2011), Verhezen (2009), Nye (1967), and Leff (1964), are reluctant to condemn corruption and would not incorporate the effects of corruption in their value-free definitions. To them corruption is not harmful in all cases but rather a mechanism

by which individuals or groups gain influence over the actions of bureaucracy thereby participate directly or indirectly in the decision making processes. They see corruption as a by-product of modernization and development which breeds at the interface between new political institutions and traditional cultures, and between fast developing economy and conservative judiciary.

Following the early definitional debates on the subject, Farrales (2005) exposed the complexities and technical challenges in proffering acceptable definition of corruption. For him, what is considered corruption in one society may not be considered corruption in the next. Moreover, even within the same society, what is not presently considered corruption may in the future be considered corrupt because of changing norms. Corruption, therefore, is a cross-systemic, cross-temporal and cross-cultural phenomenon. It has and will always exist in some forms, regardless of government and laws (Farrales, 2005).

Corruption as a concept has not lent itself to easy definition (Rose, 2018; Aimiyekagbon, 2018; Seller, 2018; Okolo & Akpokighe, 2014). To Maguchu (2018) defining corruption is a universal challenge, and in the words of Okolo and Akpokighe (2014:33), the term corruption is 'uncertain and devoid of any straight jacket definition'. For them it has no settled meaning. Some reasons can be adduced. First, when an act is categorized as corruption, the perpetrators develop other more sophisticated acts to circumvent the law and public watch while at same time achieving their fraudulent ends. The new acts would fall outside the ambit of legal and academic definitions of corruption. The second reason is that certain acts regarded as corrupt in one society may not be deemed corrupt acts in another culture. For instance, what is presented to elders, “honourables”, royalties and authorities (bureaucratic, traditional, political and religious) as 'kola' or gift in one culture may be regarded as bribery with corrupt intentions in another culture. Thirdly, what a people regarded as corruption in the past when they were poor might not be seen as corruption today if they become rich.

Though corruption has been conceptualized as a difficult phenomenon to define, many authorities, organizations and commentators have hazarded some clarifications. For instance, Bandfield (1996) sees corruption as the process of obtaining material enrichment or opportunities for oneself and or for others through the use of public office (or influence) in ways other than those publicly acknowledged through rules and procedures of that office. For Salisu (2000), corruption is the misappropriation of public resources to private ends. Ayobami (2012) sees corruption as the abuse or misuse of power or position of trust for personal or group benefit: monetary or otherwise

Corruption according to Transparency International (2019) is the abuse/misuse of entrusted power for private gain. Similar to this is the position of Liu (2016) that corruption is the abuse of public office for private benefit. Various dictionaries use about the same terms to define corruption. For instance, the Web/online Business Dictionary sees corruption as 'wrong doing on the part of an authority or powerful party through means that are illegitimate, immoral, or incompatible with ethical standards.' For Collins English Dictionary, corruption is dishonesty and illegal behaviour by people in positions of authority. From legal perspective, the Black Law Dictionary defines corruption as an act done to give some advantage inconsistent with the official duty and rights of others or officials.

Corrupt acts

The United Nations Convention against corruption (UNCAC) recognizes corruption as a multifaceted, dynamic and flexible phenomenon, and as such does not define, but describe corrupt criminal acts for signatory states to cover in their legal system (Stople, 2008). The acts are:

- Bribery – the demand for gratification/money or other valuables to give undue advantage to someone;
- Kickbacks – from contractors;
- Foreign bribery – the OECD Convention on Combating Bribery of Foreign Public Officials in International Business Transactions, is an international legal instrument that criminalizes foreign bribery;
- Trading in Influence – influence peddling over public/private decision making process in return for an undue advantage.

For ICPC (2010), corruption involves all improper actions or interactions aimed at changing the course of events, judgment and position of trust. Corruption for her (ICPC, 2010) covers:

- receiving and giving gratification/bribery;
- use of office for fraudulent material acquisition
- misappropriation and diversion of public funds;
- abuse of public office, property, power and position;
- portraying oneself as above the law/lawlessness;
- culture of impunity;
- luxury living that lures others to crime;
- promoting mediocrity at the expense of excellence;
- cutting corners in business;
- adulterating food and fake drugs;
- using proxy names to buy property;
- forging bank cheques, receipts and certificates;

To the above list, Bandfield (1996) added the following:

- Nepotism – bestowal of patronage by reason of inscriptive relationship rather than merit; and
- Misappropriation – illegal appropriation of public resources for private uses

Ojaide (2000) included favouritism, tribalism, tax evasion, oil bunkering, false declaration, money laundering, drug trafficking, illegal payments, fraud, smuggling, falsification of documents and records, profiteering or undue enrichment, abuse of office, power and position, window dressing, militancy and examination malpractices.

Others corrupt acts include:

- ♦ inflation of contracts;
- ♦ kick back and 10%;
- ♦ sexual harassment;
- ♦ pervasion of justice;
- ♦ applauding criminals;
- ♦ cultism;
- ♦ truancy;
- ♦ over-invoicing;
- ♦ preferential treatment;
- ♦ bending of rules;
- ♦ encouraging crime;
- ♦ stealing;
- ♦ extortion;

Types and Classification of Corruption

Corrupt practices are numerous and many classificatory schemes have been evolved for categorizing them. Transparency International (2019) identifies **grand, petty** and **political**, depending on the amount of money lost and the sector where it occurs. She also identifies "**according to the rules**" corruption and "**against the rule**" corruption. Konie (2003) categorizes corruption into **vertical** corruption (which is common in developing countries and involving managers and policy makers) and **horizontal** corruption (involves middle and lower class workers and citizens). Other classifications are: Incidental, institutional and systemic corruption by Rose-Ackerman (2012); and political, economic, bureaucratic, judicial and moral by Olagunju (2012).

Irrespective of the classificatory mode used, it is evident that all types or forms of corruption are evident in Africa and quite common in Nigeria.

Causes of Corruption

A good understanding of the various causes of corruption is an imperative for planning effective measures towards redressing the scope, incidence and social tolerability of corruption. Diverse reports are found in literature that attempted to establish the causes of corruption in Nigeria. One school of thought has it that corruption is indigenous to Nigeria, and that traditional societies in Nigeria allow

the perpetration of different forms of low scale corruption. The argument runs into trouble at the consideration of the checks and balances built into the organizational structures and the share of administrative power and authority in the defunct African nation states and empires (e.g. Oyo Empire). Another school of thought takes corruption for an effect of colonialism. Okolo and Akpokighe (2014) argued that colonialism introduced systemic corruption on a grand scale across much of sub-Saharan Africa. The colonialists repudiated indigenous values, standards, and administrative checks and balances existing across pre-colonial Africa, and superimposed western bureaucratic structures and governance. The administrative system of indirect rule allowed leaders to tax and exploit the masses in favour of the colonial overlords. The leaders formed a privileged class that depended on extorted and confiscated cash and property from the toiling and moiling poor masses for their affluence. The police, court messengers and army were used for crushing and subduing resistance and opposition from the masses. In other words, wealth was siphoned from the poor masses as taxes and levies to embellish the richness of those in authority. This practice could be the precursor of predaciousness of bureaucrats and political office holders in Nigeria.

Other possible causes are:

- Poverty with its associate fear of the unknown that drive public officers to steal and amass wealth for the future of great-great-grandchildren.
- The infiltration of politics into religious organizations in Nigeria which has led to socio-political recklessness and attendant moral bankruptcy. Successful looters of public treasury now receive high recognition in places of worship and high regards in social circles.
- The over concentration of power at the centre which breeds the politics of winner takes all. As such whoever assumes office would want to amass as much illegitimate wealth as possible which cushions the possible effects of loss of the job on the family over a long period of time.
- Lack of social security could be another cause. Since government of Nigeria does not provide suitable and adequate socio-economic support to retirees, unemployed, physically and mentally challenged, and the aged, those who have the opportunity steal to secure their future.
- Tribalism and lack of faith in United Nations of Nigeria. This predisposes Nigerians to scramble for the wealth of the country and assist in covering the trails of fraudsters of same tribe.
- Weak political and legal institutions?
- Low wages

- Lack of openness, accountability and transparency in public service;
- Great inequality in distribution of wealth;
- Dysfunctional anti-corruption tools;
- Dubious political processes (election & financing);
- Change in values and norms;
- Cake sharing economy;
- Population dynamics;
- Government subsidies;
- Greed and avarice;
- Tolerance for culture of impunity. (ICPC, 2010; Aboyemi, 2012; Oladele,2013).

Costs and Effects of Corruption on Nigeria

Corruption is so endemic and intractable in Nigeria that it appears now to be recognized as Nigeria's major national identity. The common and frequent use of the term '**Nigeria Factor**' as a concept that explains administrative and financial irregularities, fraud, recklessness and irresponsibility is an indication that corruption is now a tradition in Nigeria. Corruption has taken so much toll on Nigeria's socio-economic growth and development that retrogression and failure have characterized the reports from all sectors.

Corruption affects societies negatively in diverse ways. It truncates the rights, freedom, health, education and finances of citizens. At the extreme, it can cost lives, the total collapse of state's economy and anarchy. Transparency International (2008) categorizes costs of corruption into four, namely: political, economic, social and environmental categories. Politically, corruption impedes democracy and the rule of law. Democratic systems and institutions lose their credibility and purpose when political office holders use their entrusted powers for personal or group/party advantage. Effective political leadership is difficult in a corrupt political environment.

Economically, corruption erodes the wealth of nations, and adversely impacts production and distribution processes, as well as market stability. Corruption deters investment and leads governments to opt for gigantic white elephant projects (Olympic-standard stadia, continental highways, communication and defence satellites, etc) instead of provision of basic facilities needed by the populace for security and survival. Corruption compels individuals to pay for services that should ordinarily be free, and pay exorbitant prizes for subsidized items (eg. fertilizer, petrol and kerosene).

Socially, corruption undermines the stability of social institutions. Values and

norms that sustain trust and cohesion among members of the society become distorted. With corruption, wealth and affluence become gods; the dubious processes of creating illegitimate wealth become religion and as such tolerable. Thieves and treasury looters become high priests in the odd religion. As a consequence of the subversion of value system by corruption, the wealthy criminals in societies now ascend social statuses of very high regards, and some are even knighted in churches, revered in mosques, turbaned in emirates, and crowned chiefs in kingdoms and villages. Corruption bridles access to justice and social services like health care, clean water, security, decent and safe accommodation and exposes citizens to risks of their lives. Socially still, corruption dampens the morale and zeal of citizens to exercise civic obligations in tax payment, voting in elections, giving information to Police, and active participation in community development projects.

Environmentally, corruption engenders environmental deterioration. Environmental laws and regulations are not enforced, environmental resources are looted and the environment abandoned to waste in pollution. Deforestation, illegal mining, bunkering, grazing crop farms, poaching in reserves, etc are allowed by corrupt officials.

In more specific terms, the cost to, and effects of corruption on the polity are:

- Extreme poverty;
- Very wide gap between the rich and the poor;
- Inefficient and ineffective education system;
- Instability of the polity;
- Erosion of cultural values;
- Economic recession;
- Poor infrastructural development;
- Insufficient energy production and poor distribution;
- Poor healthcare delivery;
- Weak judicial system and justice delivery;
- Environmental deterioration;
- Threat to democracy and good governance;
- Insecurity;
- Frustration, sickness, suicide, death;
- Poor drive for research, creativity and innovation due to plagiarism and poor enforcement of copy right laws.

In realization of these monumental costs of corruption to countries, the United Nations has added Goal 16 into the 2030 Agenda for Sustainable Development which calls on all states to "substantially reduce corruption and bribery in all their forms".

Corruption in Nigeria Education Sector

Like other sectors of development in Nigeria, the education sector is bedeviled by corruption. The teacher, parents, pupils, PTA/SBMC members, and other stakeholders take advantage of each other to gratuitously entertain their selfish desires. As a consequence, there are traces of different forms of corrupt practices at all the levels of education in Nigeria. A good understanding of the forms and magnitude of corruption at the various levels of education will provide the necessary background for conceptualization of effective curriculum development and implementation processes that would rid the system and the country of corruption.

1. **Evidences of corruption at the Basic Education level**
   - Employment of incompetent, non-professional teachers either by nepotism or cash collection. Employment quotas are shared and some politicians and directors either sell their slots or submit names of unqualified low capacity relatives.
   - Favoritism of urban based schools in the posting of teachers and starving rural schools of experienced and qualified teachers.
   - Deprivation of rural schools of instructional and learning materials.
   - Handicraft production in schools which trains pupils in practical skills for production of valuable materials are replaced with cash collection. Whatever grade the parents want in handicraft for their children and wards they purchase with as much cash.
   - Teachers would not teach but engage in regular degree/NCE programmes or engage in commercial motorcycles. At time of examination they assist pupils to pass through malpractices to cover up their irresponsibility.
   - Sale of books to pupils. Sometimes, rare books are recommended and ordered by school authorities for sale to pupils at exorbitant prizes.
   - Attachment of workbooks to class textbooks such that workbooks cannot be purchased without the matching textbooks
   - Strike by teachers after pupils had paid relevant fees deny pupils of learning opportunities. In this case, who is corrupt? Is it the striking teachers or the adamant government functionaries who will never listen to the yearnings of employees unless they embarked on strike?
   - Parents who write assignment for children and wards instead of

guiding them to learn through the assignments. This teaches the child to be less dependent on self efforts and to always seek to cut corners to achieve success.

- Influencing admission of unqualified pupils into Junior Secondary School and promotion of pupils who failed promotion exams through bribing the class teacher or relevant school officials.

2. Evidences of corruption at the Senior Secondary Education level

- Employment for sale to highest bidders irrespective of their profession or discipline trained in.
- Appointment of principals and vice principals on the basis of "sorting" of commissioners, nepotism and clannish considerations.
- WAEC, NECO examination registration racketeering.
- PTA levies for sharing and not for development of school through provision of facilities and infrastructure.
- Illegal collection of levies,
- Sale of hoes, machete, brooms, plastic chairs submitted by student at registration point for use in the school, school farms and compound cleaning.
- Encouragement and facilitation of examination malpractices by school authorities. The most dubious character among teachers are usually selected as Dean of Studies in charge of registration of students for, and coordination of external examinations. They collect varying sums of money ranging from N500 for English Language and Mathematics to N100 for local languages for 'sorting' out corrupt supervisors and monitoring officers.
- Sex for marks is corruption.
- Admission into Federal Government Colleges for which intelligent applicants are dropped while very low ability applicants are favoured under the guise of quota system.
- Cut-off benchmarks for different states in one country. System allowing perpetuation of mediocrity is unfortunate.

3. Evidences of corruption at the Tertiary Education level

For ICPC (2013), associated corrupt practices by universities are:

Non-adherence to the carrying capacity.

Non-adherence to rules and regulations guiding admission.

Some external interference in the admission process by some proprietors.

Inadequate funding which encourages Universities to engage in over-enrolment of students in order to boost internally generated revenue.

It is unfortunate that ICPC could identify only the four acts of corruption and only from the issue of admission of students. This is too limited. Below are other acts in universities and other tertiary education institutions that evidence corruption.

- Admission for sale and in consideration of the so called "friends of the University". Admitting candidates listed by politicians, successful business men and government functionaries for them to help cover-up the corruption trails of University administrators.
- Employment for sale by the school authorities and governing council members. University lecturers are supposed to be drawn from the high flying, upper 5% of graduates in universities. They provide leadership in research, teaching and mentorship of undergraduates whose ingenuity and capacity would drive, modernize, reform, and advance the economy and the society. Corruption has made the systems to be flooded with personnel who ordinarily should have no business with working in tertiary education institutions. They rely on their students to write academic papers for them and even pay for the publications in the name of mentorship. The same is true of administrative staff. Some senior executive officers cannot take minutes of meetings or draft routine memos, nor file documents properly in Departments and units.
- Sale of handout
- Sale of marks and grades for continuous assessment and course examinations.
- Illegal registration of courses with lecturers through the purchase of textbooks/handouts of low market values at exorbitant prices.
- Sex for grade.
- Large scale material and cash gifts before chapters of research projects are read by scurrilous supervisors or by examiners for seminars and proposals.
- A situation where payments are made by students for stipulated services and the departments rendering the services are denied of the funds could be regarded as misappropriation which is corruption.
- Starving departments and units of funds and materials/facilities despite payments made for those by the students is corruption.
- Diversion of funds meant for research by tertiary education institutions is fraud. i.e. denying lecturers of opportunities for

capacity building and professional growth.

- Borrowing staff and facilities for purposes of accreditation, and thereby denying students of opportunities for enriched learning is official deceit, falsehood and corrupt practice.
- NUC accreditation teams sometimes collect envelops and recommend full accreditation for programmes that ordinarily should not be allowed for implementation due to lack of personnel and facilities.

Those are few of the corruption practices impeding the realization of curriculum objectives in Nigerian schools.

Combating Corruption in Nigeria School System

Many policies and directives have been issued by the proprietors and managers of educational institutions for the purpose of combating corruption in education. There are decrees and policies of government against examination malpractices, illegal levies and extortion of money from students, sale of handout and substandard texts to students, absenteeism and non-performance of assigned duties. However, corruption would not allow effective application of those deterrent rules and regulations. Combating corruption requires a good understanding of the power relations, moral values, ethics and material condition and stimuli that uphold and sustain it in our society. For Heilman and Ndumbaro (2002), a holistic approach to fighting corruption has a better chance of success than populist or legalistic solutions/that target individual wrong doers. According to them, there should be a need to consciously transform social values as well as state institutions that work as enabling environments for corruption. This requires sensitizing people about the bad effects of corruption as well as mobilizing and empowering them with the means to take actions against those who misuse their authority.

The requirements for effective application of the above recommendations are arduous and the processes would be revolution-like. However, it would be worse to agree complexly with the pessimists like Farrales (2005) and Ayobami (2012) who have argued that all corruption cannot be completely eradicated from any human society. If they are right, why then is it possible that some north European countries have very minimal cases of corruption? It is therefore possible to structure, develop and maintain a corruption-free society. Heilman and Ndumbaro (2002) recommended that those who are forced to bear the cost of corruption should be empowered to mobilize and fight corruption without fear. Oladele (2013), contended that the limits of corruption are set by the level of tolerance of those who bear the cost of corruption. To immunize the society

against corruption, to empower citizens to mobilize and fight corruption and to provide alternative perception on wealth and good life is the responsibility of education as a social institution.

Corruption in Nigeria education sector has not been recognized officially as a huge threat to national development. That could be the reason educational institutions were not listed/included among the ministries, parastatals and agencies reporting all their major financial transactions to National Financial Intelligence Unit, NFIU (EFCC Document). Moreover, the operations of the three anti-corruption agencies in Nigeria, the EFCC, ICPC and the Code of Conduct Commission (NCCC) are not quite active in educational institutions. The low attention to the spate of corruption in educational institutions by the anti-corruption agencies could be due to:

(i) The low scale of the corruption in terms of the amount of money involved;
(ii) The tolerance of corrupt leaders by the institutions' communities which rarely protest or challenge the over bearing stances of authoritarian leaders.
(iii) The non-recognition of the association between corruption and the inefficiency and non-functionality of education system.
(iv) The involvement of almost all the stakeholders in corrupt practices in educational institutions.

In general, the known approaches to combat corruption vary among the countries of the world. In some countries the legal institutions are strong and very functional, the highly placed political office holder(s), even Heads of State are investigated, prosecuted, convicted and jailed for corruption. Such legal institutions are found in Israel, Japan, etc. In such countries long jail terms are prescribed by law for corrupt officers. In other countries, forfeiture of assets to the state is recommended; while in others like China, even capital punishment is applied.

All countries have legislation against corruption. However, the political will to conduct thorough investigation, try convict and sanction corrupt officers vary from one country to another. In some states, even the judiciary is equally corrupt and as such corruption becomes the norm, the standard or the culture of the society. Freedom of the press and investigative journalism are also recommended for freeing the society of corruption. But what happens after exposure of corruption to the public domain depends on the judiciary-and the political will of the government. Transparency International (2019) noted that corruption as a social malaise has no effective cure but can be tackled through immunization of

the society to resist and reject corruption. This is where mass mobilization and education become key factors.

The battle against corruption requires a re-think of the curricula at all levels of education in Nigeria. The creation of corruption-free society should start from the schools. The schools' environment should be corruption-free to enable the children and youths who pass through the school develop appropriate mind-set and socio-political and economic dispositions to reject corruption and whatever corruption entails. The school should be a microcosm of the desired society. It is an agent of change. The school creates in the mind and personality of youngsters the form and character of an ideal progressive and inclusive society that would provide them opportunities for self-actualization.

The National Policy on Education (FRN, 2014) recommends that Nigerian children should spend their formative (childhood and adolescent) years in schools to acquire basic education that would prepare than for effective living in Nigerian society. Their first contact with Nigeria society outside home is the school. Their early adjustments to fit into society take place in the school. If the school has democratic climate, they adjust to become democrats; if it is chaotic and anarchical, they would adjust to become bandits; if the school environment is corrupt, they would adjust to become corruption champions at young age. Great care therefore should be taken in developing the curriculum that would engage youths in the type of activities that would develop pleasant, moral, responsible and patriotic character in them.

At the Senior Secondary and Tertiary levels of education, the youths are acquiring socio-economic skills for their future careers. They monitor activities in the society and consider the teachings in educational institutions. They can develop critical thinking ability. They can rationally contemplate the activities of authorities in public and private sectors and deduce the impacts on families and the future of youths. They can decide to support what they consider good and resist what they consider negative in the society.

Curriculum Development for Corruption-free Society

Knowledge of the process of developing a curriculum is an assumption here. Literature is replete with classical and modern models of curriculum development and the academic and scholarly analysis and evaluation of the qualities of each model. It is easy to observe that no model is the ultimate for use at all times. Each was evolved to put right some observed undesirable societal traits and happenstances. Tyler's linear model is prescriptive, deductive and based on the take that the school socializes children on the culture of adults in the society who are supposed to be living exemplary lives. School efforts curb deviance and extremities and acculturate students to fit into the already well

ordered and progressive society. The challenge is different now especially in Nigeria. The existing curricula in Nigeria were developed using modified or integrated prescriptive models of the classics which are deductive in approach. The development processes usually remain incomplete in the sense that the curricula are not consciously, conscientiously and systematically evaluated as a necessary component of the process. The few and isolated cases of curriculum evaluation are efforts put up by students in the academia for award of higher degrees. The results are usually not disseminated and used as feedback for curriculum review.

The magnitude of corruption in Nigeria requires a special curriculum development approach to address it. The prescriptive approach has not worked effectively. The inductive and descriptive approaches which are non-linear should be considered. This is a highlight on the importance of the evaluation component in curriculum development. As argued by Lunenburg (2011), Taba's instructional strategies model (Taba, 1962) is rather more theoretical than some other inductive, non linear and descriptive models developed later. However, a combination of ideas from Taba's model and that of the Humanistic model by Weinstein and Fantini (1970) can provide the necessary framework for discussion here. No model however is ultimately impeccable.

There are some considerations that are central in most curriculum development models namely:

- The society and her goals
- The learners and their concerns
- The objectives
- Contents, and the organizing ideas
- Learning experiences
- Teaching strategies and procedure
- Evaluation of outcomes.

The above 7 considerations will be commented upon as they would apply to the development of the curricula that would rid Nigerian society of corruption.

The Society

The consideration of the society is to determine the status quo and her needs. The Nigerian society has such challenges as: no jobs for youths, limited economic growth, dysfunitional socio-economic and political institutions, low on infrastructure and energy production, rising inflation, crime and social vices, insecurity and corruption among others. The curriculum should be so designed for children and youths to be educated to reject the social vices and corrupt practices as alternative routes to wealth. The curriculum should be oriented for

social, economic and political transformation of Nigeria. Nigerian society needs youths who are intelligent, world class professionals, job creators, employers beyond national boundaries, patriotic, democratic, allergic to all forms of corruption, morally upright, politically conscious and environmentally responsible. The schools should be positioned to produce vanguards of positive change who would stand tall against corruption in all sectors of the country.

The Learner

The learner should be the primary stakeholder in curriculum development. A lot of thought should be put on the learner's needs, interests, psychology and future. For instance, the curriculum provisions should equip the learner with academic knowledge of facts, principles and processes, cognitive skills as well as job-related skills, social skills, entrepreneurial skills, patriotic dispositions, democratic values and morality for life in corruption-free society. These concerns for the learner have implications for all other considerations in the curriculum development process.

The Objectives

Asides the traditional educational goals of inculcating knowledge, cognitive skills and the ability to transfer knowledge and apply skills to work situations, the curriculum objective should be specific on:

- Detection of corrupt practices
- Determination of the costs of corruption to the development of the society.
- Rejection of corruption and all it entails
- Standing against corruption and protecting the society from all forces and perpetrators of corruption in Nigeria
- Knowledge of the legal and other authorized means of fighting corruption.
- Job creation ability and entrepreneurial skills acquisition.
- Democratic principles and rule of law. The rights of citizens and the responsibility of governments at all levels.
- Emphasis on social values. Values are standards or principles which society considers desirable and important. Some of values which education should aim at inculcating in youths because such values stand against corruption are:
- Handwork
- Productivity

- Respect for elders
- Honesty
- Good family name
- Hospitality
- Freedom
- Peace
- Respect for leadership and authority
- Salvation
- Security
- Tolerance
- Cooperation
- Harmony
- Loyalty
- Respect for human dignity
- Individual enterpriseHowever, some negative values that sustain corruption include:
    - Obsession with materialism (craze for materialism)
    - Quest for short-cut to affluence
    - Glorification and approbation of criminals and their ill-gotten wealth
    - Culture of consumerism
    - Certification syndrome
    - Culture of impunity
    - Personalization of public offices

Content

Lunenburg (2011) draws a distinction between the traditional curriculum contents in Taba's instructional strategies model and the relevant curriculum contents in Weinstein and Fantini's humanistic curriculum development model. For our purpose here, critical traditional content(s) for exercise and development of the intellect should be retained while contents relevant to the understanding of the causes of the disparity in the socio-economic standing of developed and developing nations should be incorporated. Each content unit should emphasize the implicit principles that underline the development of great minds and great nations. The threats to national development, that is corruption, should be at the centre stage for analysis at all levels of education. It should form the core of the general courses in tertiary education institution.

Learning Experiences

The school administration, the teachers, and the school functionaries should create and nurture educative environment that conduce the creation in schools of a microcosym of the very type of society envisaged. The school environment should be democratic and corruption-free. The rights of all the stakeholders should be respected; accountability and transparency in the management of school resources should be maintained. The inculcation of social values and virtues should not be by telling but by living. The students should experience life in a democratic and corruption-free school environment and internalize the feel and candor, cherish the freedom it offers, the growth it entails, the encouragement it offers for self-actualization and the potency it presents for progress.

The choice of method of teaching should be based on the principles of active learning. Teaching – Learning processes should engage learners in hands-on activities that would enable them develop the ability for critical thinking, logical reasoning, learning to learn, constant self-reflection, and self-assessment (Doyle, 2011; Carnes, 2011

Evaluation

Evaluation process in curriculum development is usually neglected. Evaluation ensures that the components of the curriculum are suitable and appropriate in achieving the set goals. Whichever component that is found inappropriate through evaluation is reviewed and replaced. Curriculum evaluation is not given the due attention in Nigeria. Holistic evaluation of curriculum after some years of implementation for the purposes of review has not become prominent. Moreover, trial testing of curriculum plans before introducing them into main stream education system is rare. Evaluation of curriculum implementation processes and products for some specific school subjects are being conducted by degree students. Their findings and recommendations are never collated for the purposes of policy making and curriculum review.

Evalualtion at curriculum implementation level is cardinal because the ultimate evaluation techniques and processes determine the contents selection, instructional objectives, choice of methods and the learning experiences preferred by the teachers. Since the ultimate goal of education delivery in Nigerian schools is for pupils to pass prescribed external examinations of WAEC, NECO, NABTEB, etc, teachers settle for only testable contents and objectives in the curriculum. Instructional methods that facilitate memorization of facts and principles by pupils in preparation for achievement testing are utilized exclusively by teachers. Their main purpose is to enhance *test-wiseness* of the pupils. The entire effort is called "*teaching to the test*" which departs

significantly from the critical instructional objectives in the curriculum.

To combat corruption in the society, evaluation of learning should be comprehensive, systematic, cumulative and guidance oriented. Both the cognitive, affective and psychomotor domain objectives of education at various levels should be monitored and evaluated. For instance, the value orientation, social attitudes and patriotic dispositions of learners manifest in their character and cannot be assessed through testing. The professionalism of teachers is called to question here. Her ability to develop, adapt and use attitude, interest and perception scales; keep anecdotes on learners; adapt or develop quality assessment rubrics; manage learners' portfolios; observe and rate learners' behaviour traits is of essence.

Conclusion

Although corruption is evident in all the countries of the world, it is quite endemic in Nigeria, and has frustrated all development efforts of governments, and organizations. The entire systems and institutions of governance are being devoured by the cankerworm. It appears that the only option for success in the combat of corruption in Nigeria is the education option. The education system should be freed of corruption and the curriculum engineered to produce corruption allergic youths who would be the vanguards of social change that would transform the society to become corruption resistant.

Recommendations

We recommend that

1. Greater punishment should be meted out to corrupt officials in education sector due to the far-reaching implications of their corrupt practices.
2. School supervision should be intensified by officials of proven integrity. Promotion to supervisory cadre of staff in education sector should not be based exclusively on seniority and success at promotion examination. The character and track records of service should also be considered.
3. Establishment of schools should cease to be a business venture in Nigeria. Private schools should be intensively monitored for quality assurance especially in the area of available facilities and personnel.
4. Professionalization of teaching and the entire education industry for effective development and implementation of curriculum at all levels through intensive in-service training for capacity building and regular assessment of knowledge and instructional delivery capability.
5. Only teachers and educationists should manage the education sector.
6. Salary and allowances of teachers should be enhanced to attract better and best brains into the teaching profession to implement curriculum as

planned.

7. Employment should be based on merit and not on the whims of corrupt managers of education institutions.

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Improvement and Implementation of Senior Secondary Education Curriculum for Effective Achievement in Computer-Based Test (CBT) in Nigeria.

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Abstract
This study investigated ways of improving and implementing senior secondary education curriculum for effective achievement in Computer-Based Test (CBT) in Nigeria. This is a descriptive survey. Two research questions guided the study. The population comprised all Senior Secondary School (SSS) teachers and students in 27 LGAs of Imo State. The multi-stage cluster, proportionate and simple random sampling techniques were used to select the school location, teacher and student sample. The total sample selected comprised 54 schools (2) from each LGA, 230 teachers and 540 SSS students respectively. A four-point, two-section rating scale titled Improvement and Implementation of Senior Secondary Education Curriculum for Effective Computer-Based Test Achievement (IISSECECBT) was used for data collection. The instrument was validated by four specialists in Educational Measurement and Evaluation, Curriculum Studies, Computer Education as well as a Senior Secondary school principal respectively. The reliability was tested, using the Pearson Product Moment Correlation Coefficient (r) test re-test method and a coefficient index of 0.81 was obtained. The research questions were answered using the mean, pooled mean and standard deviation. Findings of the study revealed, among many, the areas of the Senior Secondary education Curriculum (SSEC) that needs improvement for effective achievement in CBT Nigeria. The researcher recommended, among others, that teachers should utilize learner-centered and computer-based instructions (CBI) during SSE curriculum implementation for effective CBT achievement in Nigeria.

Introduction

Education is the driving force to human development. The end product of all academic pursuit is learner's high achievement in their particular area of endeavour. In Nigeria, there are three levels of education namely, primary, secondary and tertiary. The secondary level comprises the junior and senior secondary education. Secondary education is the education learners receive after primary education before tertiary stage, while the senior secondary education is the transition level between junior secondary education and tertiary education Federal Republic of Nigeria (FRN, 2014). Ige (2013) described Senior Secondary Education level as the bridge between junior secondary education and tertiary education. At every level of the education system, there is a curriculum document to act as a guide. Curriculum according to age old definition is that

important document that contains all the planned learning contents, experiences, activities, methodology and evaluation guideline that the learners are exposed to by the teacher under the auspices of the school to bring a total change in behaviour. The Senior Secondary Education Curriculum (SSEC) was introduced in 2011 by the Federal Government with the major aim of preparing graduates for high education. (Obioma, 2011). According to the National Policy on Education FRN (2014), transition from secondary to tertiary education shall be through appropriate selection procedure. The Senior Secondary School (SSS) graduates are required to take the University Tertiary Matriculation Examination (UTME) Computer-Based Test (CBT) as an entry requirement for higher education at the tertiary level. The UTME is an examination conducted by the Joint Admission and Matriculation Board currently using the CBT method of assessment. The Computer-Based Test is an innovative assessment method introduced by the Joint Admission and Matriculation Board (JAMB) in 2013 against the Paper-Pencil test (PPT) mode of assessment previously used to administer all standardized examinations in Nigeria. The aim of introducing the CBT mode of evaluation by JAMB was to eliminate all forms of examination malpractice which have been a major challenge in the conduct of credible UTME and other public examinations in Nigeria (Abubakar & Adebayo, 2014; Adesulu, 2012; Joshua, Joshua and Ikiroma, 2014 & NG scholars, 2013).

Computer-Based Test is a modern approach to testing and assessment used internationally (Olsen, 2000). It is one of the current breakthroughs of technology in Nigeria. Researchers such as Adesulu (2012), Ndunagu 2014 & Dangut & Sakiyo (2014) agreed that CBT has emerged as one of the recent innovative approaches to assessment. Abubakar & Adebayo (2014) and Joshua, Joshua & Ikiroma (2014) opined that examination bodies are moving from paper and pencil standardized testing to the electronic format in order to eliminate previous challenges experienced with pencil and paper test as Computer-Based testing provide more timely feedback, cheaper and speedier test delivery. Currently, the JAMB CBT assessment is centered on multiple choice questions where the candidates are expected to click on the right answer. This enables quick marking, collation and release of results, thus, further reduction of time and resources.

Computer Based Test is the taking of a test in computer instead of on paper. Olumorin, Fakomgbon, Fasasi, Olowale & Olafare (2013) described CBT as tests or assessments that are administered by use of computer through technological devices linked to the intranet and in certain cases, internet. Olsen (2000) defined CBT as an assessment that practices giving quizzes and tests on the computer instead of using pencil and paper. Alabi, Issa & Oyekunle (2012: 69) described the Computer-based test as "a method of administering tests in which the responses are electronically recorded, assessed, or both". Computer-Based test is therefore any form of test or assessment that are administered with the use of computer in either stand-alone networked configuration or by other technology devices linked to the internet or the world wide web than the

administration of test using paper and pencil.

The Senior Secondary education (SSE) Curriculum document for every subject contains the planned learning contents, experiences, activities, methods and evaluation procedure. Thus, to make the curriculum relevant and match with the computer-Based testing method, certain variables contained within the curriculum needs to be improved. Areas of the curriculum that needs improvement include the following:

- The new SSE curriculum learning contents, experiences, activities and evaluation guidelines must relate and come in consonance with the JAMB/UTME curriculum learning contents, experience and activities and evaluation procedure. According to National Educational Research and development council (NERDC) (2011), the SSEC is expected to prepare Senior Secondary school (SSS) graduates for high education. This implies that there must be uniformity in both curricula as JAMB UTME CBT are prepared for and administered to candidates who have completed the Senior Secondary school level curriculum.
- The gap usually experienced between curriculum theory and practice in the areas of the learning contents, experiences and activities which most times are not adequately implemented must be resolved. The theoretical contents of the curriculum must be related to what exists in practice or what is being practiced. There should be a correlation between principles/theory and practices. Jegede & Owolabi (2003) advocated that to bridge the gap, both policy (curriculum) theory and practice need to be implemented. This will promote adequate preparation of the candidates for CBT achievement in public examinations.
- The methodology variable in each subject curriculum must be improved. The teaching methods for the new SSE curriculum must include learner-centered, skill oriented, activity filled as well computer based methods. Some of the identified methods included the guided-demonstration, guided-inquiry, problem-solving, laboratory, computer-Assisted-Instruction (CAI), Programme Instruction, Online internet instruction, computer keyboarding, drill and practice (Akude, 2004, Mkpa, 2009, Nzewi, 2009 & Ibe, 2012). Indicating and establishing these teaching methods within the curriculum gives the teacher and other participants opportunity to know the appropriate methods to select from during curriculum implementation of any topic/subject. Using these methods adequately at the Senior Secondary School level will encourage learner's full participation; promote retention, proficiency, speed and hands-on-doing experience required for CBT achievement (Chukwuma-Nosike, 2016).
- Evaluation guidelines within the curriculum will require reviewing to accommodate and include the innovative CBT assessment method introduced by JAMB for UTME examination. Noting that West African Examination Council (WAEC) and National Examination Council (NECO) have declared their intention to introduce CBT assessment method for their own standardized

examinations for the SSEC is produced (Adesulu, 2012 & NG Scholars, 2013). This requires the use of CBT during internal school examinations and quizzes.

The way and manner any subject curriculum is implemented determines the outcome. With the introduction of the CBT in the education system by JAMB, the way the new SSE curriculum is being implemented need to be improved to enable it achieve the desired result in terms of high-achievement in CBT and other standardized tests. Curriculum implementation is summarized by specialists such as Kanno & Onyeachu (2012); Mbakwem (2015) & Offorma, (2009) as the transferring of the contents of the curriculum documents by the teacher to the learner at the classroom level. There is great need for effective curriculum implementation of the SSE curriculum to be able to produce candidates grounded for the CBT. Poor implementation of a beautifully designed curriculum will surely lead to under achievement of the set goals and objectives of the programme (Chukwuma-Nosike, 2012). Curriculum implementation process involves a lot of factors such as the learning contents, experiences and activities to be implemented, the method(s) and instructional materials and equipment that teacher will use during the implementation process as well as the assessment procedure that the teacher will use to evaluate the learning outcome. These variables surrounding the SSE curriculum implementation need to be improved upon for high achievement in CBT.

Teaching method is one major factor in curriculum implementation because it is the organized way the teacher uses to do the implementation (teaching) business. Consistent evidences from authors such as Ibe (2012) & Okafor (2015) suggests that if we want to improve children's academic achievement and social skills development we need to focus on how teachers instruct and implement various subjects. In order to prepare SSS students adequately for high achievement in standardized assessments using CBT, the methods of teaching has to change to accommodate the new innovative method of assessment. Ndunagu (2014) suggested the integration of Information technology (IT) techniques into instructional methods for a more lasting effect. This implies that the teaching methods used in SSS should be a combination of computer-based and learner-centered than the traditional methods like lecture method that is passive and didactic in nature. Abubakar & Adebayo (2014) further argued that potential candidates of CBT should have had reasonable exposure in technology use to enable them cope with the demands of CBT.

Computer education was made compulsory with the introduction of the new SSE curriculum, but the lesson hours allotted to it as a school subject will not be sufficient to get the students to get the students acquainted with the needed skill dexterity as compared to when it is used for general school subjects' curriculum implementation. The students' need additional learning experience and practice using those learner-centered and computer-based teaching methods highlighted within the curriculum to enable them achieve highly in CBT. The challenges of electricity supply and availability of computer equipment and accessories experienced by public schools, computer

education is learnt mostly in theory than in practice were it is offered. Jegede & Owolabi (2003) study revealed that computer education is scarcely offered in any of the state secondary school which constitutes more than 80% of Nigerian schools.

Evaluation is another important variable identified in the SSE Curriculum. Evaluation is a systematic process of determining how much the learner has learned from a curricular content to which the learner has been exposed (Ogomaka, 2016). Every subject curriculum makes provision for evaluation procedures that could be used during implementation (Mbakwem, 2005). The introduction of UTME CBT innovation by JAMB, as well as WAEC and NECO intention to introduce CBT, there should be a paradigm shift from the traditional paper and pencil test mode used mostly in our secondary schools (Joshua, Joshua & Ikiroma, 2014 & Adesulu, 2012). Thus, the CBT mode should be included both in formative and summative assessment in secondary schools as it will expose and prepare students for standardized test both nationally and internationally.

In using CBT, test items are generated for each candidate through test rearrangement format to eliminate 100% all forms of examination malpractice experiences in public examinations especially in Nigeria. Ogomaka (1999 & 2016) studies, respectively agreed that it was used previously to eliminate copying in examination copying in examination by testee. The test rearrangement format could be employed in classroom curriculum implementation and evaluation to get the students acquainted with current CB test practices.

Comprehensive test formulation involves the utilization and coverage of the three domains of learning outcome namely cognitive, affective and psychomotor (Ogomaka, 2016 & Tracy, 2015). This calls for adequate content coverage of various curricula by subject teachers. Also, the careful construction of test items by teachers for formative and summative evaluation during implementation, with great consideration for the domains of learning, will give the students added advantage during CBT.

Statement of the Problem

The introduction of a new Senior Secondary Education Curriculum (SSEC) and the University Tertiary matriculation Examination (UTME) Computer-Based Test by the federal Government of Nigeria and the Joint Matriculation Board (JAMB) respectively have moved the trend of education in Nigeria to another level. One of the aims of the new SSE curriculum is to prepare SSS graduates for higher education while the CBT aims at eliminating malpractice and promote meritocracy, since it is the mode of assessment that all candidates must take for entry into higher institution. Over the years, UTME is primarily taken by SSS III students using the paper and pencil method of assessment and has usually witnessed a large number of candidates. Some of these students score below the expected general cut off point in spite of the new SSE curriculum. Is there any area(s)

within the components of the curriculum that needs improvement? Could the improvement of the curriculum and its implementation promote achievement in CBT in Nigeria?

The purpose of this study is to identify areas of the new SSE curriculum that requires improvement for achievement in CBT in Nigeria. Secondly, to ascertain ways this new improved SSE curriculum can be implemented in Senior Secondary Schools for effective CBT achievement in Nigeria.

Research Questions

The following Research Questions guided the study.

1. What are the areas of the SSE curriculum that need improvement for effective achievement in CBT in Nigeria?
2. In what ways can the SSE curriculum be implemented for effective achievement in CBT in Nigeria?

Method

This study is a descriptive survey design carried out in six (6) education zones in Imo State. The population of the study consisted of 2368 teachers and 29,839 SSS students in Imo State. The multi-stage cluster, proportionate and simple random sampling techniques were used to select the schools, teacher, and student sample for the study. This sample comprised of 230 SSS teachers and five students each from two schools from each of the twenty-seven Local Government Areas in Imo State totaling 540 SSS students from 54 schools.

The instrument used for the study is a four-point researcher-made rating scale titled *Improvement and Implementation of Senior Secondary Education Curriculum for Effective Computer-Based Test Achievement (IISSECECBT)* with response options (Strongly agree (SA), Agree (A), Disagree (D), and Strongly disagree (SD), which was later merged under two-broad columns as Agree and Disagree. The instrument consisted of two sections A and B. Section A required the respondents to supply the answers to personal data questions, while Section B consisted of item statements regarding the stated research questions which expected the respondents to tick the right responses. The instrument was validated by four specialists in Educational Measurement and Evaluation, Curriculum Studies, computer Education and Senior Secondary School principal respectively. A reliability co-efficient of 0.86 was established, using the test-re-test method after the scores were subjected to Pearson Product Moment Correlation statistics. The researcher made use of six trained research assistants in administering and collecting the instrument. All the copies of the rating scale were collected the same day, the respondents' answers were collated and analysed, using the mean, pooled mean and standard deviation.

Items of the rating scale with mean score of 2.5 and above formed the basis for acceptance (agreed) and below 2.5 for non-acceptance (disagree) with the statement

concerning the improvement and implementation of SSE curriculum for effective CBT achievement in Nigeria.

Results

Table 1: Teachers' and students' responses to areas of the SSEC that needs improvement

S/N	ITEMS: SSEC need to be improved by:	RESPONSES: TEACHERS Mean X	SD	Result	STUDENTS Mean X	SD	Result
1.	Closing the gap between theory and practice	3.6	0.58	Agreed	2.9	0.56	Agreed
2.	Ensuring that adequate practical learning contents, experiences and activities are enshrined into the new curriculum	3.4	0.64	Agreed	3.2	0.66	Agreed
3.	Ensuring uniformity in SSEC and UTME curriculum learning content, experiences and activities	3.1	0.62	Agreed	3.0	0.58	Agreed
4.	Improving the evaluation guidelines in line with CBT innovation	3.5	0.54	Agreed	3.3	0.70	Agreed
5.	Insisting on the continuous use of traditional paper and pencil (PPT) against CBT in SSEC	1.9	0.38	Disagreed	1.7	0.40	Disagreed
6.	Including and emphasizing learner -centered, activity and computer-based teaching methods in the SSEC	3.6	0.68	Agreed	3.1	0.58	Agreed
7.	Emphasizing appropriate modes to be used in each subject/topic	3.5	0.65	Agreed	3.3	0.62	Agreed
8.	Non-indication of teaching methods to be used in SSEC	2.0	0.44	Disagreed	1.9	0.37	Disagreed
9.	Inclusion of CBT and PPT methods under the evaluation procedure of the document	3.4	0.72	Agreed	2.8	0.53	Agreed
10.	Organizing the learning contents, experiences and evaluation along the learning domains	3.3	0.67	Agreed	3.0	0.56	Agreed
	Grand Mean and Pooled Mean	31.3/3.1			28.2/2.8		

Data in Table 1 revealed that the grand mean and pooled mean of 31.3/3.1 and 28.2/2.8 indicated high rating agreement by the teachers and students that the evaluation procedure, teaching methods and learning contents, experiences and activities are areas that need to be improved in the new SSEC for effective achievement of the new CBT innovation in Nigeria. Thus, the research question one was affirmatively answered.

Table 2: Teachers' and Students' Responses to Ways SSEC Implementation should be improved for Effective CBT Achievement

S/N	ITEMS: Ways of Implementing SSEC include:	RESPONSES: TEACHERS Mean X	SD	Result	STUDENTS Mean X	SD	Result
1	Ensuring the use of appropriate teaching methods that will encourage learners participation during implementation	3.3	0.82	Agreed	3.0	0.72	Agreed
2.	Using learner -centered, activity -based and computer based instructions during SSEC implementation	3.1	0.70	Agreed	2.9	0.54	Agreed

3.	Using computer added applications daily to arouse interest to learn among learners during implementation	3.6	0.63	Agreed	3.6	0.70	Agreed
4.	Formative and summative evaluation during SSEC should include the use of CBT method	3.4	0.44	Agreed	3.3	0.42	Agreed
5.	Adequate content coverage of the SSEC during implementation	3.6	0.53	Agreed	3.2	0.81	Agreed
6.	Effective monitoring and supervision of implementation process	3.5	0.61	Agreed	3.0	0.53	Agreed
7.	Practice the use of test rearrangement assessment practice during classroom implementation	3.4	0.73	Agreed	3.1	0.80	Agreed
8.	Closing all gaps between theory and practice through effective curriculum implementation	3.3	0.64	Agreed	3.3	0.61	Agreed
9.	Allowing the teachers to select teaching methods of their choice during implementation	2.0	0.63	Disagreed	1.8	0.73	Disagreed
10.	Constructing tests that involves all the domains of learning	3.1	0.72	Agreed	2.8	0.72	Agreed
11.	Equipping learners with practical skills and abilities especially computer related proficiency	3.4	0.54	Agreed	3.5	0.82	Agreed
12.	Continuous use of paper and pencil method of testing as evaluation procedure during implementation.	1.9	0.84	Disagreed	2.0	0.73	Disagreed
	Grand Mean and Pooled Mean	37.6/3.1			35.5/3.0		

Data in Table 2, shows that the respondents accepted that curriculum implementation of the new SSEC should be improved for effective achievement in CBT in Nigeria. These were indicated by the teachers and students mean rating in 9 out of 11 items which has their mean values ranging from 2.9 to 3.6 and were above the cut-off point of 2.50. Thus, the research question 2 was answered affirmatively in favour of improved ways of implementing the new SSEC for effective achievement of CBT in Nigeria.

Discussion

From the findings of the study, all the respondents agreed that the learning contents, experience and activities, teaching methods and evaluation guidelines are areas that require to be improved in the SSEC. This is because the SSEC is to prepare SSS graduates for higher education and CBT is an innovative assessment method introduced by JAMB for evaluation of entrants into higher institution. This agrees with Obioma (2011), that the curriculum is designed to stem the tide of mass failure in Senior Secondary Certificate Examination (SSCE) and JAMB conducted examinations. Therefore, considering the importance attached to the achievement of these objectives, through improving the SSEC and implementing for effective CBT achievement in Nigeria, it is vital that areas such as the learning contents, experiences and activities,

teaching methods and evaluation procedure of the curriculum be improved.

From the data in Table 2, the SSE Curriculum implementation needs to be improved in such areas as closing the gap between theory and practice, the use of appropriate teaching methods that are learner-centered and activity-based, use of computer-based instruction, use of CBT and paper and pencil test (PPT) during formative and summative evaluation, applying test rearrangement method during classroom implementation, applying the domains of learning during test construction. This is in line with the findings of Mkpa (2009) that the use of learner-centered methods encourages learners' development of skills, active participation and interaction during teaching and learning. Furthermore, this finding corroborates with the suggestions made by Chen (1995) of integrating Information Technology (IT) techniques into instructional methods for a more lasting effect. Thus, SSE curriculum should involve appropriate teaching modes and evaluation procedures and techniques for high achievement in standardized examinations in Nigeria and beyond.

Conclusion

Improving the new SSE curriculum to become proactive to current innovations in education such as CBT is necessary. This is because it will assist Senior Secondary School graduates to achieve the aims of the curriculum which is preparing them for higher education as well as enhancing their achievement in CBT. Effective implementation of the new SSE curriculum by the teachers will produce Senior Secondary Education graduates that are equipped with knowledge, skill and dexterity required for higher education as well as graduates prepared for high achievement in the use of any form of CBT in Nigeria.

Recommendations

Based on the findings of this study, the researcher recommended the following:

1. The new SSEC document should be improved in areas such as learning contents, experiences and activities, teaching methods and evaluation procedure so as to bring uniformity between SSEC and JAMB-UTME curriculum for high achievement in CBT in Nigeria.
2. Teachers at Senior Secondary Education level should adopt the use of CBT during curriculum implementation especially in classroom formative and summative assessment to promote learners' constant interaction with the new testing format for future use in standardized examination.
3. School administrators should ensure that appropriate computer-based teaching methods and assessment procedures are used during lesson delivery. This will assist the learners to become acquainted and proficient with the innovative CBT skill required for higher education and work.

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Challenges and Prospects of Implementing Secondary Education Curriculum in Private Secondary Schools in Nigeria

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Abstract
One of the challenges confronting the Nigerian educational system is how to transform the curriculum and teaching-learning process to provide students with the skills to function effectively in this dynamic, information-rich, and continuously changing environment. Considering the achievement of the objectives of secondary education curriculum in line with the Nigerian society; the need arises for a systematic and step-wise implementation of the new curriculum to ensure that diversified curriculum is offered in private schools to cater for the differences in talents, opportunities and future roles of secondary school students. Irrespective of the gains of providing quality education by private secondary schools, they are encumbered with many pitfalls of examination malpractice among others. Hence, the paper recommended that regulatory bodies' in-charge of private schools should ensure that registration procedures, admission or minimum entry requirements are met thereby emphasizing on improvement strategies which are sustainable in the long term.

Introduction

Education is the crucial component to guarantee that Africa fits into the knowledge-driven world. Knowledge doubles as a prime tool and a valued product in social arrangement, and trusts mainly on the use of ideas other than physical abilities and technology other than the conversion of raw materials or the exploration of cheap labour. Nigeria's competitiveness in a globalized world is seen through her education which brings it a challenge that curriculum will tackle.

To give a precise definition of curriculum development is difficult because it will be affected by the form it takes on itself. Curriculum development could be seen as a continuous process that is related to the condition where it takes place and is flexible, so one could adapt it over time (Mkpa, 2005). Looking at it as a race course, there could be finishing point, however, if one works in curriculum development, the individual will realize that the work does not end at particular instant; thereby making it exciting and fascinating. Duru (2011) averred that curriculum development is the use of the best methods and application of new materials as decided during the planning stage to design learning experiences so as to ensure effective learning as well as effective ways of evaluating the process to ensure that specific learning has taken place. It is the actual building of a curriculum, its material and accessories.

In the views of Vikoo (2016), curriculum development could be seen as the process of selecting, organizing, executing and evaluating learning experiences based on the needs, abilities and interests of the learners and the nature of the society or community. Hence, it is the process of improving the curriculum by making use of various approaches- analysis (needs analysis, task analysis), design (objective design), selecting (choosing appropriate learning/teaching methods, choice of appropriate assessment method), formation (formation of the curriculum implementation committee, curriculum evaluation committee) and review (curriculum review committee). Curriculum development includes making the curriculum available or what may be termed 'actualizing the curriculum processes'. Reference books, textbooks, students' workbooks, posters, journals, non-print materials such as pictures, charts, maps, models and projected materials- overhead projectors, slides, film strips, electronic materials among others are the curriculum materials used in developing the curriculum. The basis for curriculum development is curriculum planning which ensures that whatever that is utilized for the programme is effectively developed.

Curriculum development is a continuous process which encompasses the process of designing and redesigning curriculum materials, trial testing, organizing and blending the resultant data, making use of human and material resources to guarantee that objectives of the planned curriculum are achieved. In trying to handle the complexities of curriculum, Rogers and Taylor as cited Aliyu (2016) submitted that curriculum development is vital to the teaching and learning process, and added that curriculum development

> Describes all the ways in which a training or teaching organization plans and guides learning. This learning can take place in groups or with individual learners. It can take place inside or outside a classroom. It can take

> places in an institutional setting like a school, college or training centre, or in a village or a field. It is central to the teaching and learning process (pg. 291).

In light of the above, Vikoo (2016) averred that curriculum development can take place in many setting which could involve several individuals; hence, curriculum development involves four main elements:

- Identify what learning is needed and decide on the type of training you need to provide to meet these learning needs.
- Plan the training carefully, so that learning is most likely to take place.
- Deliver the training so that learning does take place.
- Evaluate the training so that there is evidence that learning has taken place.

The above elements are vital in curriculum development as they are encapsulated in Nigeria's policy on education. The National policy on Education (NPE) (Federal Republic of Nigeria FRN 2013:4), outlined the cardinal national objectives as the building of:

A free and democratic society
A just and egalitarian society
A united, strong and self-reliant nation
A great and dynamic economy
A land full of opportunities for all citizens

The NPE is the pivot of curriculum development in the country because it specifies the type and quality of instruction that should be provided so as to help learners at all levels of education to achieve the aims of permanent literacy, numeracy and effective citizenship.

Secondary Education Curriculum

The Secondary Education curriculum as developed by The Nigeria Educational Research and Development Commission (NERDC) and approved by the National Council on Education was planned so as to consolidate on the gains of the new basic education programme, also to ensure the seven point agenda for national development, especially in the area of human capital development. The NPE (2013:17) outlined the following objectives for the secondary education.

- To provide all primary school leavers with the opportunities for education at a higher level irrespective of sex, social status, religion and ethnic background.
- Offer diversified curriculum to cater for the differences in talents, opportunities and future roles.
- Provide trained manpower in the applied science, technology and

commerce at sub-professional grades.

- Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage.
- Inspire students with a desire for self-improvement and achievement of excellence.
- Foster nation unity with an emphasis on common ties that unit us in diversity.
- Raise generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live like good citizens.
- Provide technical knowledge and vocational skills necessary for agricultural, industrial commercial and economic development (section 5).

Unlike the old junior secondary school curriculum that has no provision for pre-vocational studies, the new curriculum made available the following; Agricultural, Business studies, Home economics, Local crafts, Computer education, Fine Art and Music under the pre-vocational studies. Also, there is the provision of non-pre-vocational electives which include Religious Knowledge, Physical and Health Education and Arabic.

The main issues under the junior education include;

- Identification of minimum competencies and aligning these to the methodology of classroom transaction (including pedagogical skills needed), instructional materials and suggested evaluation activities.
- Linking learning to the world of work of learners in the cultural context.
- Emphasis on functional literacy, numeracy and strategic communication skills.
- Infusion of relevant and functional entrepreneurial skills using the relevant subject contents as drivers.
- Consolidation of some contents and subjects in the basic education context tyhus reducing subject/content overload.
- The inclusion of strategic life-long skills as well as positive national values, civic, moral and ethical education as a course of study.
- Infusion of elements of critical thinking (NPE, 2013: 20).

Curriculum made flexible for adaptation to the socially marginalized (including nomadic and other migrant groups), vulnerable communities, adult and special needs learners.

The aim of the new senior secondary education curriculum is to produce well

prepared secondary school graduates for higher education as well as to provide relevant functional trade and entrepreneurship skills needed for poverty eradication, job creation, wealth creation and further strengthen the foundation for ethical moral and civic values acquired at the basic education level.

As against the old curriculum structure, the new curriculum has three main broad categories which are;

1. Compulsory cross cutting subjects
2. Fields of specialization
3. Electives

Unlike the old senior secondary curriculum structure that has only English language and Mathematics as compulsory subjects, the new one has English language, General Mathematics, Civic Education, Trade/Entrepreneurship and Computer Studies/ICT added to it.

Under the Senior Secondary Science, there is the inclusion of Agriculture, Physical Education and Health Education to the normal Biology, Chemistry, Physics and Further Mathematics that has been existing.

Under the fields of specialization, the Senior Secondary (Humanities) has the following; one major Nigerian language, literature in English, Geography, Government, CRS, Islamic Studies, History, Visual Art, Music, French, Arabic, Economics as against the old one that has the subjects mentioned above.

Under technology, there is the addition of Building Construction, Auto-Mechanics, Basic Electricity, Home Management to Technical Drawing, General Metal work, Wood work, Food and Nutrition and Clothing and Textiles.

Under the Senior Secondary (Business), there is the addition of Store management and insurance to Accounting, Commerce and Office Practice.

The main area is the Elective that was added which includes 34 Trade/Entrepreneurship Subjects. Some of them are Auto body repairs and spray painting, Auto electrical work, Auto parts Mechanizing, Air conditioning refrigerator, Upholstery, Stenography, Data Processing, Store Keeping, GSM, Photography, Tourism among others.

The new structure stresses that every candidate must offer five compulsory cross-cutting subjects which must include one trade/entrepreneurship subject to be selected from the list of 34 approved ones.

In the new Secondary School Curriculum structure, activities are broken down into students' activity and teacher activity, evaluation guide consists of sample evaluation items to guide the teacher, content is organized based on how students learn, there is more emphasis on how to develop positive attitude towards subject matter and on student's motivation. The curriculum content is information technology driven, the content is evenly distributed so as to encourage the use of

facilitative teaching and learning strategies, interspersed with skills for life long survival and provides opportunity for learners to acquire higher-order skills in addition to lower order skills. One pertinent question is whether the above Senior Secondary School curriculum is operational in private schools in Nigeria?

The Private School

Private schools could be seen as incorporated schools, majority of which are establishments limited by guarantee with all the assets owned by individuals, religious bodies, and companies among others. This means that private schools may belong to an individual, organizations, group of persons, mission bodies, and others who come together to establish and run an educational institution. In the views of Omede (2015), private schools have the following characteristics:

- They are supported by private organizations or individuals rather than by the state.
- They are independent schools that are supported completely by the payment of school fees.
- Private schools are schools that are not administered by local, state or federal governments.
- Private schools are schools that have the sole right to select their students.
- They are schools that do not rely on mandatory taxation through public or government financing.

Private schools spans across various owners which include:

Faith based/religious Schools: The establishment, ownership and administrative responsibilities lies on the hands of various missions/religious bodies whose aim is to promote education and perpetuate the sustenance of their 'faith' through the young ones – catch them young.

Industry based/company schools: These group of schools are established, owned and managed by a particular company or industry whose aim is to provide education for the children of her staff and to recycle resources back to their purse.

Partnership/Corporate Schools: These type of schools are established, owned and managed by two or more individuals that contributed their resources together for the purpose of providing education to the children of the masses and to plough back profit to their purse.

Individual Schools: The establishment, ownership and management of these schools rests on the hands of private (single) individuals who have the hunger to champion a noble course in providing quality education, a gall back after retirement, acts of philanthropy among others.

As schools that are managed by non-government organization, such as church, a trade union or a private institution, they have helped to restore the confidence of

Nigerians in several ways by:

- Non-adherence to strike actions thereby running stable academic calendar.
- Granting admissions to many teeming applicants pursuing admissions on a yearly basis (specifically to Nigerians who can afford the fees they charge).
- Requiring staff dedication and seriousness to duties.
- Reestablishing and sustaining quality (this not because they have qualified staff in the right proportion but they do the needful as at when due).
- Restoring and sustaining discipline (this encompasses both staff and students because they have the will power to do so, more so, their investment need to stand and not collapse).
- Turning out students that can compete favourably on the global scene
- Private schools offer the opportunity for integration of age groupings, learning is not age specific and younger students have the opportunity to tap on the experiences of the older students.

Issue of Performance in Private Schools

Despite the lofty characteristics and help private schools render in Nigeria, the impact of the curriculum on secondary schools students as regards to quality is still questionable. These are due to some issues that are said to be prevalent in private schools. These include;

Examination Malpractice: This is a very striking feature that is common among private secondary schools in Nigeria, the proprietors or teachers in some of these schools that prepare their students for West African Schools Certificate Examination (WASCE), National Examination National Examinations Commission (NECO), International General Certificate of Secondary Education (IGCSE) among other external examinations encourage examination malpractice so as to record "excellence" in their schools. The aim of doing that is to gain acceptance in the hearts of parents and guardians thereby attracting more students to their schools. Parents and guardians who are willing to send their children to these schools are unaware of the fraudulent practices that those schools engage in when it comes to external examinations; thereby negating one of the objectives of the secondary education curriculum which lays emphasis on inspiring students with a desire for self-improvement and achievement of excellence (Nwokocha, 2012).

Teacher-Related Challenges: There is a saying that the responsibility of implementing the curriculum rests on the teacher. Therefore, for effective

implementation of secondary school curriculum, the quantity, quality and variety of teachers handling instruction in private secondary schools are crucial but the teaching is handled by inexperienced, poorly motivated teachers and non-professional. The reality on ground in Nigeria as recently disclosed by Federal Ministry of Education (FME, 2010) is that 56,294 (27.0%) of private secondary school teachers are not qualified to teach, out of a total population of 208,497 secondary school teachers. By implication, the increase in the detriment of their pedagogical and technical qualification has negative impact on the quality of teaching and invariably on effective curriculum implementation at the secondary level.

Since no educational system can rise above the quality of its teachers (FRN, 2013), the subsequent effect of this low curriculum implementation is that these unprofessional teachers hardly teach any topic(s) which level of difficulty is high and if taught at all, it is poorly or shabbily taught leaving the innocent students to suffer from lack of in-depth knowledge of such topics (Obih, 2017).

Inadequate and poor Infrastructures: Several private secondary schools in Nigeria have the problem of expansion. Not that they are not getting the money but the will power to plough back those proceeds to improve their schools is a problem for them. Many proprietors are so anxious to gather money as quick as possible but will immediately establish a new school in another geographical location with scanty laboratories, libraries and ill-equipped classrooms. Therefore, a proprietor could own two or three secondary schools with none fully developed.

Textbook/Authors-Related Challenges: In the views of Yusuf (2009), one of the practical problems facing the teaching in secondary schools include hastily written textbooks, obsolete textbooks, sketchy and lack of in-depth content. Certain textbooks are imported from abroad but they do not fit in the context of the subject matter being taught, they are largely descriptive, poorly illustrated and context a lot of inaccuracies as they are mostly produced in a hurry. An examination of some of the textbooks may reveal either poor treatment of the mathematical statistical component of the curriculum content or the topics are not arranged in a way that will facilitate understanding sometimes, the lucidity or expression of the author is poor and examples given are obsolete (Sangolete, 2017).

Advancement of Class Consciousness and Distinctions: In Nigeria, there is the existence of wide gap between the rich and the poor. In as much as there is a conscious effort to stop the widening gap, yet the reverse becomes the case. However, this widening gap is what most of the private secondary schools seem to advance. That is, only children of the wealthy could go to such schools and will

continually be ahead of their counterparts from low socio-economic background; they possibly graduate early; obtain qualitative education more than their peers in public/government owned schools because they could afford the high fees payable in those schools. This distinction is not healthy for students who are seen as leaders of tomorrow. This attitude negates the objectives of secondary school curriculum which stipulates raising a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens (Kpase, 2003).

Increase in Substandard Schools: Some private school owners abuse the good intention of providing qualitative and comprehensive education to the citizens of the country by taking advantage of the quest of children for higher studies and without any structure on ground, due process of registration, set up secondary schools under trees and uncompleted residential buildings. Most proprietors are conscious of making money which is their goal of establishing schools thereby neglecting registration procedures, admission or minimum entry requirements. This is an error that is prevalent among private school owners.

Recommendations

- All illegal educational institutions (secondary schools) already in operation in Nigeria are to be blacklisted, prohibited and their proprietors prosecuted by the regulating bodies. Furthermore, regular jingles on the media especially in the states where such prohibited schools are should be embarked upon so that the common people in those states could have appropriate information about the illegality of their operations and the consequences of patronizing them.
- The government could look into the fees- tuition, accommodation feeding among others that private schools charge through legislation thereby making them (private schools) not to charge a very large amount as regards to fees.
- Those private schools that are already licensed and already in operation whose administrators aid and abet examination malpractice should be made to face the wrath of the law by the supervisory states or federal ministries or agencies. There is need for such schools to be blacklisted and their students relocated to other schools.
- The regulator bodies' in-charge of private schools should ensure that registration procedures, admission or minimum entry requirements are met; they should equally ensure that the environment for learning is not only conducive but also with the right infrastructure.

- There should be constant supervision and inspection of private secondary schools in the various states of the country with particular reference to her quality of teachers. This is so because most private school owners employ teachers who do not have the content knowledge, not certified-no educational background- Teacher Registration Council of Nigeria (TRCN), National Certificate in Education (NCE), Bachelor's Degree in Education (B.Ed) and Post Graduate Diploma in Education (PGDE). Interviewers of a prospective teacher(s) should have educational background likewise considerate cognate experience in their respective fields. This is to ensure putting round pegs in round holes.

Conclusion

The entrance of private schools in the Nigerian educational system is a worthy one, with particular reference to secondary schools. They have helped to champion a noble course in the secondary education of Nigerians. However, the most common thing among them is profit making-which forms their goal of establishment. Other pitfalls are examination malpractices, teacher-related challenges, textbook/authors related challenges among others. Therefore, there should be constant supervision and inspection of private secondary schools with particular reference to her quality of teachers. Also, private schools should emphasize on improvement strategies which are sustainable in the long term.

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Achieving Corruption-free Society In Nigeria Through Effective And Efficient Basic Education: The Role Of Classroom TeacheR

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Abstract
Corruption has been regarded as one hydra-headed scourge that has high profile and epidemic proportion. It is so pronounced and contagious that its seals and impressions can be noticed and felt by individuals and states globally without respect to levels of sophistication. Corruption exists at local, national and international levels and at any level of its existence, it has in-built devastating and disabling potentials to infest and reconfigure the psyche of the individuals, the state and those entrusted with the day to day affairs of the state at its social, political, economic, religious, moral, educational and general development levels with terrible viruses that in addition undermining the advancement and sustainable development of the country, corruption impairs and cripples the zeal for honesty and hard work. Today a very big question is how to remove corruption from society and our life, it is destroying our present and future. One of the many ways to remove corruption in our society is to breed citizens who are morally upright and with good values. This could be more effective when the training starts early at the basic education level. This paper therefore advocates for the effective and efficient teaching of basic education for elimination of corruption in Nigerian society with special focus on the role of the teacher.
Key Terms: ***Basic Education, Curriculum, Corruption-free Society, Nigeria, Teacher***

Introduction

The post-independent Nigeria has witnessed a serious hyper sickness called corruption which has engulfed most political leaders and office holders. Corruption is an ethical and criminal problem which has been discussed throughout history (Kligarrd, 1998). The debate to stem corrupt behaviour has intensified amidst the more recent calls for transparency, accountability and adherence to democratic principles and practices, at a time when unethical behaviour and practices appear to have increased significantly. Several regional organizations such as the African Leadership Forum (ALF), the council for the development of Economic and Social Research in Africa (CODESRTA) and the

United Nations Economic Commission for Africa (UNECA), have all raised the issue of corruption and have placed it squarely on the regional agenda in a forceful manner (Rasheeds, 1996).

Corruption is shown to be linked to the climate of unethical leadership and bad governance which have especially on the implementation of curriculum at the tertiary level. After independence, Nigeria drifted shamelessly from a bureaucratic administration that emphasized good governance to one that emphasized the sovereignty of politics. This resulted in the emergence of politicized bureaucracy in Nigeria which began to engage in centralized economic decision- making and patrimonialism. Nigeria was not only bureaucratic autocracy but also political and economic monopoly and is now lacking in accountability, transparency and the rule of law (Dia, 2008). Thus, the post-independence governmental bureaucracy that emerged in this country contributed to institutional instability, the politicization of the state, and patrimonial economic management and incentives, whereby denials replaced moral and political legitimacy, and political and personal loyalty and obedience were rewarded more than merit (Dia, 2008). All these were part of the genesis of rampant corruption in Nigeria.

Corruption has been regarded as one hydra-headed scourge that has high profile and epidemic proportion, so pronounced and contagious that its seals and impressions can be noticed and felt by individuals and states globally without respect to levels of sophistication. Corruption exists at local, national and international levels and at any level of its existence, it has in-built devastating and disabling potentials to infest and reconfigure the psyche of the individuals, the state and those entrusted with the day to day affairs of the state at its social, political, economic, religious, moral, educational and general development levels with terrible viruses that in addition undermining the advancement and sustainable development of the country, corruption impairs and cripples the zeal for honesty and hard work. These are possible because corruption in any of its multi-dimensional forms has terrible potentials that can neutralize and bring to zero point the developmental aspirations of honest and hardworking individuals and institutions in the country in the form of causing general disenchantment and instability, discouraging and eroding genuine value system upon which the sustainable development of country is laid (Nwaokugha and Ezeugwu 2017), thus the need for a corruption-free society.

A world free from corruption is critical to the strengthening of the rule of law, achieving the ends of justice and ensuring the advancement of core fundamental

principles of a just society, including a fair state of play, integrity, transparency and objectivity in both the public and private sectors.

But to be truly transformative, efforts to end local and global corruption and achieve sustainable development must have at their core the full participation and involvement, at all stages, of young people. As the next generation of political and business leaders, civil servants, educators and community workers, the young represent the fundamental fabric of society. The best way to enable young children's full participation and involvement in fighting corruption is to empower them with basic education. According to Okorafor and Wogu (2017), Nigeria like most countries has adopted education as the instrument par excellence for achieving national objectives which the goal can only be realized through a well designed and implemented curriculum. This paper therefore focuses on how to achieve a corruption free Nigeria through effective and efficient basic education.

Concept of Corruption

Corruption by its nature is universal and does not restrict itself to borders or geographical territories. In the same vein, corruption does not restrict itself to a particular political regime. Corruption is also not restricted to a particular sector of the economy. In fact, corruption and corrupt practices are common denominators that developed, developing and under-developed states share in common and in all these states, individuals and institutions that perpetuate corruption and corrupt practices intentionally and willingly do so as they on their own create window of opportunities that promote and make corruption possible. In a way perpetrator of corruption and corrupt practices take exceptional interests in grabbing all the benefits their states can afford to themselves, in addition to being least committed to the ideals of social justice and human rights in their states. What this tries to suggest is that in states where corruption and corrupt practices flourish, priority and conscious efforts to focus on the welfare policies for the people are usually not a priority of the state simply because available resources for initiating welfare of the people are usually not a priority of the state simply because available resources for initiating welfare policies are cornered or diverted by a given few minority who hold the majority hostage (Douglas & Ezeugwu, 2017).

Corruption has crept into virtually all aspects of the country's economy including the education system. Money meant for educational programmes are often diverted into private coffers by some of those in power. In Nigeria, government money is regarded as 'national cake' which every individual wish to cut his/her

share. According to Begovic (2005) the most promising definition of corruption is the one made by Vito Tanzi which stated that corruption is the intentional non-compliance with the arm's-length principle aimed at deriving some advantage for oneself. In Nigeria tertiary institutions corruption is nothing but a consequence of the political process, hence there is no need for a wage increase. Corruption violates the rule of curriculum which is the prerequisite for the sustainable development of a country in terms of education. This means that corruption by its nature is universal and does not restrict itself to borders or geographical territories. In the same vein, corruption does not restrict itself to a particular institution or to a particular sector of the economy. In fact, corruption and corrupt practices are common denominators that developed, developing and under-developed states share in common and in all these countries, individuals and institutions that perpetuate corruption and corrupt practices intentionally and willingly do so as they on their own create window of opportunities that promote and make corruption possible.

Akindele and Fasakin (2014) stated that the underlying motivation for corruption globally is human nature, fanned, watered and triggered by greed as well as the cherished views or desires of some individuals usually, the influential minority who do not allow the majority access to the good things of life. Unfortunately, this unfolding development creates a vicious cycle that in addition to posing as life threatening threats to the wealthy minority also inherently promotes poverty, crisis and the intensification of corruption that will not give room for the implementation of curriculum at the tertiary institutions in Nigeria.

In African countries, most people see corruption in more practical terms as theft of public resources, embezzlement of public funds, illegal appropriation of public property, nepotism, favouring relatives and friends in the distribution of public goods, employment in the public sector etc.; abuse of ones office in an effort to generate- benefits for the office holders, and his family capricious and selective enforcement of government laws and regulations in an effort to benefit the office holder; differential treatment of private enterprises in the expectations of a bribe from the entrepreneur whose business is enjoying preferential or favorable treatment, and illegal taxation of economic activity with benefits accruing to the bureaucrat (Harsch, 1993 P.33) 1967 [13], Nye argued that:

> Corruption involves behaviour which deviates from the normal duties of a public role because of private regarding (family, close private clique), pecuniary or status gains, or violates rules against the exercise of certain types of private - regarding influence. This includes such behaviour as bribery (use of reward to pervert the

> judgment of a person in a position of trust) nepotism, (bestowed of patronage by reasons of ascriptive relationship rather than merit); and misappropriation, illegal appropriation of public resources for private regarding uses) Nye (1967, F419,)

Describing the extent of corruption in Nigeria, Okeyim, Ejue and Ekanam (2013:24) stated that "corruption is pervasive in Nigeria" and analyzing the consequences of this, Lawal and Tobi (2006:642) stated that "Nigeria presents a typical case of a country in Africa whose development has been undermined and retarded by the menace of corrupt practices". The prevalence of corruption in Nigeria has gained global recognition so much that Transparency International Corruption Perception Index of 1995-1997 ranked Nigeria as the most corrupt country in the world and in 1999, Nigeria was also named the second most corrupt country in the world. In recent times, Tony Blair, one-time British Prime Minister in one of his state official visits to Nigeria describes Nigeria to be "fantastically corrupt" and this description suggests that corruption in Nigeria is systematic and deep rooted in the psyche of majority of Nigerians. The description by the British Prime Minister seems to confirm what the situation had been in the past. Some scholars had long written that corruption is a culture in Nigeria (Iyanda, 2012, Nwaokugha, Nyewusira and Nyewusira, 2013) and the truth of the claim that corruption is a culture in Nigeria can be attested to in the remark by Achebe (1988) that "keeping an average Nigeria from being corrupt is like keeping a goat from eating yam" It has to be pointed out that the few Nigerians that resist corruption in their private lives or on ascension to public office are taken or categorized to be failures and for the majority, any opportunity to ascend to any public position is a call by culture to loot the treasury of the state and through that way impoverish the masses or kill the institution or establishment where he served. In fact, what bears witness to the rootedness of corruption in the daily transactions of Nigerians is the fact that corruption has nicknames in the three indigenous major languages spoken by Nigerians. According to Ndokwu (2004), the Igbos call corruption *Igbuozu,* the Yorubas call it *Egunje* and the Hausas call it *Chuachua*. The position that corruption is a culture in Nigeria is forcefully and realistically highlighted by Ajie and Wokekoro (2012:91) when they write that corruption is a practice and a tradition "children are born into, fed with it, grew with it, socialize with it, live with it and possibly die in it".

Corruption-Free Society

Some people claim that corruption free society is not possible. Such people make such statements as "Corruption can be managed, but it can never be eliminated",

"Corruption-free society is a myth that can be found only in the scriptures and fictions". However, such society can never exist in reality" "Seeking a corruption-free society is like seeking eternal life", "Power is necessary to have order in a society; "Power tends to corrupt people"; hence, every society must have corruption. To this set of people, it is impossible to have a corruption free society. But not all people agree with those sayings. According to Arikya (2016), "corruption-free society is a for example a city, country, or any large group of people that because of different factors and history has built a strong justice and equality system of government". Today the big question is how to remove corruption from society and our life, it is destroying our present and future. Corruption does not relate to finance and money only, it affects people's whole lives, values, morals and characters. Nigerians for instance are blindly following western culture. That in itself is a form of corruption. To move toward corruption free society, one **simple formula is for one to make him/herself honest and guard against temptation and be satisfied with whatever God has given one. The implication is that a corrupt free society must start from individuals in the society being corrupt free.**

Some principles in drafting a Sustainable and effective curriculum to eliminate corruption in Nigerian tertiary institutions

For effective implementation of curriculum, one must look at "oneness" as an inevitable result of integrative and disintegrative forces at work in the society, and will offer to its participants the gift of transformation. Its goal will not be, as it is now, a sheer variety of experience, but self-directed and purposeful change. Oneness in its true sense does not mean uniformity, but rather "unity in diversity." In other words, cultural diversity is preserved and protected, while the global good, and not the local or national good, takes priority.

Therefore, the principles for the curriculum development could include the following:

- consultation as a tool for decision making;
- ethical and moral principles as guides for actions;
- egoless evaluation of one's own strengths and weaknesses;
- creative and disciplined initiatives for the common good;
- using systematic reflection to guide "learning by doing";
- investing power and resources into educational activities;
- inspiring in others a visionary future based on shared values and principles;
- Fostering relationships based on interconnectedness, mutuality, and

service.

Therefore, emphasis in the curriculum should be placed on the student's moral responsibility to search for and recognize truth. Such recognition must inevitably lead the student to apply that truth in all aspects of his or her life. The curriculum must encourage students to find principles that can serve as the basis for their lives. These principles will serve as a driving force for their decisions and actions. Also, in addition to their steadfastness to their adopted principles, the curriculum must teach students to remain open to the investigation of new principles so as to allow for continuing growth in Nigeria tertiary institutions, and the society as a whole. (www.aabri.com)

Ending Corruption with Education in Nigeria

The sage, Nelson Mandela, once mentioned that, "Education is the most powerful weapon that can be used to change the world." The role of education in a nation's development is well understood and is the reason why many developed countries make it compulsory for all to be in full-time education up to the age of 16. Studies have shown that a good education attainment is strongly correlated with fast economic growth and the development of a nation. On an individual level, education has been shown to be helpful in reducing illegal behaviour, increasing civic responsibility and improving social cohesion. One could relate this to corruption, as more educated people may value the long-term societal good and a less corrupt state, over immediate personal gratification, which could be gained through bribe paying. On a societal level, education impacts social cohesion, which is the acceptance of and support of social norms and behaviours. By promoting social cohesion, education fosters adherence to a social contract.

Social contract can include components such as a willingness to pay taxes and fulfil other public obligation, the willingness to participate in public affairs, maintain cleanliness of one's property, act responsibly, or be a good citizen. If good citizenship is associated with non-corrupt behaviour, then education could reduce corrupt practices at the societal level through improved social cohesion. All of these outcomes suggest that education attainment should lead to less corrupt individuals and nations.

The Role of Teacher in Educating the Children towards a Corrupt-free Society

If you really believe that children are our future, then you have the power to educate your children to change a corrupt society. To teach your children the values they will need to be conscientious and innovative young leaders, you have to help them develop accountability and awareness, as well as the ability to think outside the box. If you want to change the face of our future society, one child at a time, follow these steps, suggested by WikiHows (2019)

1. Teaching Awareness

The teacher should focus his teaching towards making children aware of their surroundings. This can be achieved by showing a child the power of volunteering, exposing your learners to people of all walks of life, organizing field visit as much as you can.

2. Teaching Responsibility

A child who grows up to be responsible will never condone corruption and corrupt practices. Teaching the child to be responsible will also help in creating a corruption-free society. The teacher can achieve this by making the child responsible for his or her bad behavior. Have a proper system of punishments and rewards, teaching the child responsibility for his younger siblings and friends, etc.

3. Developing Your Child's Conscience

Another step to be followed in educating the child for corruption-free society is to teach in such a way that you develop his/her conscience. This can be done by helping the child recognize the difference between right and wrong, teaching the child that cheating is wrong, etc.

Conclusion

This paper has tried to highlight how a corruption-free society can be established in Nigeria through effective implementation of basic education curriculum. The paper has shown that with effective and efficient implementation of the basic education curriculum the teacher can help mold the character of the child to enable him or her overcome corruption and corrupt practices. This will help in building a corruption-free society in Nigeria.

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Assessing the Implementation of Junior Secondary School Basic Science and Technology Curriculum in Private Schools in Mangu Local Government Area of Plateau State

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Abstract
This study assessed the implementation of Junior Secondary school basic science and technology curriculum in Private schools in Mangu local government area, Plateau state. The study adopted descriptive survey research design. The population of the study was 2,358 made up of teachers and Junior Secondary school students of basic science and technology. All the basic science teachers were used for the study while a sample of the students was drawn using simple random sampling technique. A total sample of 276 made up of 46 teachers and 230 students was used for the study. The instrument used for collecting data was a questionnaire on implementation of basic science and technology curriculum in private schools. The instrument was developed by the researchers and was validated by three experts. The reliability of the questionnaire was established as 0.78 using Kuder-Richardson (k-20) formula. The data collected were analyzed using mean and simple percentage. The findings showed that there is lack of facilities for the implementation of the basic science and technology curriculum in Private schools. The schools have qualified teachers with five teachers who are specialist in Biology, Chemistry, and Physics education. The methods used by most teachers were lecture and demonstration method among others. It was recommended that proprietors of private schools should provide facilities for effective implementation of basic science and technology curriculum among others.

Keywords: Assessment, implementation, basic science curriculum

Introduction

The introduction of science at all levels of the educational system in Nigeria is for the nurturing and training of learners towards meeting human needs. Science and technology bring about technological development and economic growth of a country or nation. Developed nations such as Asia, USA, China, Europe and

Japan among others are so-called because of their ability to utilize their acquired knowledge in science and technology to meet their individual and societal needs. Basic science and technology as the application of scientific knowledge and research to solve problems of life in order to make life more comfortable. (Adejoh and Ekele 2014).

Basic science and technology curriculum is a product of the integration of primary and junior secondary school science curricular namely; Basic science, basic technology, physical and health and computer studies/information communication technology (ICT). This is aimed at eliminating content repetitions, duplications and curriculum overload and to ensure that learners do well in terms of skills, techniques, knowledge and values and to achieve the goals of both the national economic empowerment and development strategies (NEEDS) and the millennium development goals (MDG). This means that, BEC addresses issues like value re-orientation; poverty eradication critical thinking, entrepreneurship and life skills when basic science curriculum is well implemented (NERDC, 2007).

Curriculum implementation is a process of bringing the designed curriculum in contact with the learners. Dashen, Buhari, Zuhumben and Maikano (2005) see curriculum implementation as a direct interaction the teacher has with the learners in order to effectively present the developed curriculum. This means that curriculum implementation is a process of translating the objective of the National Policy on Education into activities or experiences that will promote students towards learning them. Curriculum implementation in Nigeria is bedeviled by a legion of problems cardinal among them are lack of quality and quantity in teachers supply, poor condition of service, political uncertainties that cause inconsistency in education policies, moral decadence of society, population explosion of students, poor financing, corruption, lack of laboratories, lack of students readiness and so on. (Manja, Usman, and Luka, 2016; Omorogbe and Ewansiha, 2013; Omosewo). The importance of secondary education made the Federal Government to state the broad aims of education as the preparation for useful living within the society and higher education (FRN, 2014). Thus, education at this level is an instrument as well as an investment that can be used to achieve a more rapid political, social, economic, technological, cultural and scientific development in the country. Human and materials resources including the required textbooks that are recommended by government and professional bodies are expected to be used in the implementation of the designed curriculum in both government and private schools, to attain the desired objectives.

Private school refers to schools owned by missionaries, community and or single or group of individuals. The principal through the proprietor manages all the affairs of the school. The resources for financing the school programme are from grants, if teachers are under grant, students' fees, from the proprietor, community, parent teachers association, and old students of the institution. Researchers report that lack of quality teachers, financing, teaching materials, unstable government, laboratories, libraries, lack of students' readiness in learning, lack of monitoring progress has resulted in students' poor academic achievement. Akinmade, (2014); Chollom, (2013) and Chollom and Agbowuro, (2016) observe that, teacher quality, enabling environment that includes good classroom, laboratories, workshops, fields for sports and agriculture, learning facilities and materials are the basic requirements for an effective curriculum implementation. Adequate human and materials resources makes curriculum implementation work not only easier but also more satisfying. It is on the basis of the foregoing that the researchers assessed the implementation of upper basic science and technology curriculum in private schools in Mangu Local Government Area of Plateau State.

The basic science and technology curriculum is composed of both theory and activities that cannot be taught without the required human and material recourses. In financing education in Nigeria, Obanya as cited by Okafor and Igwe (2016) laments that, Nigeria is backward among the 42 countries in Africa as it spent only 5.3% of her GDP on education and other countries like Zimbabwe, Lesotho and Namibia spent 10.12%, 13.20% and 9.10% respectively in theirs. This explains why most of our schools lack facilities, laboratories, libraries, require textbooks, classroom and furniture for the implementation of basic science curriculum. Njoku (2005) laments that, the Nigerian graduate teachers are deficient in intellect and professional skills due to poor knowledge of the teaching subjects and poor attitude to work. This deficiency in teachers' competence affects the achievement of students in science negatively. The question is, if the Nigerian education system including the government owned schools are facing the above problems, what will be the situation in private schools that are financed and managed by principals through their proprietors? It is against this background that the researchers assessed the implementation of the Junior secondary school Basic Science and Technology curriculum in private schools in Mangu Local Government Area of Plateau State, Nigeria.

Purpose of the Study

The purpose of the study was to assess the implementation of the upper basic

science and technology curriculum in private schools in Mangu local government area. Specifically, it seeks to determine:

1. The availability of facilities for teaching basic science,
2. Teachers qualification in the implementation of basic science and technology curriculum
3. The methods used by private schools teachers in the implementation of basic science and technology curriculum
4. The level of coverage of the basic science and technology curriculum
5. The role of parent as co-implementers of basic science and technology curriculum
6. The challenges faced by teachers in implementing the basic science and technology curriculum
7. The ways of ameliorating the problems of teachers in the implementation of basic science and technology curriculum

Research Questions

1. What facilities are available for the implementation of basic science and technology curriculum in private schools in Mangu LGA of Plateau state?
2. What is the qualification of teachers for the implementation of basic science and technology curriculum in private schools in Mangu LGA of Plateau state?
3. What is the method used by teachers of private schools in the implementation of basic science and technology curriculum in Mangu LGA of Plateau state?
4. What is the level of teachers' contents coverage in private schools in the implementation of basic science and technology curriculum in Mangu LGA of Plateau state?
5. What is the role of parents as co-implementers in private schools in the implementation of basic science and technology curriculum in Mangu LGA of Plateau state?
6. What are the challenges faced by teachers of private schools in the implementation of basic science and technology in Mangu LGA of Plateau state?
7. What are the possible ways of ameliorating the challenges faced by teachers of private schools in the implementation of basic science and technology curriculum in Mangu LGA of Plateau state?

Methodology

A descriptive survey design was used in the study. The 2312 JSS students of basic science in Mangu local government area made up the population for the study.

The local government has 46 private schools and a total of 46 basic science teachers teaching the subjects. The sample comprised of randomly selected 230 students representing 10% of the students' population of 2312 and all the 46 teachers from the 46 private schools in the area.

The instrument used for the study was a questionnaire designed by the researchers for both teachers and students. The questionnaire consisted of two parts. Part one asked for personal data of both teachers and students while part two was on facilities available for teaching basic science, methods used by teachers in teaching the subjects, level of contents covered for the three years, parents role as co-implementations of the basic science curriculum, challenges faced and ways of ameliorating these problems in the teaching of basic science. The instrument was validated by three experts from the Department of Science and Technology Education and Educational Foundation in the University of Jos. The experts' observations were incorporated to improve the final instrument. The items on the questionnaire were weighted as Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The other aspect for the questionnaire items were weighted as High level (HL) = 3.50 – 4.00, Moderate level (ML) = 2.50 – 3.49, Low level (LL) = 1.50 – 2.49 and No level (NL) = 0.00 – 1.49. The reliability was determined using Cronbach alpha method which gave a coefficient value of 0.77 which was considered appropriate for the items. The instrument was administered and collected immediately by the researchers from the respondents. Data was analyzed using mean and simple percentage and results presented in tables. The result obtained was used to answer the seven research questions

Results

Research Question One

What facilities are available for the implementation of Basic Science and technology curriculum in private schools in Mangu Local Government Area, Plateau state?

Table 1: Responses of students and Teachers on facilities available for Basic Science and Technology curriculum implementation

		Students			Teachers		
S/N	**ITEM**	**X**	**SD**	**Dec.**	**X**	**SD**	**Dec**
1	My school has no well -equipped Basic Science laboratory	4.15	0.74	A	4.11	0.81	A
2	The school has well -equipped basic science laboratory	1.68	1.08	R	1.82	1.10	R

3	My school has a well -equipped technology workshops laboratory	1.63	0.70	R	1.80	0.90	R
4	The technology workshops laboratory is not well-equipped	4.47	0.65	A	3.58	0.83	A
5	My school has qualified basic science and technology teachers	3.78	0.74	A	3.98	0.75	A
6	The school has no laboratory technicians	4.19	0.77	A	4.17	0.81	A
7	The school has recommended textbooks for basic science	1.69	0.80	A	2.11	0.98	R
8	The school has realia for teaching basic science	1.10	0.69	R	1.91	1.05	R

Key: X = Mean, R = Rejected and A = Accepted

Data in Table 1 show that private schools lack sufficient facilities for the implementation of basic science and technology curriculum as seen in the mean score of items dealing with facilities, but have qualified teachers as seen in item 5.

Research Question Two

What is the qualification of teachers for the implementation of basic science and technology curriculum in private schools in Mangu LGA, Plateau State?

Table 2: Qualifications of Basic Science and Technology teachers

S/N	Qualification	Frequency	Percentage
1	HND(Bio, Chem. or Phy.) with PGDE	2	4.35
2	NCE (Int. Sci.)	33	71.73
3	B.Sc. ED (Int. Sci.)	4	8.69
4	B.Sc (Bio, Chem. or Phy.)with PGDE	3	6.53
5	M.SC. ED (Int. Sci)	2	4.35
6	M.Sc (Bio, Chem. Phy.) with PGDE	2	4.35
Total		**46**	**100**

Data in Table 2 shows that the highest qualification of teachers used in the implementation of the Basic Science and Technology curriculum in private schools are NCE with 71.73%, follow by B.Sc. Ed with 8.69%, B.Sc. with PGDE 6.53%. The results showed that all the teachers are qualified except that five of the respondents are specialists of Chemistry, Biology and Physics education respectively.

Research Question Three

What is the method used by teachers in the implementation of the Basic Science

and Technology curriculum in private schools in Mangu local government area, Plateau state?

Table 3: Students and Teachers responses on teaching methods in the implementation of Basic Science and Technology curriculum

S/N	ITEM	X	SD	Dec.	X	SD	Dec.
1	Students are allow to discover learning themselves (discovery method)	1.78	1.08	R	1.89	0.98	R
2	Students do a lot of activit ies during lesson (activity-base method)	1.78	1.09	R	2.23	0.99	R
3	Students do a lot of laboratory practical (laboratory method)	1.47	1.05	R	2.13	1.01	R
4	Teacher teaches and give note to students (Lecture method)	3.93	0.88	A	3.71	0.78	A
5	Teacher de monstrates learning materials to students (demonstration method)	2.82	0.91	R	4.10	0.81	A
6	All items 1-4 ways are used	1.54	0.85	R	2.58	0.95	R

Key: X= mean, R = Rejected and A = Accepted

Data in Table 3 shows that the widely used teaching method by teachers of private schools is the lecture method where teachers teach and give students note. The teachers themselves also said that they do demonstrations. The remaining methods were indicated as not been sufficiently used.

Research Question Four

What is the level of teachers' contents coverage in private schools in the implementation of Basic Science and Technology curriculum in Mangu LGA, Plateau state?

Table 4: Responses on level of curriculum contents covered.

		STUDENTS					TEACHERS				
YR	Level	**HL 4**	**ML 3**	**LL 2**	**NL 1**	**Remark**	**HL**	**ML**	**LL**	**NL**	**Rem**
1	JSS 1	0.69	0.39	0.86	0.26	LL	0.43	1.30	0.43	0.23	ML
2	JSS 2	0.69	1.17	0.43	0.21	ML	0.52	1.50	0.43	0.22	ML
3	JSS3	0.52	0.78	0.69	0.26	ML	0.61	1.24	0.39	0.23	ML

Key: HL = High level, ML = Moderate Level, LL = Low level and NL = No Level

Table 4 indicates that the Basic Science and Technology curriculum content were not adequately implemented. Students indicated that the implementation is at low level in JS1 while teachers indicated all levels to be ML.

Research Question Five

What is the role of parents as co-implementers in private schools in the implementation of Basic science and technology curriculum in Mangu local government area, Plateau state?

Table 5: Students responses on their parents' role as co-implementers of Basic science and technology curriculum.

S/N	ITEM	X	SD	DECISION
1	Breakfast is provided to me always by my parents before going to school	4.34	0.83	A
2	No money is given to me by my parents for lunch during break time	3.36	0.79	A
3	My exercise books are checked by my parents when I come home	1.91	0.99	R
4	My parents always my school fees late	3.13	0.92	A
5	My parents provide me with all my writing materials for school	3.26	0.91	A
6	I usually trek to school as my parents cannot provide my transport	3.00	1.00	A

Key: X = Mean, R = Rejection and A = Accepted

Data in Table 8 indicate that parents provides breakfast for them before they go to school, but do not give them money for lunch, nor pay their school fees on time.

Research Question Six

What are the challenges faced by teachers of private schools in the implementation of the Basic science and technology curriculum in Mangu local government area, Plateau state?

Table 6: Students and Teachers responses on challenges faced by teachers in private schools

		STUDENTS			TEACHERS		
S/N	**ITEM**	**X**	**SD**	**Dec.**	**X**	**SD**	**Dec.**
1	Teachers are not promptly paid	4.43	0.63	A	4.69	0.88	A
2	Government grant to private schools are not released	4.56	0.62	A	4.47	0.89	A
3	Facilities provided to private schools are difficult to use by teachers	2.13	0.98	R	1.65	0.90	R
4	Seminars and workshops are not organized for private school teachers	1.98	1.02	R	1.72	0.91	R
5	Teachers are stable in private schools	2.13	0.99	R	2.02	1.00	R

6	Incentives are not provided for hard working staff	4.21	0.68	A	4.58	0.87	A
7	High enrolment of students in private schools	1.87	1.10	R	1.54	1.00	R

Key: X = Mean, R = Rejected and A = Accepted

Data in Table 6 reveal that even students know that teachers are not promptly paid, and that government does not release grants regularly. Both groups indicated that no seminars and workshops are held for teachers. This implies that all the items mentioned are challenges faced by teachers of private schools in the study area

Research Question Seven

What are the possible ways of ameliorating the challenges faced by teachers of private schools in the implementation of basic science and technology curriculum in Mangu local government area, Plateau state?

Table 7: Responses of students and teachers on ways of ameliorating challenges faced by teachers in private schools

		Students			Teachers		
S/N	**ITEM**	**X**	**SD**	**Dec.**	**X**	**SD**	**Dec.**
1	Government to pay grant aided teachers along -side with public schools teachers	4.86	0.76	A	5.00	0.00	A
2	Government to release grand promptly to private schools to pay their teachers	4.56	0.72	A	4.87	0.10	A
3	Government to close down illegal schools to give attention to legal ones	4.52	0.69	A	4.65	0.12	A
4	Incentives to be provided to hardworking teachers in private schools by government	4.56	0.71	A	5.00	0.00	A
5	Government to supervise private schools promptly	4.43	0.75	A	4.43	0.14	A

Key: X = Mean and A = Accepted

Data in table 7 reveal that the respondents agree that the five suggested measures are appropriate ways of tackling the problems faced by teachers of private schools to enable them be effective in the implementation of the basic science and technology curriculum. Government and private school proprietors has a major role to play in this.

Discussion

Analysis of research question one revealed inadequate facilities for the implementation of basic science and technology curriculum. Teachers are however available and well trained as indicated by both students and teachers respond. This lack of facilities can affect students' achievement in the subject. This study is in tandem with Bash, Kabang, Keswet and Jimwan (2016) who lament that there would be no meaningful teaching and learning of basic science and technology without facilities and a properly equipped laboratory. The findings also revealed that the common methods used by private schools teachers in the implementation of the basic science and technology curriculum was the lecture and demonstration methods. The use of these methods could be due to insufficient materials for students to carry out science activities. These methods are however not enough to bring up the students of the future.

The study also revealed that the curriculum for basic science and technology was not fully covered as observed from both students and teachers responses. This problem could be the cause of the decline in students' performance in the subject as teachers were not able to teach all the basic science and technology curriculum content. This study is agrees with the findings of Obasi (2009) who noted that most teachers are not adequately trained and do not effectively cover the curriculum content of their respective subjects due to lack of knowledge in both pedagogy and skills needed to effectively plan and execute such plan.

Furthermore, the findings also reveal that parents as co-implementers of the subject curriculum contents are not meeting all the needs of their wards such as checking their exercise books when they come back from school, giving them transport money to school, and do not pay their school fees promptly. This scenario can equally affect students' concentration and achievement. This finding is in line with Akinmade (2014), Chollom and Agbowuro (2016) who lament that lack of monitoring learners' progress by parents resulted in their poor academic achievement.

The constraints teachers of private schools face in the area of study are; lack of prompt payment of their salaries, non-release of grant to grant aided schools by government, inadequate facilities, lack of seminars and workshops to teachers, instability of teachers, lack of incentives to teachers and low enrolment of students into the private schools in the area. The lack of payment of teachers' salaries and other incentives could constitute major disadvantages to teachers' effort in implementing the subject curriculum contents thereby affecting the students' achievement in the subject.

Recommendations

1. Private schools proprietors should provide basic science and technology laboratories and workshops for effective teaching and learning of the subject.
2. Incentives should be given by schools management to hardworking and dedicated teachers who devote their time in doing their job. This will encourage them to do more.
3. Government should be punctual in the release of grants to private schools that are grant-aided and support schools that are legally established
4. Government should harmonize teachers' salaries in private and public schools to serve as a motivation to them.

Conclusion

The study assessed the implementation of junior secondary school basic science and technology curriculum in private schools in Mangu local government area of Plateau state. It was discovered that most schools lack facilities and equipped laboratories for basic science and technology activities. Teachers' salaries are not promptly paid and grant-aided private schools do not get the promised grant. It is hoped that the availability of laboratories, equipment and materials will enhance teaching and learning activities. If teachers are promptly paid and motivated by government or proprietors of schools so that the poor achievement of students in the subject can be a thing of the past.

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An investigation into the Rationale and Implications of Implementing Foreign Curricula by Private Schools in Gwagwalada Area Council of the Federal Capital Territory, Abuja

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Abstract
This study investigated the rationale and implications of implementing foreign curricula by private schools in Gwagwalada Area Council of the Federal Capital Territory, Abuja, Nigeria. The study used a descriptive survey design. Purposive sampling technique was used to select eight private schools that are implementing foreign curricula in Gwagwalada Area Council of the FCT. A total of 120 teachers (66 males and 54 females) were randomly selected and served as sample for the study. A structured instrument titled "Rationale for Implementing Foreign Curricula in Private Schools (RIFCPS)" was developed by the researchers. Two research questions and two hypotheses guided the study. The instrument was structured on a 4-point Likert scale. The instrument was validated by two experts in measurement and evaluation and two secondary school teachers. A reliability coefficient of 0.78 was obtained using Cronbach Alpha. The data were analyzed using frequency count, mean and standard deviation, to answer the research questions. T-test was used to test the two hypotheses at 0.05 level of significance. The findings of the study revealed that private schools implement foreign curricula to attract parents' patronage, raise international learners and that the implementation of foreign curricula denies learners the opportunity of Nigerian cultural integration among others. It was therefore recommended that government should put in place mechanisms to check the activities of private schools in implementing educational curricula that will save our culture from disintegration.

KEY WORDS: ***Foreign curriculum, Implementation, Implications, Investigation, Private schools***

Introduction

The importance of curriculum to a functional education cannot be over-emphasized. The curriculum is a vital element of education in which the overall objectives of education largely depend on. According to Blenkin (2012) curriculum is a body of knowledge contents and or subjects. It is the process by

which knowledge and skills are transmitted or delivered to learners by the most effective methods that can be devised. Ahmadi and Lukman, (2015) stated that curriculum is an organized plan of course outlined with the objectives and learning experiences to be used for achievement of these set objectives. According to them, it is a way of preparing individuals to become productive citizens and useful member of the society to which they belong. The curriculum is also viewed as a necessity developed around a culture, which the learners must ascribe to and imbibe (Omeje, 2017). Ndukwe, (2017), observed that no curriculum is superior to the other. Each one is only tailored to suit the individual country.

The Nigerian National Policy on Education and the Curriculum of education were developed and designed to reflect the educational objectives of the country (Ahmadi and Lukman, 2015). The Nigerian Educational Research and Development Council (NERDC) is the government agency saddled with the responsibility of designing the curriculum for Basic and Senior Secondary levels of education with the aim of getting Nigerians educated for self-reliance and individual and national development as enshrined in the National Policy on Education (NPE) of 1977 (last reviewed in 2014). NERDC by her mandate has designed the Nigerian curriculum with the overall development of the child put into consideration, and in cognizance with international best practices (Omeje, 2017). Aside that, it is the responsibility of the NERDC to design and develop curriculum for Basic and Senior Secondary Schools. It is her duty to also embark on national sensitization on the implementation of the curriculum throughout the country.

Bello-Osagie, Olugbamila, Adeleye, and Chijioke (2015) reported that the NERDC has updated the curriculum for Basic and Senior Secondary Schools, and has been regularly sensitizing the critical stakeholders in education on the implementation of the curriculum. However, not all schools in the country are using the Nigerian curriculum. According to their report, all public Basic and Senior Secondary Schools (including Federal Government Colleges, and military-run schools) and many private schools implement the curriculum. Some other private schools, however, particularly those that serve the elite, run foreign curricula. Most of these private schools do not see anything good in the Nigerian curriculum. Bello-Osagie el at, (2015) further observed that it is also becoming fashionable for Nigerian private schools to mix the Nigerian curriculum with whatever foreign curriculum they find attractive as long as it appeals to their market segment.

It is alarming and ridiculous to observe that some school owners and proprietors

implement as many as four foreign curricula in their schools (Ndukwe, (2017). Many of these Nigerian private schools take special pride in their trade by hoisting the various countries' flags in their school premises. How feasible this is, is one of the concerns of this study in view of the manpower, infrastructure, learning facilities, learning resources and capital resources that are needed in effectively implementing or running just a curriculum. Some of the foreign curricula Nigerian private schools implement include American, British, Canadian, Chinese, Turkish, and Korean curricula among others. It is so sad that "Nigerian parents are sometimes confused about which country's curriculum they want their children to experience in such a school". (Ndukwe, 2017). Many school owners and administrators, however, argue that using the Nigerian curriculum alone is inadequate to prepare learners that may seek to school outside Nigeria later in life; hence their inclusion or fusion of foreign curriculum in their schools' work. The implications of this development are the bastardization of the Nigerian educational objectives and framework as enshrined in the National Policy of Education and the Nigerian curriculum, and if this trend is not addressed, it may lead to the total neglect of the Nigerian curriculum by some private schools.

Many curriculum experts are of the opinion that using foreign curriculum in Nigerian schools is not in the best interest of the Nigerian children. Some of them have further described the trend as a dis-service to the learners (Bello-Osagie el at, 2015). They are of the view that the learners through the implementation of foreign curricula are exposed to strange concepts and ideologies that are inimical to the Nigerian culture and society (Ndukwe, 2017). It is on this note that this study was designed to investigate the implications of implementing foreign curricula by private schools in Gwagwalada Area Council of Federal Capital Territory.

Purpose of the Study

1. To investigate the rationale for the implementation of foreign curricula by private schools in Gwagwalada Area Council of FCT
2. To ascertain the implications of implementing foreign curricula by private schools in Gwagwalada Area council of FCT

Research Questions

1. What is the rationale for the implementation of foreign curricula by private schools in Gwagwalada Area Council of FCT?
2. What are the implications of implementing foreign curricula by private schools in Gwagwalada Area council of FCT?

Method

This study was carried out in Gwagwalada Area council of Federal Capital

Territory, Abuja. The population of the study comprised all teachers in the private schools in Gwagwalada Area Council of the FCT. The study employed a descriptive survey design. Purposive sampling method was used to select eight private schools that are implementing foreign curricula in the area council. Fifteen teachers from each of the eight private schools making a total of 120 teachers (66 males and 54 females) were served the instrument that generated the data for the study. The instrument for data collection was a structured questionnaire developed by the researchers titled "Rationale for Implementing Foreign Curriculum in Private Schools (RIFCPS)". The instrument was validated by two Test and Measurement experts and two secondary school teachers. A correlation coefficient of 0.78 was obtained using Cronbach Alpha. The instrument consisted of 25 items that were raised to answer the two research questions for the study. Items 1 -16 answered research question one while items 17 – 25 answered research question two using likert scoring scale of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD) weighted 4, 3, 2, and 1 respectively. The data generated for the study were analyzed with descriptive statistical tools. Frequency count, mean score and standard deviation were employed to answer the research questions with a mean score of 2.50 as the bench mark.

Results

Research Question 1: What are the rationales for the implementation of foreign curricula by private schools in Gwagwalada Area Council of FCT?

Table 1: Teachers' Mean Responses on the Rationale for the Implementation of Foreign Curricula by Private Schools in Gwagwalada Area Council of FCT

S/N	Items	N	Mean	SD	Decision
1	My school implements only foreign curricula	120	1.77	0.42	Rejected
2	We implement both foreign and Nigerian curricula	120	3.16	0.79	Accepted
3	We implement more than one foreign curricula	120	2.67	0.94	Accepted
	Foreign curricula are available in my school	120	2.72	1.00	Accepted
5	My school focuses on areas in the foreign curricula that are not captured in the Nigerian curriculum	120	3.45	0.62	Accepted
6	My school's implementation of foreign curricula attract parents' patronage	120	2.50	1.08	Accepted
7	Parents prefer our policy of implementing foreign curricula	120	3.29	0.70	Accepted
8	Parents are satisfied with our policy of implementing foreign curricula	120	3.48	0.62	Accepted
9	Implementation of foreign curricula better prepares the students for global participation	120	3.23	0.79	Accepted
10	We implement foreign curricula to raise international learners	120	3.30	0.70	Accepted

11	Implementation of foreign curricula addresses learners' needs	120	2.68	0.94	Accepted
12	Learners are more comfortable with foreign curricula	120	2.66	1.06	Accepted
13	My school has the required qualified teachers for implementing foreign curricula	120	2.81	0.95	Accepted
14	I am well trained and equipped to implement foreign curricula in my subject area	120	3.02	0.91	Accepted
15	My school has adequate instructional resources for implementing foreign curricula	120	3.00	1.00	Accepted
16	My school has adequate learning facilities for implementing foreign curricula	120	2.37	10.5	Rejected
	Cluster Mean/Standard Deviation		**2.89**	**0.20**	

The data analysis on table 2 above showed the mean scores and standard deviation of teachers' responses to research question, that is, the rationale for the implementation of foreign curricula by private schools in Gwagwalada Area Council of FCT. Firstly, the teachers' responses to items 1, 2, 3 and 4 with mean scores of 1.77, 3.16, 2.67 and 2.72 respectively established that private schools in Gwagwalada Area Council of FCT implement foreign curricula. The teachers, however, disagreed that their schools only implement foreign curricula with their responses to item 1 (with a mean score of 1.77). Responses to item 2 (with a mean score of 3.16) affirmed that the private schools implement both Nigerian and foreign curricula. Secondly, the teachers' responses to items 4 to 15 indicated that they agreed to the identified rationales for private schools' implementation of foreign curricula. Howbeit, their responses to item 16 (2.37) showed that many of the schools do not have adequate learning facilities for implementing foreign curricula.

Research Question 2: What are the implications of implementing foreign curricula by private schools in Gwagwalada Area council of FCT?

Table 2: Teachers' Mean Responses on the Implications of Implementing Foreign Curricula by Private Schools in Gwagwalada Area council of FCT

S/N	Items	N	Mean	StdDev	Decision
1	Foreign curricula make learners unfit for theNigerian society	120	1.95	0.88	Rejected
2	Foreign curricula make learners unprepared for living in Nigeria	120	2.56	1.15	Accepted
3	Foreign curricula deny the learners of the opportunity of Nigerian cultural integration	120	2.83	0.78	Accepted
4	Foreign curricula negate Nigerian's national value and orientation	120	2.86	1.12	Accepted

5	Implementation of foreign curricula discourages learners' interest in Nigerian content (music, books)	120	1.93	0.89	Rejected
6	Implementation of foreign curricula is capital intensive	120	2.90	1.00	Accepted
7	Implementation of foreign curricula spurs learners' desire to migrate to foreign countries	120	2.93	1.07	Accepted
8	Implementation of foreign curricula exposes learners to strange concepts	120	1.87	0.77	Rejected
9	Implementing foreign curricula leads to confusion of teaching concepts/ideas for the teachers	120	2.70	0.89	Accepted
	Cluster Mean/Standard Deviation		**2.51**	**0.15**	

Table 3 above revealed that the teachers agreed and consequently accepted that items 2,3,4,6, 7, and 9 are implications of implementing foreign curricula in Nigerian schools with mean scores of 2.56,2.83,2.86,2.9,2.93, and 2.7 respectively while the items are rejected and are not considered as implications of implementing foreign curricula because their mean responses are below the established benchmark of 2.5.

Discussion

The finding of the study revealed that there is no uniformity in curriculum implementation in the private schools in Gwagwalada Area Council of the FCT. The findings confirmed that the private schools (at Basic and Senior Secondary School levels) implement foreign curricula of their choices along with the Nigerian curriculum. The result also revealed that the school owners and administrators adopt foreign curricula (or some aspects of the various foreign curricula) at their own discretion to satisfy their personal purposes and benefits. The private school teachers on their responses to the rationales for the implementation of foreign curricular agreed that they implement foreign curricula to attract parents' patronage to their schools; to raise international learners, and to prepare students for global participation and competition. These findings corroborated the reports of Bello-Osagie el at, (2015); Jibueze, (2015) and Omeje, (2017) in which they reported that private school owners and administrators are jettisoning Nigerian curriculum for foreign ones because of the assumption that the Nigerian curriculum is inadequate for learners "that may seek to school outside Nigeria later in life" or that may wish to participate and compete with their international associates and peers globally. By these findings, conclusions can be made that some private school owners and administrators obviously do not understand that there is no need for the adoption and implementation of foreign curriculum/curricula in teaching in any Nigerian

school. This is simply because the Nigerian curriculum has been developed on the principle of international best practices and the overall development of a learner. Furthermore, globally-relevant issues such as security, disaster and risk reduction, climate change, and peace and conflict resolution that would ensure that the present-day learners are educated in line with current realities have been infused into the Nigerian curriculum (Bello-Osagie el at, 2015).

The findings of the study further revealed that there are implications of implementing foreign curricula to the Nigerian learners. Some of the implications of implementing foreign curricula include: making learners unprepared for living in Nigeria and denying the learners the opportunity of Nigerian cultural integration. The result also showed that the implementation of foreign curricula negates Nigerian's national value and orientation, and it is a catalyst that spurs learners' desire to migrate to foreign countries arbitrarily. Private school teachers also agreed that the implementation of foreign curricula leads to confusion of teaching concepts/ideas for them, not to mention that it is a capital intensive venture.

Conclusion

This study investigated the implications of implementing foreign curricula by private schools in Gwagwalada Area Council of the FCT. The result of the study has provided empirical evidence that some private schools in Gwagwalada Area Council of the FCT implement foreign curricula at variance with the supposed use of the Nigerian curriculum. It is also evident, based on findings that there are serious implications of implementing foreign curricula in Nigerian Schools. This trend should be discontinued for uniformity of curriculum implementation and for national educational

Recommendations

In view of the findings in this study, the following recommendations were made:

1. The government should put in place mechanisms to check the activities of private schools in implementing Nigerian educational curricula the basic and senior secondary school levels so as to save our culture from disintegration;
2. Private school proprietors and administrators should be regularly sensitized on the need to implement only the Nigerian curriculum in their schools;
3. Foreign curricular implementation in Nigeria should be abolished to protect the Nigerian from being inculcated with behavior that negates the Nigerian values and orientation.

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Effects of Mobile Technologies on Instructional delivery of Accounting Education in tertiary Institutions

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Abstract
The study was designed to investigate the effects of mobile technologies on instructional delivery in tertiary institutions in Owerri, Imo State. The study adopted a quasi-experimental design involving two non-equivalent groups. The population of the study was 5000 students with 80 lecturers in faculties of education of the tertiary institutions while the sample of the study was 500 students with 10 lecturers through the use of purposive and convenience sampling techniques. Two research questions and two hypotheses were formulated to guide the study. The instrument for data collection was researcher-made test titled 'Mobile Technologies on Instructional Delivery for in Tertiary Institutions I (MTIDTI) used for both pre-test and post-test. Kuder Richardson was used to test the reliability of the instruments resulting to 0.87. Mean and standard deviation were used to answer the research questions while ANCOVA was used to test and analyze the hypotheses. The instruments were validated by one specialist each from Educational Technology Unit, ICT and Measurement and Evaluation respectively. The findings revealed that mobile technologies had great influence and effect as instructional devices for instructional delivery in corruption free tertiary institutions. Employment of mobile technologies in instructional delivery for corruption free tertiary institutions was recommended.
Keywords: Mobile technologies, instructional delivery, corruption free tertiary institutions.

Introduction

Mobile technologies are hand-held electronic devices and gadgets used for educational and instructional purposes through a mode of learning called mobile learning. Mobile technologies currently give lecturers and students opportunities to utilize mobile applications in supporting learning activities. In this line, Wendeson, Fatimah, Ahmad and Nazleeni (2010) opined that there is no doubt

that the booming of mobile technologies currently gives numerous opportunities for students to utilize mobile applications in supporting learning activities. Supporting the above view, Gaskell and Mills (2010) proved that mobile technologies play very important roles in education; thereby providing a major chance in enhancing access to learning resources. This enables many institutions, especially in higher education, to develop learner-support as well as learning opportunities in ways which would build on current methods (Twum, 2017).

Similarly, Shuler (2009) opines that mobile technologies offer students opportunities to gather, access, and process information outside the classroom as well as support learning in a real-world context. Mobile technologies also promote collaboration, communication (as these are considered vital for 21st-century academic success) as well as assisting greatly in encouraging instruction that is adaptable to individual and diverse learners. According to Göksu and Atici (2013), there are four different communication technologies used in ensuring the viability of mobile devices. They include *GPRS*, *Wireless (Wi-Fi)*, *Bluetooth* and *Infrared.* These communication technologies are available in some mobile devices.

The mobile devices that do not have these technologies are supplied with communication ability by using one of the transferring technologies such as USB, Compact Flash Card and PC Card (PCMCIA). *Wi-Fi,* which is mostly preferred in mobile devices, is a technology that provides devices such as personal computers, play stations and digital audio players with wireless internet. The other technology that increases the applications and efficiency in mobile devices is Augmented Reality (AR). AR technology, having developed in a very short time, has proved to be innovative and efficient technology in order to solve some kinds of problems.

Augmented Reality according to Nee, Ong, Chryssolouris and Mourtzis (2012)**,** can be defined as an interactive device between human and computer, which has been developed by a computer in real world environment. AR technology can be used in smart phones (Android, iPhone), tablet PCs (Android, iPad), desktops and internet-based applications. The active utilization of AR technology in mobile applications will bring different approaches in learning.

Traditionally, orientation educations are given by tour guides or they are given on line. However, these methods do not create conscious learning. With AR technology, the mobile learning carried out by means of smart phones that include video camera and internet connection or through a Global Positioning

System (GPS) technology makes learning conscious, easy and unlimited. The AR technology is very important technology in terms of being user-centered, visualizing the processes as well as providing real-time feedback. This technology arouses interest among learners and reinforces learning (Chou and ChanLin, 2012). Another important technology associated with Mobile Phones is Mobile Cloud computing.

Mobile Cloud Computing (MCC) technology is a kind of service that provides common data sharing among the data processing devices through its performance to deliver data online. According to Yang, Cao, Tang, Li and Chan (2012), Mobile Cloud Computing offers a wide range of opportunities for mobile service sector by making computing resourses available in mobile devices on a data network. Mobile learning devices and technologies instantly provides interaction between the learners and the teachers, among classmates or with learning systems (Wang, Liu, Horng and Chen, 2003).The learning devices are able to be used intensively in managerial and educational processes in many associations, and they also play an important role in developing interaction within the classes or outside the classes in educational institutions. Along with the developments in information technologies, wireless communication and mobile devices have been started to be used in order to support the traditional learning (Wang, Liu, Chou, Liang, Chan and Yang, 2004).

Wireless communication techniques may help students acquire the necessary information. Besides this, teachers and learning systems also direct students to the needed information by using these techniques. Therefore, students can use their mobiles or PDAs (Personal Digital Assistant) in order to access the information they need (Wang, Liu, Horng, and Chen, 2003).The following, among others, as opined by Göksu and Atici (2013), are the mobile devices used in mobile learning.

a) Laptop: Laptops and another kinds of it, known as notebook, are some of the portable devices that are mostly used in our daily life. These laptops can have all the properties of a normal PC. Due to its nature of being manufactured through advanced technology, valuable pieces and constituents of this technology, and their difficulty during installation, their cost is quite high. These laptops enable users to obtain the information they want by means of such wireless connection types as USB, wireless network, Bluetooth and infrared devices independent from time and place.

b) Tablet PC: Tablet Pc is the most popular computer of our time which is a portable personal computer typically smaller than a notebook computer but

larger than a smart phone, and it is easy to transfer the data by means of its internet and memory device. It is a kind of computer usually having 7 or 10.1 inch-touch screen.

c) PDA (Personal Digital Assistant): Personal Digital Assistant, also known as palmtop computer, is a mobile device that functions as a personal information manager such as keeping addresses or names. It has the ability to connect to the internet and, it is also portable. With the developments in electronics and computer technology, the size of computers has become smaller and features of them have increased. The production of computers having the features of camera, video and GPS have expanded, but it has also started to give its place to smart phones.

d) Smart Phone: It is a kind of communication device that has been designed by adding the features of PDA. Due to the fact that smart phones have mobile operating system and many applications, they are very common devices used actively in all areas for different purposes. All these forms of mobile technologies and devices can be used in tertiary institutions for instruction delivery by teacher-educators and students.

What then is instructional delivery? Instructional delivery refers to the interaction among the students, teachers, content and the knowledge, skills and dispositions the students will need for learning and collaborating with others in a diverse society and rapidly changing world. The process of instructional delivery involves applying a repertoire of instructional strategies to communicate and interact with students around academic, content and to support student engagement. Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals.

Instructional strategies can motivate students and help them focus attention, organize information for understanding and remembering, monitor and assess learning. Sequential and procedural strategies in conjunction with varieties of instructional approaches and instructional materials are needed by the students for appropriate support in the attainment of instructional and performance objectives.

It is true that accounting education can be quite difficult to understand and also a demanding area, since it entails creating knowledge about abstract and complex concepts, mastering of accounting principles, concepts and conventions as well

as the skills and techniques needed in the discipline. Consequently, there is a need to involve collaboration and co-construction of knowledge and ideas, which stresses on change in educational practices (Khoo, Williams, Otrel-Cass, Cutler, Ballard, and Critchley, 2012). According to the National Policy on Education (Federal Republic of Nigeria 2014), Accounting is a component of Business Studies. Other disciplines that stemmed from business studies in conjunction with Accounting are Stores Management, Commerce, Office Practice and Insurance. As a discipline, Accounting is seen as the act of recording, classifying and summarizing in significant manner and in terms of money, transactions and events which are in part of at least of a financial character and interpreting the results thereof (Ama, 2010:32). The inculcation of accounting education skills (classifying, recording, interpreting, communicating, measuring, analyzing and summarizing) should be provided to the learner for actual practice of skills implied in the concept so as to ensure that Accounting succeeds in accomplishing its goals in the learners through teaching and learning process. (Ali-Okoro, 2014).

The utilization of former modes or strategies of instructional delivery in tertiary institutions, such as lecture method, demonstration method, talk-chalk method, mostly make students passive listeners in the teaching-learning environment (Ali-Okoro, 2014; Okoro, Ali-Okoro and Durumba, 2018). Most of these mentioned teaching strategies have been utilized severally at both secondary and tertiary levels of education so as to make teaching dynamic. Through the use of mobile technologies, students' understanding of abstract concepts in Accounting as well as Science subjects improve thereby helping in facilitating appropriate and relevant social relationships with learners through collaboration, exchange and sharing of information at any time and in any case as to meet the needs and interests of learners while increasing their critical thinking abilities (Karim, 2012). Therefore, there should be high and adequate exploration of mobile technologies by teacher-educators and students in higher education as an appropriate learning tool. These mobile technologies should also be owned personally by both teacher-educators and students. Nigerian teacher-educators and students need to discover the numerous possibilities of using these technologies in and out of the lecture room for teaching-learning purposes. Thus, the need for mobile technologies to come in and buttress the effect of instructional delivery of accounting education in tertiary institutions.

The need for use of mobile technologies in teaching arises improves students achievement when they are meaningfully used in teaching and learning. Mobile

technologies are effective technological devices that most Nigerian teacher-educators and students already own and the potentials of continuous utilization of them grow continuously. But, many Accounting education teacher-educators and students are likely not using them to their maximum potentials in their teaching-learning processes.

Since, Accounting education is considered to be a difficult and demanding discipline especially since it is mainly about complex and complicated concepts, conventions, laws, arithmetic skills of computations, interpretations, summarizing and processing of data, mobile technologies could be seen as tools that can be used to enhance students' learning as well as the teacher-educators' instructional strategies for instructional delivery. Accounting educationists are already becoming more aware of the enormous prospects that mobile technologies can have in the subject under-developed and developed countries. From literature, there has not been much empirical study done in Sub-Saharan Africa, especially Nigerian tertiary institutions in Owerri Imo State. Therefore, it is necessary to determine the full potential of mobile technologies in teaching and learning Accounting.

This study seeks to investigate the effects of mobile technologies on instructional delivery of accounting education in tertiary institutions. Specifically, the study sought to:

1. Ascertain the mean scores of male and female students taught accounting using mobile technological devices.
2. Determine the mean scores of male and female students taught accounting using conventional method of instruction delivery.

The following research questions guided the study;

1. What are the mean scores of male and female students taught accounting using mobile technological devices?
2. What are the mean scores of male and female students taught accounting using conventional method of instruction delivery?

The following hypotheses were tested at 0.05 level of significance:

1. The mean scores of male and female students taught accounting using mobile technological devices do not differ significantly at pre-test and post-test.
2. The mean scores of male and female students taught accounting using conventional method of instruction delivery do not differ significantly at pre-test and post-test.

Research Method

The study adopted a quasi-experimental design with two non-equivalent groups.

Neq G_1 O_1 X_1 O_2
Neq G_2 O_2 X_2 O_2 with ANCOVA as post -hoc control

Where Neq G_1 – Non-equivalent Group 1; Neq G_2 - Non-equivalent Group 2
O_1 – Pre-test, O_2 – Post-test
X_1 – Mobile technological devices; X_2 – Conventional (lecture) method

The population of the study was 5000 students with 80 lecturers in faculties of education of the tertiary institutions while the sample of the study was 500 students with 10 lecturers drawn through purposive and convenience sampling techniques. The instrument for data collection was researcher-made test titled 'Instructional Delivery of Accounting Education for Corruption-free Tertiary Institutions I & II (IDAECFTI I&II)" for pre-test and post-test respectively. The mean and standard deviation were used to answer the research questions while ANCOVA was used to test and analyze the hypotheses. Kuder Richardson was used to test the reliability of the instruments resulting to 0.87 and 0.89 respectively. Pre-test consists of 50 item - questions centered on Instructional Delivery of Accounting Education in Corruption-free Tertiary Institutions, with options A – D; while post-test consists of 50 reshuffled item-questions, that are still centered on leadership transformation of policies and practices with options A-D with maximum mark of 2 for each item question (2 marks each for each item question totalling 100 marks). The instruments were validated by one specialist from Educational Technology Unit, ICT and Measurement and Evaluation respectively drawn from Faculty of Education in Imo State University, Owerri.

The two non-equivalent groups (Neq A and Neq B) were given pre-test in their big University auditorium during holidays in order not to disrupt the academic activities of the university. Their different answers made the researcher to draw a baseline of dividing the male and female students into two non-equivalent groups. The first group (treatment group) was exposed to instruction by ICT-compliant personnel in mobile technologies through the use of ICT-mobile facilities and internet-mobile services in the computer laboratory of the university. The utilization of mobile technologies in instructional delivery to the students by teacher-educators (lecturers) on Accounting education in tertiary institutions aroused and sustained their interests till the end of the exercise. Post-test was administered to them after the exercise in order to ascertain the extent of understanding of the Accounting education principles and practices. The scores gathered during pre-test and post-test were taken to be the scores for group A.

On the other hand, group B (control group) was not exposed to instruction given through mobile technologies; rather, they received instruction on accounting education through the conventional method of instruction delivery (lecture method). Post-test was administered to them after the exercise in order to ascertain the extent of understanding on accounting education principles and practice. The results were also collated immediately by the researchers. The research questions were answered using mean and standard deviation while the hypotheses were tested using analysis of covariance at 0.05 level of significance.

Results

Research Question 1: What are the mean scores of male and female students taught accounting using mobile technological devices?

Table 1: Mean Scores of students taught accounting education with mobile technologies

Group	*Sample (N)*	*Pre-test*		*Post-test*		*Gain Score*
		X_1	*SD*	X_2	*SD*	*X*
Male	75	59	0.67	97	0.88	38
Female	175	57	0.75	84	0.92	27

Results displayed in table 1 revealed that male students embraced mobile technologies than the female students from the gain score; as it improved and enhanced their interest and knowledge of accounting education.

Hypothesis 1: The mean scores of male and female students taught accounting education through the use of mobile technologies do not differ significantly at 0.05 level of significance.

Table 2: Summary of the ANCOVA

Sources of Var.	*DF*	SS_x	SS_y	*SP*	*DF*	SS^1_y	MS^1_y	*F-ratio*
Between	1	9589	9895.67	19845.78	1	17567.65	17567.65/1 = 17567.65	MSB^1_y/MSW^1_y = F
Within	24	9657	9266.35	18934.75	17	15547.55	15547.55/17 = 914.56	15547.55/914.56 = 17.00
Total	**25**	**19246**	**19162.02**	**38780.53**	**18**	**33115.20**		

Now, $F_{0.05}$ (1,17) = 2.38; thus $F_{0.05}$ (1,17) < 17.00

Table 2 shows that the absolute value of the computed F-ratio is lower than the table value; that is $F_{0.05}$ (1,17) = 2.38; thus $F_{0.05}$ (1,17) < 17.00; thus we accept the

null hypothesis that the mean scores of male and female students taught accounting education through the use of mobile technologies do not differ significantly at 0.05 level of significance is upheld; with the male students gaining more than the female students.

Research Question 2: What are the mean scores of male and female students taught accounting using conventional method of instruction delivery?

Table 3: Mean Scores of students taught accounting education using conventional method of instructional delivery

Group	*Sample (N)*	*Pre-test*		*Post-test*		*Gain Score*
		X_1	*SD*	X_2	*SD*	
Male	75	25	0.5	57	0.81	32
Female	175	22	0.6	51	0.84	29

Results displayed in table 3 revealed that male students also gained more than the female students in the teaching-learning process of accounting education without any form of mobile technologies.

Hypothesis 2: The mean scores of male and female students taught accounting education through the use of conventional method of instructional delivery do not differ significantly at 0.05 level of significance.

Table 4: Summary of the ANCOVA

Sources of Var.	*DF*	SS_x	SS_y	*SP*	*DF*	SS^1_y	MS^1_y	*F-ratio*
Between	1	4461	4867.66	158725.72	1	13547.65	13547.65/1 = 13547.65	MSB^1_y/MSW^1_y = F
Within	24	4536	4524.39	12724.63	17	13341.55	13341.55/17 = 784.80	13547.65/784.80 = 17.26
Total	**25**	**8997**	**9392.05**	**171450.35**	**18**	**26889.20**		

Now, $F_{0.05}(1,17) = 2.38$; thus $F_{0.05}(1,17) < 17.26$

Table 4 shows that the absolute value of the computed F-ratio is lower than the table value; that is $F_{0.05}(1,17) = 2.38$; thus $F_{0.05}(1,17) < 16.99$; thus we accept the null hypothesis that the mean scores of male and female students taught accounting education through the use of conventional method of instruction delivery do not differ significantly at 0.05 level of significance.

Discussion of Findings

Results displayed in table 1 revealed the mean scores of male and female students

taught accounting education through the use mobile technologies. The results indicated that male students gained more than the female students as highly evidenced in the mean gains of 38 and 27 respectively with a difference of 11. The results also showed that mobile technologies arouse, improve and enhance students' knowledge of accounting education irrespective of gender. The results also agree with hypotheses 1 as displayed in table 2 that the mean scores of male and female students taught accounting through the use of mobile technologies do not differ significantly at 0.05 level of significance. This agreement was in consonance with Wendeson, Fatimah, Ahmad and Nazleeni (2010) and Gaskell and Mills (2010) that mobile technologies have positive effect on the instructional delivery of accounting education to male and female students.

Similarly, the results displayed in table 3 revealed the mean scores of male and female students taught accounting education using conventional method of instructional delivery. The results indicated that male students gained more than the female students as highly evidenced in the mean gains of 32 and 29 respectively with a difference of 3. The results also showed that; in as much as conventional method of instructional delivery has been in vogue in tertiary institutions, male students gained more than the female students. The results also agree with hypotheses 2 as displayed in table 4 that the mean scores of male and female students taught accounting through the use of conventional method of instructional delivery do not differ significantly at 0.05 level of significance. This agreement was in consonance with Twum (2017) that mobile technologies have positive effect on the instructional delivery of accounting education to male and female students in tertiary institutions than the use of conventional method of instructional delivery.

Conclusion

Utilization of mobile technologies gives learners as well as teachers the opportunity to have access to information wherever they find themselves at their own paces. Positive criticisms have been made on mobile devices as one of the learning devices used for instructional delivery. This makes the mobile technologies to increase in numerical strengths, sizes and features for increased effectiveness of learning environments. Adoption of mobile technologies in tertiary institutions paves ways adequately for preparing plans and programs that will provide more effective usage in instructional process. Mobile technologies, therefore, are used to enhance, support and improve learning, increase the interaction –rate and contributes to the persistency in learning for the attainment of pre-determined goals.

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Teachers' Receptivity of English Studies Curriculum in Junior Secondary schools in Uyo Local Government Area, Akwa Ibom State.

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Abstract

To meet the challenges posed by globalization, the Nigerian government has implemented changes in the education system not only in curriculum content but more importantly in the delivery systems. This study is designed to investigate the receptivity of teachers in the junior secondary schools of the English Studies Curriculum. Two research questions and two hypotheses guided the study. Survey research design was used the study. The population of the study consisted of all eighty English Studies teachers. Sample - size consisted of forty teachers' selected using purposeful random sampling technique. A researcher-made Teacher English Studies Curriculum Receptivity Questionnaire (TECRO) was used for data collection. Descriptive statistical tool (mean) was used to answer the research questions while t-test was used to test the hypotheses formulated at .05 level of significance. The null hypothesis of no significant difference in the receptivity of the English Studies Curriculum based on teachers' gender was retained. The second null hypothesis of no significant difference in the receptivity to the English Studies Curriculum with regard to qualification was also retained. It was recommended among others that teachers as the English Studies curriculum implementers must be involved in the curriculum development process.

Key words: receptivity, gender, qualification, innovation and teachers

Introduction

In the midst of unprecedented changes in Nigerian society, schools have been

challenged with varied pressures that seek to alter education as it has been known for generations. Additional challenges are likely to arise as the rate of change continues to escalate, producing an increasingly complex global society. This directly pressurises the process of curriculum planning and development which is centrally designed and managed in Nigeria. The centrally prescribed curricula have the problems of finding the right curricula for all schools because of less interaction between the curriculum planners of the system and the teachers in the classroom; unlike the decentralized curriculum, where the teachers are active in the curriculum development process (Maphosa and Mutopa, 2012 ; Eunitah, Chindedza, Makaye, & Mapetere, 2013).

In a centrally planned curriculum system, teachers are expected to execute the curricula they did not take part in designing. This tends to limit their involvement, commitment and innovativeness in its implementation. However, because teachers are key players in the educational sector it is critical that they play a central role in curriculum development. It is in the light of this that Etuk, Udosen, Emah, Edem and Afangideh (2015) indicated that to develop a relevant curriculum, teachers must take part since they can feed their field experiences about what and how to teach into the work of the curriculum team in designing a curriculum to suit different schools.

Nigerian education stake holders have been involved in purposefully devising means for the development of individuals and the society through the process of acquiring the knowledge, skills, sensitivities, attitudes and values which will enable both individuals and groups to deal with daily living challenges, with a view to satisfying their needs. This is produced through the tool of curriculum innovation process to reflect the changing socio-philosophic views of education.

Curriculum innovation as viewed by Udo (2008), involves a change in both methodology and content of any subject matter, in order to influence the essence and method of performance of the learning activities. The change must be monitored and assessed to ensure that it is achieving the goals specified and that the effect of the change meets the expectations of both the designers and users. Accordingly, Okoye (2007) sees curriculum innovation as ideas, approaches and materials introduced into education to improve the content of the curriculum (English studies). This effort is to make it more relevant to the varying need of the learner and to every changing need of the Nigerian society. This will also improve instructional strategies and techniques in order to help the learners to learn faster and better improve organization of learning experience in order to make teaching-learning activities more meaningful and less tedious.

There has been various innovations in the Nigerian school systems. New programmes have also been adopted in a bid to bring about quality education (Etuk, 2002). English Studies is one of the compulsory subjects in the Upper Basic level that provides the foundation for at least, a credit at the senior secondary, a major prerequisite for admission into all courses in most of tertiary institutions in Nigeria (Olusakin, 2000). Many students seeking admission into higher institutions of learning could not be admitted because of their failure to obtain at least a credit grade in English Language. This kind of academic failure according to Adeyoju (1995) continues to generate a lot of concern among those who are engaged in academic pursuit.

Several inhibitions to the learning of English Language by students have been identified, some are human in nature, while others are non-human. One of the most prominent human inhibitions is teachers' personality comprising of educational qualification and gender, female and male teachers will naturally exhibit feminine and masculine traits respectively while carrying out their responsibilities. These include tolerance, energy, attention, assertion, accents, body communication and of course teachers' receptivity to curriculum innovations which determines ability to interpret and appropriately implement the English Studies curriculum. In support Udosen (2003) opines that the major problem with the teaching of English Studies is with the teacher. His attitude and methods depend on his understanding of what is meant by integrated English Studies.

Planned educational are usually in two phases, initiation and implementation. Initiation refers to the processes and planning which leads up to and includes the decision to proceed with the change while implementation refers to the first use of the proposed change in the Classroom. The present study incorporates the beginning of the implementation stage and is about teachers' respond to reforms. FrahmHuy (1999) cited in (2016) defines change receptivity as an interpretive, attitudinal state (both cognitive and emotional) to accept the need for proposed change and notes that it is both a state and a process. The notion of change receptivity being a process highlighted the challenges for those in the change management field.

The relationship between curriculum (pedagogical) innovations and receptivity is an inclination and ability of an individual to find, value, assimilate or reject, transform and exploit new knowledge or ideas, in order to achieve higher quality performance and effectiveness. By implication, teachers' receptivity is a measure of how open an English Studies teacher is to the curriculum innovation effected in the Junior secondary school curriculum. How ready and willing

he/she is to receive the innovation favourably.

Receptivity has to do with teachers' interaction with English Studies curriculum resulting from how well they accept the curriculum, how capable and how easily they receive the innovative content and use it. This description points out two aspects of receptivity: abilities and attitudes. A presumption can be made that a receptive individual is positive towards change, is able to find something new and apply it. This definition is important as it points out not *any* perception, but *a good one*. The word good here codifies receptivity filter meaning that not everything should be taken, but one needs special skills to select what is the most important. Thus, it is about the teacher admitting what comes up that is applicable to his or her context and accepting it totally without any reservation at the point of implementation.

However, there are certain hindrances to the total acceptability of the English Studies Curriculum. Despite the positive contribution teachers could make to curriculum development, research has shown that they are neglected in the process (Oloruntegbe, Duyilemi, Agbayewa, Oluwatelure, Dele, & Omoniyi, 2010). This affects the extent of English Studies curriculum implementation at the classroom level. Variables like gender and qualification come to play in teachers' receptivity of the new English Studies Education curriculum.

Generally, innovations are good and should bring about desired changes in the learners and in the way things are done. This is the reason English Studies Curriculum is introduced in our education system at the Junior Secondary school level. Teachers' receptivity to English Studies curriculum may be determined by several factors which influence the job performance of the teachers. Among these factors, gender and level of qualification is of interest to the general populace, especially now that females are gradually taking over and dominating the teaching profession in the Education system. The main problem of the study, put in question form is: Are teachers amenable to receiving the new change?

The main purpose of this study is to find out teachers receptivity of the English Studies Curriculum which is an aspect of curriculum innovation. The specific objectives are to:

1. assess the difference in receptivity of the English studies curriculum by male and female teachers.
2. determine the difference in receptivity of English studies curriculum based on teachers qualification.

Two research questions guided the study:

1. How do male and female teachers differ in their receptivity of the English Studies Curriculum?
2. What is the difference in the teachers receptivity of English Studies Curriculum based on qualification?

Two null hypotheses are formulated:

1. There is no significant difference in the receptivity of English Studies Curriculum based on teachers' gender.
2. There is no significant difference in the receptivity of the English Studies Curriculum with respect to teachers' qualification

Research Method

Survey research design was used to carry out this study. All eighty English Studies teachers in junior secondary schools in Uyo Local Government, of Akwa Ibom state constituted the study population. A sample of fifty, comprising twenty five female and twenty five male teachers were selected using purposeful random sampling technique. A researcher-made 20-item Teachers' English Studies Curriculum Receptivity Questionnaire tagged (TESCRQ) was used for data collection. The items centred on teachers' gender and experience in implementing the structure of English Studies curriculum.

Face and content validity of the instrument was carried out by experts in Curriculum Studies. It was administered to forty junior secondary school English Studies teachers in fifty schools in Uyo Local Government Area. Descriptive statistical tool (mean) was used to answer the research questions while t-test was used to test the hypotheses formulated were tested at .05 level of significance.

Results

Research Question 1: How do male and female teachers differ in their receptivity of the English Studies Curriculum?

VARIABLES (TEACHERS' GENDER)	N	MEAN
FEMALE	25	44.5
MALE	25	41

Result in Table 1 show the mean scores of the pedagogues' receptivity of Upper Basic English Studies Curriculum between female and male were 44.5 and 41

respectively. The mean value of 44.5 indicates a higher receptivity by females.

Hypothesis 1: There is no significant difference in the receptivity of English Studies Curriculum based on pedagogues' gender.

Table 2: t-test Analysis of Teachers' Receptivity to English Studies Curriculum Based on Gender

Variable(Teachers Gender)	*N*	*Mean*	*SD*	*t-cal*	*t-cri*	*Decision*
Female	25	44.5	110.7	1.09	1.68	*Ho NS*
Male	*25*	*41*	*70*			

* Significant at 0.05 level

Data in Table 2 indicates that the calculated t-value of 1.09 is less than the critical t-value of 1.68. The null hypothesis is retained. This reveals that female teachers are more receptive of innovations in English Studies curriculum at the junior secondary school level than their male counterparts.

Research Question 2: What is the difference in the teachers receptivity of English Studies Curriculum based on qualification?

Table 3: Mean analysis of Teachers' Receptivity of English Studies Curriculum Based on Qualification

Variables (Qualification)	*N*	*Mean*
B.A./B.Ed.	24	42.8
NCE	16	43.9

Data in Table 3 reveals the mean scores in teachers' receptivity of Upper Basic English Studies Curriculum based on qualification. Teachers with first degrees are less receptive of curriculum innovations in English Studies junior secondary school with a mean score of 42.8 than those with NCE.

Hypothesis 2:

There is no significant difference in the receptivity to the English Studies Curriculum based on Teachers' qualification

Table 4: T-test Analysis of Teachers' Receptivity of English Studies Curriculum Based on Qualification

Variables (Qualification)	*N*	*Mean*	*SD*	*t-cal*	*t-crit*	*Decision*
B.A./B.Ed.	24	42.8	113.9	-0.37	1.68	*Ho NS*
NCE	*16*	*43.9*	*73.8*			

* Significant at 0.05 level

Data in table 4 indicates that the calculated t-value of -0.37 is less than the critical t-value of 1.68. The null hypothesis is upheld. Thus, the difference between teachers with first degree and those with NCE is not significant.

Discussion of Findings

The result of findings reveals that; there is no difference in the way teachers receive the new English Studies Curriculum using the two variables (Gender, and Qualification). This might be as a result of the fact that anybody is qualified to be a teacher of any subject, whether male or female (Unachukwu 1990), and that sex does not have a well pronounced influence on one's receptiveness. Qualification do not affect receptiveness but Udosen (2003) observes that the major problem with the teaching of English Studies lies with the teacher. His / her attitudes and methods depend on his/ her understanding of what is meant by integrated English Studies.

This findings negate what Offorma (2005) wrote that a professional possessed a specialized corpus of knowledge, skills and attitudes imbibed during a prolonged period of initiation into the profession. This fact has not been demonstrated by the teachers used in this study.

Conclusion

This study has shown that the receptivity and subsequent implementation of innovation in the English Studies Curriculum at the junior secondary school level do not depend on teachers' gender and qualification. It is observed that it depends largely on the understanding of what the integrated curriculum is all about.

Recommendations

The following recommendations were made to improve the status quo:

1) Teachers are the English Studies implementers and must be involved in the curriculum development process. This will provide proper innovative contributions in the curriculum.

2) Teachers should be exposed to the innovative concepts being introduced to English Studies by organizing workshops, seminars and conferences to improve pedagogues' methods and skills of teaching this subject.

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Appendix A
TEACHERS' ENGLISH STUDIES CURRICULUM RECEPTIVITY QUESTIONNAIRE

Please tick [ ] against your option.

(a) Teachers Gender: Male [ ] Female [ ]

(b) Teachers Qualification: NCE [ ] B.A./B.ED [ ] Post Degree [ ]

INTRODUCTION: Please indicate the extent of your agreement A for Agreed, SA for Strongly Agree, D for Disagree and SD for Strongly Disagree.

S/N	ITEMS	SA	A	SD	D
1	I have seen the English Studies Curriculum before.				
2	I make use of it each time I prepare my notes of lesson.				
3	English Studies Curriculum is the best innovation so far made in the teaching of English and Literature.				
4	I like the integrated method of teaching English Studies.				
5	I like the objectives of the curriculum because they are geared towards enhancing the integration of English and Literature.				
6	I love the manner aspects of English and Literature are treated as one.				
7	English language is still taught as a separate subject even with the advent of the integrated curriculum.				
8	Literature is also taught as a separate subject				
9	As a result of teaching these subjects separately. Literature is often neglected.				
10	I prefer teaching English Language to Literature because of scarcity of textbooks.				
11	I prefer this integrated approach because there are enough textbooks to guide in the teaching of this English Studies as an integrated subject.				
12	I have attended seminar on how to teach this integrated English				
13	I prefer it to how both subjects were taught separately before now				
14	My students perform better because I use the integrated approach to teach				
15	I love teaching English Studies because I was taught integrated English in my tertiary institution				
16	I was not exposed to the integrated approach so I do not know how to teach it				

17	This approach of teaching does not have any relationship with students' performance, so I do not encourage it				
18	There has been no seminar on how to teach English Studies; as such I hate this approach.				
19	There are enough textbooks on English Studies that makes me love this approach.				
20	I recommend this method of teaching English and Literature even for the senior secondary classes.				

Educational Curriculum: A veritable tool to fight Corruption at the Tertiary level of Education in Nigeria.

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Abstract.
Corruption has been identified as a major challenge hindering the growth, progress and development of the nation Nigeria. Corruption has affected and permeated all sectors in the nation; politics, economy and education sector. There is hardly any problem in any sector in Nigeria, whose root cause is not corruption. Hence Educational Curriculum is seen as a veritable tool to fight corruption, focusing on the Education sector, especially the tertiary level. The paper tries to explain briefly the concept of Educational Curriculum. It also lists the goals of tertiary education in Nigeria. The paper gives a brief definition of corruption. It as well discusses the forms of corruption that has being observed at the tertiary level institutions. The paper equally discusses the consequences of corruption at the tertiary level of education in Nigeria. The paper concludes on how Educational Curriculum can serve as a veritable tool in fighting corruption at the tertiary level of education in Nigeria.
Keywords: Educational Curriculum, corruption, veritable, tools, Tertiary level of education.

Introduction

Corruption is a global phenomenon. But in Nigeria, the level of corrupt practices have reached such a magnitude that is seems to be accepted as the normal way of life. It is no longer been frowned at as evil and abnormal. It has eaten deeply into the fabrics of the society despite all efforts been made to curb it. It appears as if the more you fight corruption in Nigeria, the more it fights back, and the more it rears its ugly head in different ways, different angles and in different forms in all sectors of the economy. Fafunwa as cited by Mbachu, Zalakoro & Frank-Oputu (2016) laments that problems in the education sector is deeply rooted to high

level of corruption in the country leading to the falling standard of education in Nigeria.

Sule and Adam (2015), decry the current happenings at the Tertiary level of education such as high number of graduates that are being turned out with certificates that are not defendable coupled with moral decadence among youths in tertiary institutions as pointers to the fact that corruption has seriously penetrated into Nigeria tertiary institutions. It is notable that one of the goals of education as enshrined in the National Policy on Education, FRN (2013) is "The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as requirements for the individual to live in and contribute to the development of the society". This implies that the main purpose of education in Nigeria is to make an individual a functional and competent member and contributor to national growth and development. The achievement of such laudable goal becomes a mirage in the face of high level of corruption that has bedeviled the nation, hence Educational Curriculum is seen as a veritable tool to fight corruption at the tertiary level of education in Nigeria.

Concept of Educational Curriculum.

Education in its simplest definition is a process of equipping an individual with knowledge, values and skills that will transform him into a responsible member of the society. Fafunwa (2010), defines education as the process by which a person develops abilities, skills, attitudes and other forms of behavior of positive values in the society in which he lives. Ossat (2011), defines Education as a process geared towards emancipation of the complete man, this means, an individual is expected to be fully equipped mentally, physically, psychologically, socially, morally etc. to enable him function well in the society. The essence of education is the ability to transfer the knowledge, facts, values and attitudes learnt from one situation to solve problems in another situation; this is done through a well-planned educational instrument called "Curriculum".

Curriculum is therefore summarized in a nutshell by Dewey, Tyler, Wheeler, Casewell and Campbell as cited in Esu, Enukoha and Umoren (2016) as the totality of the learning experiences which the learner acquires while still under the guidance, umbrella or auspices of the school. It is seen as the planned experiences offered to the learner under the guidance of the school. Tanner and Tanner cited in Mbachu and Nemine (2018) view curriculum as planned and guided learning experiences and intended learning outcomes formulated under the auspices of the school for the learner. This therefore entails that the instrument which education uses in equipping learners with skills, knowledge and values in order for the learner to become a responsible citizen of the society is called "Educational Curriculum".

Goals of tertiary education in Nigeria

Tertiary education is the education given after post basic education in institutions such as universities and inter-university centers such as colleges of education, polytechnics, monotechnics, colleges of agriculture, schools of health technology and a few other higher institutions.

The goals of tertiary education therefore as enshrined in the National Policy of Education FRN (2013) shall be to;

a. Contribute to national development through high level manpower training;
b. Provide accessible and affordable quality learning opportunities in formal and informal education in responsibility to the needs and interests of all Nigerians;
c. Provide high quality career counseling and lifelong learning programs that prepare students with the knowledge and skills for self-reliance and the world of work;
d. Reduce skills shortages through the production of skilled manpower relevant to the needs of the labour market;
e. Promote and encourage scholarship, entrepreneurship, and community service;
f. Forge and cement national unity; and
g. Promote national and international understanding and interaction.

Tertiary education shall pursue those goals through;

a. Quality student intake;
b. Quality teaching and learning;
c. Research and development;
d. High standards in the quality of facilities, service and resources;
e. Staff welfare and development programs;
f. Provision of a more practicable based curriculum relevant to the needs of the labour market;

Supporting affordable, equitable access to tertiary education through scholarships and students loans.

All teachers in tertiary institutions shall be required to undergo training in the methods and techniques of teaching. Excerpts from the (FRN 2013:52)

Corruption, forms of corruption at the tertiary level of education

Bribery and corruption go hand-in-glove in Nigeria. They are twins that have eaten deep into the fabrics of Nigeria society. Corruption is as old as Nigeria and is traceable to the 1st Republic of 1960-1966. It rears its ugly head in all sectors

including education sector which is our main focus. Corruption is defined by Jonathan (2018), as the abuse of entrusted power for private or personal gain. Corruption is seen as a form of dishonest or unethical conduct by a person entrusted with a position of authority often to acquire personal benefit. It is defined by Buseri (2017) as a state of being or becoming decayed in character, attitude, action and behavior. Obanya (2014) defined corruption as destruction, ruining or the spoiling of society or nation. When a society stops valuing integrity, virtue or moral principles, such a society begins to decay and sets itself on the road to self-destruction.

Forms of corruption commonly perpetuated at the Tertiary level of Education.

There are so many abnormal, unacceptable behaviors being exhibited by students and staff both academic and non-academic in tertiary institutions. Such behaviors are classified as "corruption". A few of such are

1. **Corrupt practices in the area of students' admission:** It is an acceptable fact that students' admission most often do not follow the normal procedure or rather due process. Most admissions are not done by merit. Some admission officials work with student agents to demand cash for admission while university officials also consider letters from top government officials. Children/wards of such big men are favored in terms of admission at the expense of the brilliant candidates who have nobody to speak for them. In a situation like that, admission is no longer based on merit but by favoritism and "Public Relations" (PR).
2. **Certificate Forgery:** It is now an open secret that most of the students admitted into tertiary institutions are admitted with forged certificates. Most parents even pay special centers or register their children and wards in rural schools where they connive with teachers and invigilators to write for the candidates. With such certificates, the candidates gain admission into the universities. For the fact that they are not academically sound to face and overcome academic rigors, they have no other option than to indulge in all sorts of exam-malpractices, while the female students sleep with the male lecturers in exchange for marks.
3. **Examination malpractice:** Mbachu (2012) categorized the types of exam malpractices commonly practiced in school into three:

- Pre examination stage: This entails collection of money from students and showing them question papers. It could be from the lecturer himself, the typist or the person photocopying the question papers
- During examination: This include, bringing/using prepared materials

either full papers or text books or tiny pieces of papers popularly called "chips", impersonation, that is candidates who are not really the right students coming to write for others student who must have paid them to enter and write on their behalf.

- Post examination stage: This involves giving money or gifts that is paying in cash or in kind (from girls) in exchange of marks.

4. **Politicization in the appointment of VC/Rectors:** Mbachu and Dimkpa (2014) lament that appointment of Vice Chancellor and Rectors in Universities and polytechnics has been characterized by politics rather than merit. In view of this, it is agreed that some of the Vice Chancellors and Rectors appointed by either Federal or State Executives have failed in their responsibilities due to incompetency and inexperience. Omotayo (2008), agrees that some students' unrest and ASUU strike are often generated by the poor management styles of such Vice Chancellors.

Consequences of corruption at the tertiary level of education in Nigeria.

Corrupt practices in the university have so many adverse effects both on the students, the staff, the university community and society in general. A few of such consequences are:

1. **Hopelessness; frustration and abuse of admission opportunity:** A situation where a bright student is denied the opportunity of gaining admission into the university either because of quota system as a result of the geographical region where he comes from or because the available spaces have been given out to the children of the influential elites in the society, when this denial goes on for years, it can lead to frustration and loss of hope for higher education for such student. On the other hand, those that got admission on a platter of gold as a result of "man-know-man-ima-maddu" are likely to abuse such privilege and many constitute nuisance and indulge in all sorts of criminal acts such as cultism.
2. **Loss of dignity and respect:** When a lecturer is involved in academic corruption such as exchange of marks or grades for sex from female students he is no longer valued or respected. He losses respect and dignity from his colleagues, if not carefully handled, he loses respect/value from both his family and society. A typical example is what happened between a professor and a female student in Obafemi Awolowa University, Ife in 2018 which led to the dismissal of the lecturer from the university, and his being convicted of a criminal offence and jailed.

3. **Crises, unrest and indefinite closure of the institution:** This can happen when a Vice Chancellor or Rector is unlawfully imposed in a university or any other tertiary institution. Mbachu and Dimkpa (2014) cited an example with UST, Rivers State where academic activities were crippled for over six months in 2014 as a result of imposition of Vice Chancellor.
4. **Production of half-baked graduates:** Obanya (2004), laments that some Nigerian graduates are not employed, not just because the jobs are not always available, but because they lack the skills that can make them employable. On the other hand, they are not employable because their degree certificates are not defendable; they are half-baked as a result of the exam malpractice they indulged in all through their stay in the university.

Educational Curriculum as a veritable tool to fight corruption

For Educational Curriculum to be a tool to fight corruption at the tertiary education level, Obanya (2014), recommends that Nigeria should develop a robust quality education for sustainable development. This according to him should be done by:

1. Bringing the indicators of sustainable development into significant aspects of the education process. They include:
   Curriculum integration: Integration is an approach to curriculum organization that seeks to enrich rather than over load by simply adding on and on. New areas of concern are brought into the curriculum through three main approaches

a. The stand-alone approach (introducing the area of concern as an extra often compulsory subject on the school curriculum).
b. The carrier subject approach, in which the new area of concern is conveyed through 'related' subjects (e.g. teaching health concern through natural science, or human rights through civics/social studies).
c. The infusion approach, in which the pedagogical objectives, content, and methodology of the new area of concern are intimately built into all existing school subjects. Obanya agrees that all the three approaches would solve the need for educating for sustainable development in different forms and at different levels. He suggests that infusion should dominate at the basic education level, the carrier-subject approach at the secondary.

2. Introduction of values and ethics into the Educational Curriculum.

The objective of institutions of learning vis-à-vis students related functions are to produce students who have been made by the institutions to be worthy in character and learning. This is to say that the schools will strive to ensure that positive transformation is infused into the character of the students. To achieve this, values and ethical education need to be emphasized in our school curriculum. On this note, Esu and Onu (2009), are in agreement with the Authors that Educational Curriculum can become an instrument to fight corruption in the educational system when values and the ethics are fully introduced into the school curriculum and effectively implemented. Emmah (2005, insists that this should be a major component of the general studies program and should be taught extensively and intensively.

3. Building ethical values into the child right from the family: This is where informal education curriculum comes to play. Mbachu and George (2018), agree that a child that is brought up in a way and fear of God is likely to have moral and ethical values inculcated in him or her. Bible instructs; "train up a child in the way he should go, when he grows up, he will not depart from it". Prov. 22:6. This means that when ethical values are built into the child right from the family through religious education, the child grows up being morally sound. The inculcation of moral values into the child continues through civic and moral Education in the school. The outcome will be that the School through its Educational Curriculum will procedure students with positive attitudes and sound minds for the society.

In addition to the above suggestions, education managers at the tertiary level should ensure that:

4. Appointment of Vice Chancellors, Provosts and Rectors should be based on merit and not on sentimentality, favoritism or by the popular "man-know-man".
5. Students' admission should equally be based on merit and not by favoritism or catchment area.
6. Education Managers/University Management should ensure that the school environment is conducive for learning to ensure quality students production.
7. Lecturers in higher education should live up to expectations; impart positive change into their Students. They should ensure that quality Curriculum delivery is done at the classroom level. This should be done to ensure that cheating during exam will be reduced to the barest minimum

thereby eading to quality Students' production.

Conclusion

The paper concludes with Fafunwa's statement as cited by Mbachu, Zalakoro and Frank-Oputu (2017). He has this say:

> As a nation, we have grown the education sector in quantity, but we are very short in quality. And the root of this mess is corruption. Name any problem we have in this country and I will tell you corruption is the root. If there is a plane crash, car crash, bad roads, building collapse, poor health facilities, bad economy, insecurity, bad education, corruption is at the bottom and center of all these challenges. We must kill corruption before it kills us! (Mbachu, Charles-Zalakoro & Frank-Oputu 2016:173)

Okonjo-Iweala laments and said;

> When we fight corruption, corruption fights back, unless we found a way to confront corruption and enhance transparency in our economy and social life in a consistent manner, we would not be able to convince Nigerians or the world that we were serious about reform. We need to move quickly, and we have to move far beyond generalities and platitudes". **Okonjo-Iweala 2012:18-Experts: paraphrased).**

> Having x-rayed the danger and threat corruption poses to the tertiary level of Education in particular in Nigeria, it is therefore becomes very expedient that ethical values through moral education be effectively and vigorously implemented in schools.

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Students' Advancement in Biology Achievement through Two Modes of Peer Tutoring: Implications for school security

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Abstract

Security issues in schools such as bullying and violence disrupt meaningful learning activities and are likely to be perpetrated by students who achieved poorly in learning activities. Poor achievement in Biology frustrates students and could make them resort to violent activities that threaten the school and national securities. This study explored if the use of two modes of peer tutoring will help to enhance students' achievement in Biology. It employed a quasi-experiment of non-equivalent control group design and was conducted in the Onitsha Education Zone of Anambra State. It was guided by two research questions and three null hypotheses. 180 students who participated in the study were drawn using stratified random sampling and simple random sampling techniques. The content validity of the Biology Achievement Test (BAT) which was used to collect data was ensured using test-blue print and its internal consistency determined using K-R_{20} with a reliability value of 0.83. Students in the experimental group were exposed to the Whole Class Peer Tutoring (WCPT) strategy while the control group was exposed to the Reciprocal Peer Tutoring (RPT) strategy. Data were analyzed using mean and standard deviation, as well as ANCOVA. Results showed that the WCPT strategy enhanced students' achievement in Biology more than the RPT strategy. Also, although male students significantly achieved higher than female students, there was no significant interaction effect of teaching strategies and gender on students' achievement. The findings have implications for school security and recommendations were made.

Keywords: whole class peer tutoring, reciprocal peer tutoring, achievement, school security

Introduction

The study of Biology is of great importance to individuals and nation-building. It prepares students to acquire biological literacy, skills, and attitude needed for life after school in society. Biology, in essence, enables students to acquire optimal knowledge about their body anatomy and physiology that equip

them to work towards preventing communicable diseases, maintaining personal hygiene; and preserving resources in the environment for a sustainable future. In addition to preparing students to choose careers in medicine, forestry, agriculture, biotechnology, nursing, and other Biology related courses, Biology as a subject enjoys a large number of students' enrolment than any other science subject at the senior secondary school level (Ofoegbu, 2013). It is expected that the study of Biology at the senior secondary school level as stated in the Biology Curriculum enables the students to acquire adequate laboratory and field skills in Biology; meaningful and relevant knowledge in Biology; ability to apply scientific knowledge to everyday life in matters of personal and community health and agriculture; as well as acquire reasonable and functional scientific attitude (Nigeria Educational Research and Development Council [NERDC], 2008). The actualization of those objectives by students will foster personal and societal development. Students are said to have achieved in school Biology learning when they have successfully attained those objectives.

Achievement has to do with the successful accomplishment of a task or the attainment of set objectives of instruction especially using one's effort and skill. It deals with the extent to which students have gained from a particular course of instruction. Omachi (2000) asserted that academic achievement is the scholastic standing of a student's performance at a given moment. It also refers to the cognitive score of learning outcome in a subject (Shaibu & Usman, 2002). Academic achievement is an interesting variable to teachers, students, parents, and society at large because it is used for different purposes. Enyi (2004: pg 41) stated that academic achievement is used:

- To identify student's growth or lack of growth in acquiring desirable knowledge, skills, attitude as social values.
- To predict the general trend in the development of the teaching/learning process.
- To determine the relative effectiveness of the program (teaching /learning) in terms of student's behavioural output.
- By the teacher to determine the effectiveness of their teaching technique and learning materials.
- To motivate students to learn more as they discover their progress or lack of progress in a given task.

However, in spite of the robustness of Biology curriculum objectives and the purposes of achievement, students seem not to have adequately accomplished the objectives as their achievement in Biology external examinations is poor. For

instance, students' achievement in Biology external examinations such as the West African Senior School Certificate Examination (WASSCE) has not been consistently good. The West African Examination Council (WAEC) chief examiners reports (2015 & 2018) stated that students' performance in Biology was poor. Auwalu, Muhammad, and Mohd (2014) in conformity with Adewale, Ogunshola, and Nzewuihe (2016) maintained that students' achievement in Biology was poor. In a quest to unravel the causes of poor achievement, Akinsanyo, Ajayi, and Solomi (2014) noted that parents, education has a significant influence on the academic achievement of students in the sciences. Komba (2013) added that a lack of qualified teachers, unconducive learning environment, and poor teaching and learning materials could cause poor achievement. Dianah (2013) pointed out that the poor achievement of students may be due to poor coverage of Biology curriculum, lack of interest among Biology students, and inadequate laboratory facilities. Students' poor achievement in science including Biology was caused by factors which include teachers the teaching methods or strategies used (Cimer, 2015). Because most Biology teachers are still struggling on how to effectively utilize some teaching methods and strategies identified to be effective through research (Capa, 2012), they still adopt the conventional method of teaching whereby the teacher does most of the talking and sparingly involve the students during the teaching and learning process. Such practice does not make use of social constructivist approaches that actively involve students during the teaching and learning process.

Social constructivism refers to the process in which peers conceptualize ideas and thoughts through interaction with other peers and the teacher guides their activities in a social way (Prowel & Kalina, 2009). Constructivism upholds that students must be seen doing something individually or in a group to learn. The students are expected to participate actively in the learning process with the teacher acting as a facilitator of learning. Such dynamics of interaction within the constructivist classroom enable students to learn meaningfully. From the social constructivist tenets, students' interaction appears to be among the viable means through which students can acquire skills and be able to construct their learning. It is in this sense that this study focused on peer tutoring.

Peer tutoring is an instructional strategy that aims at combining students to practice a learning task meaningfully. It occurs when students work in a group, whereby one of the students acts as a tutor for other members of the group. Peer tutoring is an instructional strategy that partners students to help one another to

learn, reinforces skill, and/or practice a learning task (Paul, Lisa & Vanesa, 2006). Conrad (2008) defined peer-tutoring as an organized learning experience in which one student serves as the tutor, and the other becomes the learner or tutee. It allows students to exchange ideas, develop their interactive skills that enhance their communication and self-confidence. Varieties of Peer tutoring strategies exist. Peter (2016) outlined the varieties to include Cross-Age Peer Tutoring (CAPT), Peer Assisted Learning Strategies (PALS), Reciprocal Peer Tutoring (RPT), Same-Age Peer Tutoring (SAPT) and Class Wide Peer Tutoring (CWPT).

Cross-Age Peer tutoring refers to peer tutoring in which the elder students act as tutors while the younger students act as tutees (Robinson, Schofield & Steers-Wentzell, 2005). Peer Assisted learning strategy, involves the use of high performing students to help or teach low performing students in a particular subject area. Reciprocal peer tutoring involves students in each group playing an alternate role as a tutor in the teaching and learning process that is, they take turns during the process (Fauntuzzo, King & Heller, 1992). Same-Age peer tutoring pairs students of the same age bracket to serve either as tutors or tutees. Class-wide peer tutoring also called Whole-Class Peer Tutoring (WCPT) in this study, involves dividing the entire class into small heterogeneous groups with students of high ability level serving as peer tutors while the teacher facilitates the instruction (Greenwood, Terry & Arreaga, 1992). Despite the variations among the strategies of peer tutoring, peer interaction could have a powerful influence on the academic achievement of students (Sternberg, 2000). In that regard, this study explored two modes of peer tutoring namely Whole-Class Peer Tutoring (WCPT) and Reciprocal Peer Tutoring (RPT) strategies. Studies have been conducted on peer tutoring and found them to be effective in enhancing students' learning.

For instance, Peer-Assisted Learning Strategies (PALS) was found to be efficacious in improving students' achievement in Mathematics (Cahoon & Fuchs, 2003) and literacy development (Fuchs & Kazdan, 1999). Peter (2016) discovered that peer tutoring strategy improved senior secondary school students' academic achievement in technical drawing. Uroko (2010) revealed that Reciprocal Peer Tutoring (RPT) improved students' achievement, interest, and perceived self-efficacy in reading comprehension. Greenwood, Terry, and Arreaga (1992) maintained that the Class-wide Peer Tutoring program was effective in enabling students to make educationally important gains in spelling accuracy. Ezenwosu (2008) revealed that peer tutoring improved students' achievement in Biology. All these studies did not study the differential effects of

two modes of peer tutoring such as WCPT and RPT strategies on students' learning outcomes such as achievement in Biology. This is what this study sets to explore. The achievement of students in Biology may be influenced by gender.
Gender is a set of characteristics that distinguish males and females as assigned by society. Okeke (2007) conceptualized gender as a social or cultural construct, characteristics, and/or roles that vary across places and cultures. Some studies show that girls perform more poorly in sciences than boys while other studies were on the contrary. For examples, the study conducted by Madu (2004) and Agomuoh (2010) found that gender influences students' conceptual shift in physics in favor of male students; while a study conducted by Calsambis (2007) found that students' achievement in science, especially in the acquisition of formal reasoning schemata, was in favor of girls. Ezenwosu (2008) found no significant interaction effect between peer tutoring and gender on students' achievement in Biology. Nwosu (2001) discovered that students' achievement in science, especially in the acquisition of science process skills, was not gender-specific. From the foregoing studies, it could be seen that the influence of gender on achievement is inconclusive. Therefore more study is needed to better understand the influence of gender on students achievement. Improving students' achievement in Biology and other school subjects is necessary because it will likely reduce frustration capable of making students resort to violence and other acts that affects the school and national securities at large.

School security is the safety of the school environment in such a manner as being free from threats that are capable of disrupting effective teaching and learning. It is the school being free from dangers that are inimical to students' achievement, their holistic developments, and the society at large. Across schools, there have been some security challenges that are capable of upsetting the peaceful nature of the school environment and make it hostile for any meaningful academic activity to occur. Among the security issues are bullying, destruction of school facilities, and truancy (Ozer, 2006; Geyin, 2007). Amid these security issues, effective teaching and learning becomes a mirage. Students who underachieve in school learning activities are likely to become frustrated and as such resort to violence and bullying. This calls for an urgent need to improve on students' achievement in Biology using learner-centered strategies. Could the use of two modes of peer tutoring of the social constructivism approach be effective in improving students' achievement in Biology irrespective of students' gender?

Purpose of the Study

The purpose of the study is to determine students' achievement in Biology using

two modes of peer tutoring. Specifically, the purposes of the study are to determine the:

1. Achievement of students in Biology when exposed to the WCPT strategy and those exposed to the RPT strategy.
2. Influence of gender on students' achievement in Biology.
3. Interaction effect of teaching strategies and gender on students' achievement.

Research Questions

The following research questions guided the study.

1. What are the mean achievement scores of students in Biology when exposed to the WCPT strategy and those exposed to the RPT strategy?
2. What are the mean achievement scores of male and female students in Biology?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

HO_1: There is no significant difference in the mean achievement scores of students in Biology when exposed to WCPT and those exposed to RPT strategies.

$HO_{2:}$ There is no significant difference in the mean achievement scores of male and female students in Biology.

HO_3: There is no significant interaction effect of teaching strategies and gender on students' achievement in Biology.

Research Methods

Design: Quasi-experiment of non-equivalent control group design was used.

Area of the Study: The study was carried out in the Onitsha Education zone which is one of the six education zones in Anambra State. Onitsha Education Zone is made up of three Local Government Areas namely: Onitsha North, Onitsha South, and Ogbaru.

Population of the Study: The population of the study comprised 6, 270 SSII Biology students in all the secondary schools in the Zone; consisting of 3, 518 female, and 2,752 male students.

Sample and Sampling Technique: The sample of the study was 180 SSII Biology students made up of 88 males and 92 females who were drawn using a stratified random sampling technique and simple random sampling technique. A stratified random sampling technique was used to draw two co-educational schools from each of the three local government Areas. The researchers randomly assigned three schools to the experimental group and the remaining

three secondary schools to the control group. In each sampled school, the researchers used all the students in an intact science class making the total sample size to be 180.

Instrument for Data Collection: The instrument used for data collection was Biology Achievement Test (BAT) developed by the researchers. The BAT contained 30 multiple-choice objective tests. Each question item has four options lettered A-D. The test was based on the four Biology topics used for the study which were pollution and its control, conservation of natural resources, adaptation, and association. The choice of the topics was guided by their relevance to environmental sustainability which is among the goals of sustainable development. The question items were scored by assigning one mark to each correctly answered item and zero (0) for an incorrectly answered item. The instrument was face validated by three experts, two in biology Education and one in Measurement and Evaluation. The content validity of the BAT was ensured using test-blue print.

Reliability of Instrument: The reliability coefficient of BAT was determined using the Kuder-Richardson formula ($K\text{-}R_{20}$) method and a reliability index of 0.83 was obtained which according to Nworgu (2015) was appropriate for the study.

Experimental Procedure: The study lasted for seven (7) weeks and commenced with the training of the six Biology teachers in the sampled schools within four days. The three Biology teachers in the experimental group (schools) were trained on the use of the WCPT strategy which among other things involved grouping of the students based on their ability levels, organizing the subtopics, and assigning the same to the tutors using the lesson plan. The three other Biology teachers in the control schools were trained on the use of RPT. After the training, the Biology Achievement Test (BAT) was administered to the students of both groups as a pre-test. The pre-test scores apart from been used to determine the students' baseline knowledge were used to select students who would serve as peer tutors in the experimental group. After the pre-test, the main teaching commenced. Teaching in the experimental group was done using (WCPT) where the students were first heterogeneously grouped into an average of 5 students per group with a high ability group leader in each group who served as a peer tutor. The teacher had a pre-discussion class with the peer tutors a day before the main teaching, whereby subunits of each new concept/topic were assigned to the peer tutors to read up in advance. In each lesson, after introducing the topic, the teacher gave the groups five minutes wait time to discuss the subunits with their peer tutors. Thereafter, the teacher called upon the peer tutor in group one to take up the first subunit of the topic and explain to the tutees (whole class) while the

teacher moderates. The peer tutor in group two took up the second subunit and explained the same to the entire/whole class. This was how the entire subunits were taught by the peer tutors and by so doing the topic for the day's lesson would be taught. The students were encouraged to ask questions which the peer tutors and the teacher help to clarify.

The students in the control group were taught using the RPT strategy whereby the students alternate the roles of tutors and tutees. In other words, students discussed the subunits the teacher assigned to them among themselves as tutors and tutees in their groups within five minutes after the introduction of the lesson topic by the teacher; without any advance study of such topics before their actual class teaching. In the use of the RPT strategy, any member of each group could serve as a peer tutor for the group as the lesson progressed. After six weeks of teaching, a post-test of BAT was administered to the students in both groups. Extraneous variables such as Hawthorne effects and teacher variables were controlled in the cause of the experiment by respectively involving the Biology teachers in the sampled schools as research assistants and by training them. Data collected were analyzed quantitatively. Mean and the standard deviation was used to answer the research questions while Analysis of Covariance (ANCOVA) was used to test the null hypotheses at 0.05 significant level.

Results

Research Question 1: What are the mean achievement scores of students in Biology when exposed to the WCPT strategy and those exposed to the RPT strategy?

Table 1: **Descriptive Statistics showing Mean and Standard Deviation of Pre and Post Achievement Scores of Students' Taught Biology using WCPT and RPT Strategies**

		Pretest		Posttest		
Strategies	**N**	$\bar{x}$	**SD**	$\bar{x}$	**SD**	**Mean Gain**
RPT Strategy	90	32.57	9.28	51.24	5.50	18.67
WCPT Strategy	90	33.17	7.80	55.66	5.39	22.49

NB: WCPT = whole class peer tutoring strategy; RPT = reciprocal peer tutoring.

Results in Table 1 showed that the group taught Biology using RPT strategy had a pre-achievement mean score of 32.57 with a standard deviation of 9.28 and a post-achievement mean score of 51.24 with a standard deviation of 5.50. The group taught Biology using the WCPT strategy had a pre-achievement mean score of 33.17 with a standard deviation of 7.80 and a post-achievement mean score of 55.66 with a standard deviation of 5.39. The experimental group taught with the WCPT strategy had a mean gain of 22.49 while the control group taught with RPT strategy had a mean

gain of 18.67. To ascertain whether the difference in the mean scores of the two groups was as a result of the treatment given, the data were further subjected to inferential testing as shown in table 2 below.

Hypothesis 1: There is no significant difference in the mean achievement scores of students in Biology when exposed to WCPT and those exposed to RPT strategies.

Table 2: Analysis of Covariance (ANCOVA) of the difference in the mean achievement scores of Biology students' taught using WCPT and those taught with RPT.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1084.969[a]	4	271.242	9.371	.000
Intercept	33722.582	1	33722.582	1165.010	.000
Pretest	15.602	1	15.602	.539	.464
Gender	159.495	1	159.495	5.510	.020
Strategies	922.083	1	922.083	31.855	.000
Gender * Strategies	34.196	1	34.196	1.181	.279
Error	5065.581	175	28.946		
Total	520393.000	180			
Corrected Total	6150.550	179			

The result in Table 2 showed that an F-ratio of 31.86 was obtained with an associated probability value of 0.00 for the two groups. Since the associated probability value of 0.00 was less than 0.05 set as a benchmark, the null hypothesis (HO_1) stated that there is no significant difference in the mean achievement scores of students in Biology when exposed to WCPT and those exposed to RPT strategies was rejected.

Research Question 2: What are the mean achievement scores of male and female students in Biology?

Table 3: **Descriptive Statistics showing Mean and Standard Deviation of Pre and Post achievement scores of Male and Female Students.**

			Pretest		Posttest		
Gender		**N**	$\bar{x}$	**SD**	$\bar{x}$	**SD**	**Mean Gain**
Expt.	Male	42	33.40	7.79	57.12	5.26	23.40
	Female	48	32.96	7.87	54.38	5.22	21.42
Cntrl.	Male	46	31.93	10.24	51.76	3.83	19.83
	Female	44	33.23	8.23	50.70	6.83	17.47
Total	Male	88	32.64	9.14	54.32	5.28	21.68
	Female	92	33.09	8.00	52.62	6.29	19.53

Expt. = Experimental group (CWPT) **Cntrl. = Control group (RPT)**

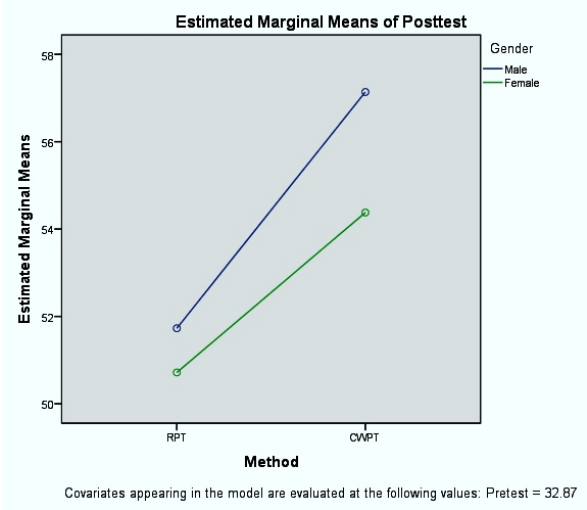
Data in Table 3 showed that the male students in the experimental group taught Biology using the WCPT strategy had a pre-achievement mean score of 33.40 with a standard deviation of 7.79 and a post-achievement mean score of 57.12 with a standard deviation of 5.26. The female students in the experimental group taught Biology using the WCPT strategy had a pre-achievement mean score of 32.98 with a standard deviation of 7.87 and a post-achievement mean score of 54.38 with a standard deviation of 5.22. Male students in the experimental group had a mean gain of 23.40 which was higher than that of female students who had a mean gain of 21.42. The table further revealed that male students taught Biology had a pre-achievement mean score of 32.64 with a standard deviation of 9.14 and a post-achievement mean score of 54.32 with a standard deviation of 5.28. On the other hand, the female students taught Biology had a pre-achievement mean score of 33.09 with a standard deviation of 8.00 and a post-achievement mean score of 52.62 with a standard deviation of 6.29. Male students in Biology had a mean gain of 21.68 which was higher than that of female students who had a mean gain of 19.53

Hypothesis 2: There is no significant difference in the mean achievement scores of male and female students in Biology.

The result in Table 2 as regards the influence of gender revealed an F-ratio of 5.51 with an associated probability value of 0.02. Since the associated probability value 0.02 was less than 0.05 set as a benchmark, the null hypothesis (HO_2) which stated that there is no significant difference in the mean achievement scores of male and female students in Biology was rejected.

Hypothesis 3: There is no significant interaction effect of teaching strategies and gender on students' achievement in Biology.

The result in Table 2, in connection with the interaction effect of instructional strategies and gender on students' achievement in Biology, showed an F-ratio of 1.18 with an associated probability value of 0.28. Since the associated probability value of 0.28 was greater than 0.05 set as a benchmark, the null hypothesis (HO_3) which stated that there is no significant interaction effect of instructional strategies and gender on students' achievement in Biology was not rejected. This is further illustrated in the interaction graph below whereby the gender lines did not intersect.



*Corresponding Author: Innocent E. Okereke
Department of Science Education, University of Nigeria, Nsukka**Figure 1:** Graph showing the interaction effect of teaching strategies and gender on students' achievement in Biology

Discussions

The Whole Class Peer Tutoring (WCPT) strategy improved students achievement in Biology more than the Reciprocal Peer Tutoring (RPT) strategy as the difference in the mean achievement scores of students taught Biology using the two modes was significant. In other words, teaching Biology with the WCPT strategy proved to be more effective than the RPT strategy. The significant difference in the mean achievement scores between the two modes of peer tutoring used in this study in favour of the WCPT could be as a result of the dynamics of the whole class peer tutoring which the RPT strategy did not have. For instance, the peer tutors in WCPT were selected based on their ability levels, they had a pre-discussion class with the teacher and read the units assigned to them in advance before the actual day each lesson was taught. They also piloted the discussion of the subunits assigned to them in their respective groups with the contributions of other tutees in the group and later present the same to the whole class. These highly structured processes are not witnessed in the RPT strategy in which students alternate the role of tutor and tutee.

The finding supports Greenwood, Terry, and Arreaga (1992) who discovered that students taught with WCPT made educationally important gains. Through the CWPT strategy also, students learn actively and socially with the teacher acting

as a facilitator who guides students towards meaningful learning. Classroom interactions carried out using WCPT and peer tutoring generally remove passive conditions among students, enable them to discuss concepts with one another which enhance deeper understanding, develop their communication skills and upscale their achievement in Biology internal and external examinations. Learning by doing as practiced in peer tutoring generally supports the social constructivist theory and this facilitates the transfer of learning and national development.

Gender significantly influenced students' achievement in Biology in favour of the male students even though there was no significant interaction effect of teaching strategies and gender on students' achievement in Biology when the two modes of peer tutoring were used in teaching Biology concepts as illustrated in figure one. The variation may be attributed to other factors such as the peculiarities of the peer tutoring strategies, and/or students' attitude to learning; affected by the stereotypic belief that science is meant for male students. This study corresponds with Madu (2004) and Agomuoh (2010) who stated that gender influences students' conceptual change in Physics in favour of the male students. It supports Ezenwosu (2008) that there was no significant interaction effect between peer tutoring and gender on students' achievement in Biology. The use of peer tutoring strategies in Biology teaching and learning facilitates collaboration among students irrespective of gender geared towards better understanding and long-term cognitive growth that is germane in improving students' poor achievement in Biology.

Conclusion

Although peer tutoring instructional strategy enhanced students' learning in Biology generally, the Whole Class Peers Tutoring (WCPT) strategy proved to be more efficacious in improving students achievement than Reciprocal Peer Tutoring (RPT) strategy. Notwithstanding that peer tutoring strategy favoured male students more in achievement than the female students which may be as a result of the different modes used, the interaction effect of teaching strategy and gender was not significant. This suggests that peer tutoring strategies are gender favourable.

Implication of the Findings to School Security

School security is of paramount importance for any meaningful academic activity to take place in the school environment. It encourages safety in schools.

Hoy and Miskel (1996) maintained that before students can learn, they must first feel safe and secure. In other words, a healthy and safe school environment remain supreme for successful learning activities across schools. Upsetting school safety through violence, bullying, and truancy are likely to be perpetrated by students who are frustrated as a result of poor achievement in learning activities. Therefore, one of the likely ways of preventing security issues is by improving students' poor achievement through the use of active teaching and learning strategies like peer tutoring.

Through peer tutoring, the students would carry one another along, develop their collaborative and communicative skills, become creative as well as have confidence in themselves. Also, the activity-oriented nature of peer tutoring strategies would help the students develop desirable attitudes towards learning and protect one another. This reduces bullying tendencies and other violent activities that challenge school and national securities. Finally, when students' academic achievement is improved upon using appropriate pedagogies, their interest and attitude towards learning become boosted. Students' who are interested in their learning and have a positive attitude toward it are likely not to be involved in destructive activities that constitute a nuisance to society.

Recommendations

It is recommended that:

1. Teachers should use the WCPT strategy in improving students' poor achievement in Biology.
2. WCPT strategy should be adopted in teaching curriculum units in Biology as it develops students in knowledge, skill, and attitudes.
3. Through the use of WCPT strategy in instructional episodes, students carry one another along, exchange ideas, and develop their social skills necessary for preventing safety issues that threaten the school and national securities.

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Challenges of Implementing the Technical and Vocational Education in Secondary Schools in Rural Communities of Kwara State

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Abstract
The impact of vocational education policy to secondary schools of rural communities in Kwara State, The study considered training levels of teachers, availability of relevant teaching materials and their usage. 70 respondents comprising of 60 and 10 teachers and heads respectively participated. Purposive sampling was used. Data collection involved questionnaires, interviews and document analysis. Data was presented as frequency tables. Findings revealed that there has been very little effort in rural secondary schools towards implementation of vocational education. Poor policy implementation was due to engagement of majority of untrained teachers with a minimum academic qualification of Ordinary Level to teach vocational subjects. Some inexperienced teachers had no vocational education qualification. No staff development for effective teaching of vocational subjects, lack of relevant resources, overloaded timetables, high staff turnover, negative attitudes of heads and lack of industrial attachment of pupils to effectively implement the curriculum of Technical and Vocational Education
Keywords: implementation, technical and vocational, curriculum secondary school and rural communities.

Introduction

The concept vocational education has different names such as career education, industrial education or in some cases education for employment. Vocationalisation of the school curriculum may mean different things to different people depending on the context. Mavhunga (2002), Coombs (1968), Stenhouse (2007) are of the view that vocations such as theology, teaching, medicine and law are a direct result of academic-oriented curriculum. King (2013) further argues that general education or academic education provides four "core worker skills" such as communication, problem solving, initiative and ability to work in teams. He further argues that such skills are seen as being more broadly

vocationally useful than those acquired from vocational schools. Effective training of students in skill acquisition provides technological excellence in the face of the globalization of the world economy. Supporting this view Ottah (2008) stated that employment requirement in most establishments are changing every day due to technological impact as such our educational system has a daunting task of equipping consumers of education with the required marketable skills.

Middleton, (2010) provide an opposing view that these characteristics or core worker skills are useful for all occupations, and their acquisition broadens the range of entry-level employment options for school graduates. Urevbu (2010) observes that academically oriented curriculum leads to white-collar occupations whereas vocationally-oriented curriculum leads to blue-collar occupations. The rationale of vocationalizing the secondary education in rural communities in Kwara State is as a tool for human resource development and is also a critical factor in any economic development initiative (Mavhunga, 2002). Vocational education is a curriculum innovation that was introduced in Nigeria to replace the immensely unpopular vocational curriculum for blacks during the colonial era (Mavhunga, 2002). Okoro (2006) argues that more specialized teachers are needed in vocational education than in general education, suggesting that the vocational teacher occupies a most important place in modern society. The vocational teacher is the link between industrial society (real world) and the education system. Thus, vocational education teachers are uniquely placed for contributing to the goals of binding humanism and technology.

The assumption in training teachers is that qualified teachers are more effective than unqualified ones. Several studies seem to indicate that qualified teachers teach better than unqualified teachers. Hawes (2004) also argues that correct syllabus interpretation as a result of professional training of teachers helps teachers to determine the concepts to be taught, skills to be developed, approaches to be used and depth of the subject matter at various levels. Furthermore, Olaitan (2004) in a study found that untrained teachers lack basic knowledge in the foundations of education. Sadly most rural secondary schools in developing countries are still manned by untrained teachers. Material resources are also vital for successful implementation of vocational education. In this context material resources include textbooks, infrastructure and equipment. Student textbooks are the predominant instructional resource in secondary school classrooms and shortage of these textbooks adversely affect implementation of curriculum. Okoro (2004) observes that vocational education requires more adequate infrastructure and facilities than general education.

Vocational subjects require specialized workshops or workrooms where practical equipment could be kept. The specialized equipment is important in promoting effective transfer of skills. Such practical skills are very important in preparation of learners for the world of work. This study was conducted in an attempt to provide an answer on the effective implementation of vocational education in Nigerian rural secondary schools.

Purpose of the Study

The Purpose of the study is to determine:

1. the nature of vocational education available for rural communities secondary school
2. the level of vocational education teacher preparation in Kwara communities' secondary schools?
3. the extent of full implementation of vocational education in rural communities in Kwara secondary schools.

Research Questions

1. What is the nature of vocational education available in secondary schools in rural communities?
2. What is the level of preparation of vocational education teachers in secondary schools in rural communities in Kwara state?
3. To what extent is vocational education implemented secondary schools in rural communities in Kwara state?

Methods

This study survey research method to get tangible evidence on factors affecting implementation of vocational education in secondary schools in rural communities of Kwara State. The study subjects were 10 secondary school heads and 60 vocational education teachers in secondary school in rural communities in Kwara State. This was the total number of people involved in vocational education in the secondary schools in the communities. Questionnaire, interview and document analysis was employed in carrying out the study. School heads and vocational subject teachers were treated as a homogeneous group and were given copies of the questionnaires to complete. They were also interviewed. Again, documents such as the school timetable, mission statements and termly school reports on curriculum implementation were analyzed. Appointments were made with the school heads and vocational subjects teachers at least two weeks before visiting. The researcher then visited the subjects and administered the interviews in person over a period of five days.

Results and Discussions

Teacher preparation in Vocational Education

Table 1: Distribution of respondents by teaching qualifications (N=70)

Variable	N	%
Untrained	32	46
Certificate/Diploma in Education	33	47
Bachelor of Education	4	6
Graduate Certificate in education	1	1
Total	**70**	**100**

Table 1 presents data on the respondents' teaching qualifications. The data in the Table 1 indicate that most (47%) of the respondents teaching vocational education had a Certificate or Diploma in Education with specialization in a particular practical subject, 4(6%) had a Bachelor's degree in Education specializing in educational Administration and only 1(1%) had a Nigerian Certificate in Education with special emphasis on another area not related to vocational subjects. From the table, it is evident that 38(54%) of the respondents had a vocational subject component with theory of education.

Table 2: Highest Vocational Education Qualification (N=70)

Variable	N	%
Pre-vocational (PVC)	1	1
Pre- NCE	1	1
National Certificate in Education (NCE)	17	24
National Diploma (ND)	6	9
Higher National Diploma (HND)	2	3
No qualification in vocational education	43	62
Total	**70**	**100**

From table 2 it is evident that the majority of respondents 43 (62%) had no vocational education qualification. This state of affair clearly shows that vocational subjects are not being taken seriously.

Table 3: Respondents' views on the adequacy of resources to support vocational education

Resource	Not Adequate	Adequate	Total
Syllabus	77% (54)	20% **(14)**	100% **(70)**
Textbooks/teaching aids	96% **(67)**	3% **(2)**	100% **(70)**
Workshops/rooms	96% **(67)**	3% **(2)**	100% **(70)**
Tools	91% **(64)**	6% **(4)**	100% **(70)**
Staff	80% **(56)**	20% **(14)**	100% **(70)**
Consumables	89% **(62)**	8% **(6)**	100% **(70)**

Data in Table 3 shows respondents' views on the adequacy of teaching and learning resources. The findings indicate that most of the respondents viewed material resources such as textbooks and teaching aids (96%), workshops/workrooms (96%), tools (91%) and consumables (89%) as inadequate. Very few respondents indicated that syllabuses (20%) and staff (20%) were adequate. These results suggest that the material resources for the teaching and learning of vocational subjects were not enough.

Table 4: Respondents view on the usefulness of workshops and seminars on vocational education attended

Aims of workshops and seminars	Never Useful	Somewhat Useful	Useful
Syllabus interpretation	65% (45)	15% (11)	20% (14)
Teaching methods	63% (44)	17% (12)	20% (14)
Improvisation of teaching aids	60% (42)	14% (10)	26% (18)
Guiding pupils in vocational subject choice	51% (36)	21% (15)	28% (19)
Effective use of textbooks	50% (35)	19% (13)	31% (22)
Effective teaching in workshops/rooms	65% (45)	11% (8)	24% (17)

Data in Table 4 shows the views of respondents on the usefulness of seminars and workshops held at school, cluster, and provincial levels with respect to syllabus interpretation, teaching methods, improvisation of teaching aids, guiding pupils in vocational subject choices, effective use of textbooks and effective teaching in workshops/workrooms. The majority of respondents indicated that seminars held were not useful in syllabus interpretation (65%) and effective teaching in workrooms (65%). Very few respondents stated that seminars were useful in effective use of textbooks (31%) and guiding pupils in vocational subject choices (28%). The data suggests that workshops or seminars did not achieve most of the aims for which they were organized.

Discussion

The findings have revealed that the major subjects offerred for vocational education in schools of rural communities of Kwara were Agriculture, Principle of Accounts, Building Studies, Woodwork, Technical Graphics, Fashion and Fabrics, Food and Nutrition and Metalwork. Such subjects were chosen because they have been seen to offer survival skills to pupils which they can use after completing school. The findings have also shown that most of the respondents were untrained, had no vocational education qualification and were in most cases teaching subjects for which they did not train. This has a bearing on the quality of vocational skills to be imparted to the learners and consequently the ability of the

learners to be self-reliant and become independent problem solvers because of lack of relevant guidance. The fact that there was a mismatch between subjects that the respondents trained to teach and those they were actually teaching clearly shows negative effects on curriculum implementation. Thus, the teachers lacked subject mastery and could not impart appropriate skills to the learners.

Conclusions

The conclusions that can be drawn from this study are that:

- Very little seems to be taking place in secondary schools with regards the implementation of vocational education programme.
- Vocational education continues to be taught by under qualified and inexperienced teachers. As a result of this the teaching that is going on is not effective and pupils at the end benefit very little or nothing at all.
- The Ministry of Education seems not to be co-coordinating efforts with regards provision of expert knowledge through conduction of staff development workshops and seminars to the practicing teachers.
- School administrators, who have an academic bias, need to be in-serviced so that they can in turn develop a very positive attitude towards vocational subjects. This done, the school heads can be innovative in making available the essential resources for effective teaching of vocational subjects.

Recommendations

The following recommendations are made:

i. More teachers in the technical subjects should be trained in educational practice and these should do a Nigerian Certificate of Education in the vocational subjects they are to teach.
ii. The newly trained vocational subject teachers with NCE should be given a salary award slightly above that of non-graduate teachers who are academically-trained. The positive discrimination would enable the vocational education teachers to stay in the teaching field;
iii. More experienced vocational education teachers should be deployed to the rural communities of Kwara State.
iv. Support from the Nigerian Educational Research and Development Centre (NERDC) that developed Curriculum, modules and syllabuses will go a long way in assisting teachers to implement 34-trades/entrepreneurship subjects introduced by NERDC.
v. The Ministry of Education should provide appropriate and adequate material resources like equipment, consumables and textbooks, to ensure

effective implementation of TVET in schools.

vi. The corporate sector should be engaged and requested to adopt certain disadvantages schools so as to support their TVET programmes.

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Using Values Education Through Curriculum For Corruption Free Education At Tertiary Education Level In Nigeria

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Abstract
This paper sees Values Education Curriculum as a means of curbing corruption in tertiary education. It defines values as that which judges what we accept or reject and values education as learning what is right and important in our lives. It defines curriculum as the life wire and the heart of every school programme and sees tertiary education as higher institutions that offer post-secondary education. The paper presents corruption in tertiary education as abandonment of expected standard from students, staff and educational authorities in and outside the institutions and outlines forms and causes of corruption in tertiary education among which are Examination malpractice and moral decay respectively. It discusses the effects of corruption on tertiary education, among which is that corruption weakens the public trust in the tertiary education and defines curriculum for values education as that which aims at inculcating characters, learning and skills developments. It concludes that values education should be made integral elements of the curriculum to remedy the decay in tertiary institutions and society and recommends that values education should be emphasized and adhered to vigorously to fight corruption and bring back the lost glory of the tertiary institutions and society at large.
Keywords: *Values Education, Curriculum, Tertiary Education, Corruption in Tertiary Education, Curriculum for Values Education/.*

Introduction
Values Education has been in the front burner of recent, necessitated by increase in societal ills and deteriorating moral space in the society. Nigeria nation is in a very sorry state; morally, socially, educationally, politically and economically. In every walk of life positive values such as discipline, honesty, trust, respect for constituted authority among others have been abandoned for the negative ones (Newagbara,2017). The spate of corruption in Nigeria is alarming and every aspect of the national life of the society is affected by corruption. Consequently the results are enormous resulting from the moral decay in the society. Now falsehoods, dishonest, indiscipline, lack of patriotism, bribery among others are

the order of the day. These social ills that have pervaded all sectors of the society consists serious problems which in reality, Nigerians have to content with (Olobie and Akudolu, 2013).

Corruption is seen as one hydra-headed scourge that has high profile and epidemic proportion, so pronounced and contagious that its seals and impression can be noticed and felt where ever it exist. Corruption exists at all levels of human endeavour of which tertiary education is one (Danladi, 2018). It has inbuilt devastating potentials to infest and configure the psyche of the individuals, the society and those entrusted with the day to day affairs of the society at social, political, economic, religious, moral, educational and general development levels with its terrible viruses that impair and cripple the zeal for honesty, hard work, merit and genuine value system among others (Ezeugwu, 2017 as cited by Danladi, 2018)).

The tertiary education that is known for inculcating ethical values, honesty and humanity and help produced a useful and productive society are also highly infested with corruption viruses and has now become an epicenter where all forms of societal vices prevail (Kolo, 2018). There are cases of students being exploited by staff, recruitment and promotion of staff based on political patronage instead of merit. There are instances of abuse of office by those in authority. Others include admission racketeering, hostel profiteering, examination malpractices, sexual harassment to mention a few. (Agbo, 2017). All these vices are signs of decay and rot in tertiary institutions and portray danger for the entire nation and absolute lack of credibility in the tertiary education services and delivery (Okobi, 1997 as cited by Agbo, 2017). These call for quick action to be taken to save tertiary education and the entire society at large that are already at the brink of collapsing.

The corruption in tertiary institutions has serious consequences in that it undermines the purpose of tertiary education, this is because we all know that the integrity of degrees, diplomas, and other certificates issued by tertiary education in Nigeria are no longer taken at face value as their holders are now subjected to further test to prove their ownership of such qualifications. Hence it jeopardizes the qualitative education of the citizenry. This is very worrisome and requires urgent action to be made to restore credibility in the tertiary education sector and to stop the institutions from turning out clever devils that are corrupt and move about as educated elites (Ezeani, 2005). Efforts must be geared towards instilling in the youngsters in our tertiary institutions and the society at large positive

values such as discipline, orderliness, consciousness of moral responsibility, truthfulness, patriotism, honesty, selflessness to mention a few through curriculums for value education in order to restore dignity in the tertiary education and entire nation at large.

It is in the pursuit of restoring dignity to the tertiary education system, that this paper is set to discuss values Education through curriculum and corruption free education at Tertiary Education level in Nigeria. In doing this, this paper will take a close look at some key concepts such as Values Education, Curriculum, Corruption in Tertiary Education, forms of Corruption in Tertiary Education, Causes of Corruption in Tertiary Education, the Effect of Corruption in Tertiary Education and Nigerian Society, Curriculum for Values and Corruption Free at Tertiary Education and concludes with recommendations

Values Education

Values occupy a central position in all human endeavours consisting of guiding efforts along the parts of what is considered important and worthless (Nwagbara, 2017). Value is the worth, merit or esteem we give to a person or an object or idea (Bolarin, 2012). Therefore values are seen as determiners in man that influences his choices in life and thus directs his behaviour. Values are acts, practices and positive ideals a society considers important, right and acceptable and held and cherished as guiding principles for both individuals and society. Values system establishes the priorities in our live and judges what we accept or reject (Maxwell, 1993). This is why it is important to promote values education in the tertiary education through curriculum so as to curb corruption and have a corruption free society and in addition to this, it a well- known fact that our world view or the way we view the world in turn shapes how we perceive or frame issues. Hence values Education will help show the right direction.

Values Education refers to the teaching and learning of what is right and important in life. It emphasizes the training of the mind such that it is an essential part of schooling. It forms the basis of what the individual graduates with and brings to the world of work (Akpa, 2012). Values Education can be seen as any explicit or implicit school-based activity which promote student's understanding of knowledge of values and which develops the skills and disposition of the students so that they can enact particular values as individuals and as members of the wilder community. According to Nwagbara (2017), the National Policy on Education (2004) really shed some light on the concept and reasons for value education. She further stated that the policy described education as -"an

instrument per excellent for effective national development-" and for Nigeria's national goals to be in harmony with the philosophy of Education, the policy maintain that "education has to be geared towards self-realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national, unity, as well as towards social, cultural economics, political, scientific and technological progress".

Among the goals of education is the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society. In respect to this, the following values according to the Policy are to be inculcated to Nigerians through instructions in primary, secondary and tertiary institutions.

- Respect for the worth and dignity of the individual
- Faith in man's ability to make rational decisions
- Moral and spiritual principles in inter-personal and human relations;
- Shared responsibility for the common good of society
- Promotion of the physical, emotional and psychological, development of all children and
- Acquisition of all competencies necessary for self-reliance.

It is obvious from the above that while education gives one opportunity to develop talents and endowment for the society. Values education is the potent strategy for the formation and dissemination of acceptable positive ideals in the society. This is the more reason why the promotion of values education in our tertiary education will help put a stop to the corruption and its viruses in our tertiary education level and the society at large.

Curriculum

Curriculum is generally considered as the complete course that will enable students to attain the goals and general objectives of Education. Curriculum is seen as planned experiences which learners receive in the process of their formal or semi-formal education for the purpose of becoming well rounded persons who will make meaningful contributions to the betterment of their society and the world (Ogunyemi, 2009). It is regarded as the life wire and heart of every educational programme. Curriculum is the embodiment of all the knowledge, skills and attitudes which a nation, through her schools impacts to her citizens. It is the vehicle through which schools strives to achieve educational ends, be they those of the nation, state, local government or even community Okorafor, 2003. Curriculum embodies the acquiring of requisite attitudes, interests, feelings, emotions, attitudes etc. towards self, others, profession and environment (Dike & Eze, 2009). Hence curriculum is the sum total of structured learning experiences

for the education of the learners and as such should be used to readdress issues of corruption in our tertiary institutions for better society.

Corruption in Tertiary Education

Tertiary Education in Nigerian refers to education obtained in higher institutions which offer post-secondary education. These include universities, polytechnics, monotechnics and colleges of Education (FRN, 2004). These institutions are expected to realize many goals which among as stated by the National Police on Education (FRN, 2004:32) include to develop and inculcate proper values for the survival of the individuals and Nigeria society. It appears however that these goals are being truncated and eaten up by corruption viruses existing in the country.

The term corruption is derived from the Latin word "corumpo" which means to 'decay', to 'rot' or to 'degenerate'. In other words corruption simple means to loose purity or integrity. It also means breaking certain codes of conducts for personal benefit (Agbo, 2017). Corruption is also seen as a deliberate and conscious deviation and violation of rules, norms and cherished values of the society by someone or group of persons occupying position(s) of trust because of in ordinate desire for power, wealth and recognition (Odaba and Elijah, 2007).

Corruption in tertiary education means an aspect of corruption perpetuated within tertiary institutions. In this paper it will be seen as educational corruption. Educational corruption is the abandonment of expected, standards of behaviour by staff, students, personnel and other educational authorities in and outside tertiary institutions with the aim of getting undeserved advantages inform of personal or material gains (Agbo, 2017). In other words, it is the abandonment of expected standard behavior that reflects absence of moral behaviour, poor value orientations, degrading of an individual ethical sense and integrity among others in tertiary education.

Forms of Corruption in Tertiary Education

Corruption in tertiary institution has many forms which include: examination malpractices, admission racketeering, hostel profiteering, extortion of students, abuse of office, sorting, forgery of certificate and statements of results, sexual harassment and immorality, embezzlement of funds, "god-fatherism", recruitment and promotion of staff not based on merit (Okobi, 1997) as cited by (Agbo, 2017). Others include contract inflation and violation, nepotism/favouristsm, bribery, absenteeism, truancy, poor attitude to work, violation of rules and policies for personal gains, kickback, indecent dressing, cultism etc (Kolo, 2018).

Causes of Corruption in Tertiary Education Level

Corruption is a very complex and multifaceted phenomenon and has also multiple causes. The causes of corruption in the tertiary education sector include:

- Undue emphasis attached to certificates in Nigeria, it is usually the class of certificate, you have, that will give you position, power, honour, title etc. Consequently, people pursue the acquisition of certificates by all means (Abanobi and Oota, 2017).
- Poor remuneration: When workers are not paid their salaries and allowances promptly, or when they are poorly remunerated they will become highly susceptible to inappropriate ways of survival to meet their basic needs. (Edoga, 2016).
- Moral Decadence: The moral decadence in the Nigerian society has entered the tertiary institution and consequently made the people in tertiary institutions to lack good moral principles. This gives rise to social vices like bribery, extortion, sexual harassment, forgery, sorting etc. (Idike, 1997) as cited in (Agbo, 2017).
- Failure of Leadership: The leaders of some of the tertiary institutions as well as the supervisory agencies are corrupt. They exploit and alienate both staff and students (Achebe, 1983 as cited in Agbo, 2017).
- Materialism: In the society today the greatness of an individual is judged by what he possesses and not his personality. The result is that people indulge in acquiring wealth without caring for the means they adopt to achieve their goals. (Bhugwan & Bhusan, 2012)

Other causes include:

- Dramatic increase in output from secondary education sector makes it difficult for the available tertiary institutions to accommodate all the prospective students. This creates pressure on the admission process leading to corrupt practices. Related to this is the pressure for admission to what students and their parents see as the best universities and to professional programmes such as Medicine, Law, Engineering etc.
- University degrees are now a prerequisite for most white-collar jobs; many jobs even require a Master or PHD. The implication is that job seekers are placed under intense pressure of qualification by employers. Related to this according to Mohammedhai (2017) is that failure at university is regarded as a societal stigma. Based on these pressures, the

students are left with no option than to resort into examination malpractices, sorting of lecturers and buying of degrees.

- The code of conducts in these institutions are no more being followed, the values, being down played and this is worrisome as the goals of education cannot be achieved without high moral and ethical standard (Oruoha,1986 cited in Agbo, 2017) The implication of this is that people deviate from the beliefs and principles about what is right and wrong which is adversely affecting the manner in which educational practices are run, for example, the issue of examination malpractice, sorting, sale of marks for cash or kind etc. This in turn reduces the standard and quality of education in the society as unqualified graduates are being produced.

The Effects of Corruption in Tertiary Education and Nigeria Society

The cancerous spread of corruption in Nigeria tertiary education has far reaching consequences on the institutions and the nation as well. Corruption can sap the development potentials of not only the institutions but the entire nations. Again it has the potential of eclipsing any meaningful educational policies and programmes. It can stunt potential variables necessary for educational development by rendering impotent the very structures, institutions and human resources that are designed to facilitates growth, it weakens public trust in tertiary education and its quality and trains the youngsters to be unprofessional and in addition encourages in them distorted values and culture (Cheug and Chan, 2008).

Corruption increase administrative costs, losses in the revenue of those institutions resulting from goals displacement as the institutions' goals are being replaced with the personal benefits of some persons. It erodes the core values of educational process. For example, examination malpractices, sorting, sale of marks for cash among others reduce the standard and quality of education in Nigeria. (Agbo, 2017, Rostia Shvili, 2004).

Kolo (2018:2) outlined the effects of corruption on the tertiary education to include:

- Decay of moral in the society
- Societal degeneration
- Poor standard in our educational system
- Dilapidated infrastructure

- Lack of foreign investment
- Loss of confidence in our educational system
- Poor economy
- Poor output in workforce
- Immorality
- Poverty and disease

Therefore, with the rate of corruption in tertiary institution and the society, this paper advocates that schools especially the tertiary institution need to emphasize value Education through curriculum to save the nation from this decay.

Curriculum for Values and Corruption Free at Tertiary Education Level

Curriculum for values education aims at educating for character, learning and skills development in the young (Nwagbara, 2017).) This implies that apart from learning and skills development in the young, curriculum for values education ensures also the teaching of respect and responsible adult life to the young which inversely leads to a healthy nation. In line with the above (Esu & Enu, (2009) opined that among other reasons for which school exists is to transform the lives of the citizens of the society and as well produce graduates who are worthy in character and in learning so that they can be productive members of the society.

Values education becomes very important for corruption free at tertiary education and the society at large. The school curriculum is the vehicle through which schools strive to achieve educational ends and as well as a means through which a nation can produce the kind of individuals it wants for itself. Therefore it is not a gain saying that values education, through curriculum will help to transform the lives of the citizens so as to be free from corruption and as well produce graduates who are worthy in character, learning and who will bring back the lost glory of tertiary education and the society..

It has been stated earlier in this paper that the Nigerian education is aimed at among others the inculcation of the right type of values and attitudes for the survival of the individual and the Nigeria society. In addition certain values are to be inculcated through curriculum and instruction to all levels of education as also earlier outlined in this paper. To achieve all these values, it follows that the schools especially the tertiary institutions need to emphasize values and ethical Education in the school curriculum and pursue such curriculum vigorously. This will help the institutions to impact positive values and characters on the students as they pursue learning and skills. In line with the above, Amah (2006) opined that Values Education should be a major component of the curriculum of the

entire general studies programme and should be taught extensively and intensively.

Therefore, if such is adhered to in our tertiary institutions, corruption cases will be a thing of past in our tertiary education and the nation at large. This paper strongly believe that since curriculum is one instrument that can be used to correct the societal ills such as corruption, our tertiary institutions and the society that have been effected by corruption can be brought to perfection through the use of effective school curriculum that embodies positive values to provide the citizens correct learning experiences. Such curriculum should be tailored to address the issues of corruption stated in this paper. In so doing the youth of the society will be made to become productive members of the society. In line with the above Esu & Enu (2009) opined that the goal of character education is to help the young develop dispositions that will help them flourish in terms of values, personality, socially and emotionally. In addition, Bohlin (2001) is of the opinion that values education should be the integral part of school life. Therefore, if this happens, our tertiary education and other institutions will be communities in which virtues such as responsibility, hardworking, honesty, respect for constituted authority, decency, self-control, truthfulness among others are taught, internalized and continuously practiced as against corruptive practices.

Conclusion

The prevailing deteriorating state of our tertiary institutions and the society calls for drastic action to be taken. Corruption and the culture of impunity, examination malpractice, sexual harassment, admission racketeering, academic dishonesty, plagiarism, bribery and the host of others have eaten deep into the fabrics of our tertiary institutions and nation at large. Infusing values education in the curriculum can correct these ills in tertiary institutions and society. In other words our defective tertiary institutions and the entire society can be brought to perfection through the use of curriculum that embodies values education. Therefore to remedy the decay in our tertiary institutions and the society, values education should be made integral elements of the curriculum at all levels of education.

Recommendations

- Values Education must be emphasized and adhered to vigorously in our tertiary institutions and all levels of education through the curriculum to fight corruption and regain the lost glory of tertiary institutions and the society.

- Teacher's moral candor would not only serve as a source of inspiration for the students but would also boost teacher's will to enforce discipline among the students. Therefore teachers must be sensitized on values education periodically.
- There is need to create an academic honesty unit to inform, educate and sensitize students about integrity and create awareness negative impact of corruption in all tertiary institutions in Nigeria.
- Ethics and values should be embedded in all school programmes.
- There is need to set up Quality Assurance System that will make polices and processes and should not only ensure quality but also promote integrity and discourage academic fraud.
- Integrity substance should be inculcated among staff and leaders of our tertiary institutions through seminars and workshop.

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Implementation of Senior Secondary School Christian Religious Studies Curriculum in Nigeria: Implications for Educational and Moral Development

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Abstract
Given the level of moral decadence experienced in Nigeria, there has been the consistent belief that through the instrumentality of Religious Education, this decadence can be addressed. Information is however limited on how the conduct and behaviour of students could be shaped by their offering of Christian Religious Studies. The paper examined the effect of implementation of senior secondary school Christian Religious Studies curriculum in Nigeria, using Enugu State as a case study. The study adopted the survey design, and was guided by two research questions and two null hypotheses. Primary data were utilized in the study, and were collected with the aid of a questionnaire collected from 930 respondents (30 teachers and 900 students) selected from both urban and rural areas, using multistage random sampling technique. The reliability of the instruments was determined using Cronbach Alpha (0.83). The data were analyzed using mean, standard deviation and independent sample t-test (0.05). The findings showed that the objectives of CRS curriculum had been achieved to a great extent and that the contents of the CRS curriculum are adequate for achieving the objectives of the CRS curriculum. The findings further showed that respondents from urban and rural schools did not differ significantly in their opinions on the extent to which the contents of the CRS curriculum for senior secondary schools are adequate for achieving the objectives of the curriculum. The implications of these on the educational and moral development in Nigeria

were highlighted, and recommendations proffered.
Keywords: CRS, Senior Secondary Schools, Implementation, Curriculum, Nigeria**Introduction**

Christian Religious Studies (CRS) is a very potent weapon for achieving national development and desired behavioural change in the society. It is one of the subjects taught in secondary schools in Nigeria, to encourage students' participation in activities that foster personal discipline, character training and role play. The subject instills in youths the spirit of tolerance, reconciliation, peaceful co-existence and non-violence, and provides opportunities for the Nigerian youths to learn more about God in order to develop their faith in Him. According to the Nigerian Educational Research and Development Council (NERDC) (2010, p. ii), Christian Religious Studies "helps to develop in the youths moral values such as humility, respect, love, kindness, justice, spirit of forgiveness, obedience, discipline, hard work, devotion to duty and selfless service within the community".

In Nigeria, immorality, bribery and corruption, banditry, and violent crimes such as armed robbery, kidnapping and farmers-herders attacks are the order of the day. According to the 2018 Corruption Index Report by Transparency International (TI), Nigeria is the 144th least corrupt country out of 175 countries in the world, with a paltry score of 27/100 (TI, 2019). Also, the 2018 global terrorism index of the Institute for Economics and Peace (IEP) show that Nigeria is the third most terrorized country in the world, after Afghanistan and Iraq (Punch, 2018). The situation is worse among the youths and secondary school students, which cast aspersions on the effective implementation of the CRS curriculum in secondary schools (Nsongo, 2011; Ugwu, 2014). Consequently, a burning debate has ensured in literature and public discuss as to the course(s) these despicable levels of immorality, criminality, bribery and corruption in our society. Poor teaching methods, lack of instructional materials and low qualifications of CRS teachers are some of the challenges that have been identified to constraint the implementation of CRS curriculum (Adukwu, 2014; Eluu, 2011; Njoku, 2012). More so, there could be discrepancies in the implementation of the CRS curriculum in urban and rural schools, considering government bias for urban areas (Central Intelligence Agency [CIA], 2018).

There is however, limited empirical information on the effectiveness of the implementation of the CRS curriculum in senior secondary schools. Also, the effectiveness of the implementation of this curriculum in urban and rural schools has not been empirically investigated and reported. The study would provide

empirical information for policy making that would ensure effective implementation of the curriculum, and the development of a morally upright and peaceful society. As such, the Federal Ministry of Education, Enugu State Ministry of Education, Post Primary Schools Management Boards (PPSMB) and the general public would benefit immensely from the study.

The study sought to determine the extent to which the:

I. objectives of the CRS curriculum for senior secondary schools have been achieved; and

ii. contents of the CRS curriculum for senior secondary schools are adequate for achieving the stated objectives.

The study was guided by the following research questions:

I. To what extent have the objectives of the national curriculum for senior secondary schools CRS been achieved?

ii. To what extent are the contents of the CRS curriculum for senior secondary schools adequate for achieving the objectives of the curriculum?

The study was also guided by the following null hypotheses which were tested at 0.05 level of significance.

$H0_1$: There is no significant difference in the mean ratings of teachers' and students' responses on the extent to which the objectives of the national curriculum for senior secondary school CRS have been achieved.

$H0_2$: There is no significant difference in the mean ratings of the respondents from rural and urban areas on the extent to which the contents of the CRS curriculum for senior secondary schools are adequate for achieving the objectives of the curriculum.

Method

This study adopted the survey research design, involving quantitative analysis. The study was carried out in Enugu State, Nigeria. The population of this study was 15,716 respondents, comprising two hundred and fifty- six (256) CRS teachers and fifteen thousand four hundred and sixty (15,460) CRS students in all the 287 public senior secondary schools in the State. This was based on records of the Statistics Unit of the State's Post Primary School Management Board (PPSMB) on the School Population for 2018/2019 academic session. The study had a sample size of 930 respondents. This consisted of 30 CRS teachers and 900 students respectively that were drawn using multi-stage sampling procedure. In the first stage, three (3) education zones were randomly selected, one from each of the three senatorial districts in the State. In the second stage, ten (10) public senior secondary schools (five, each from urban and rural areas) were chosen from each of the selected education zone using purposive sampling technique, in

order to select only schools that offer CRS. In the third stage, one (1) CRS teacher and thirty (30) CRS students were randomly selected from each of the selected schools, respectively. The instrument that was used in data collection was a questionnaire. The questionnaire for teachers was divided into two sections, A and B. Section A was concerned with the demographic data of the respondents such as status of the respondents, class, location and qualification, while section B was further divided into two clusters, A and B. The overall number of items in this questionnaire was 53. Cluster A had 9 items on the extent of achievement of the objectives of CRS curriculum by the teachers, while cluster B had 44 items on contents of the CRS curriculum for achieving the objectives of the curriculum. The questionnaire for students was equally divided into two sections, A and B. Section A was concerned with the demographic data of the respondents such as status of the respondents, class and location while section B had only one cluster containing 9 items on the extent of achievement of the objectives of CRS curriculum by the teachers. The questionnaire were developed using four points rating scales. These included:

I. Very Great Extent (4 points), Great Extent (3 points), Low Extent (2 points) and Very Low Extent (1 point), for responses on research question one, and

ii. Very Adequate (4 points), Adequate (3 points), Less Adequate (2 points) and Not Adequate (1 point) for responses on research question two.

The instrument was face validated by three exerts, while its reliability was ascertained using Cronbach alpha. This was obtained through trial-testing of 30 respondents in Sir Francis Ibiam Grammar School, Afikpo, Ebonyi State. The reliability coefficients for clusters A and B were 0.84 and 0.81, while the overall reliability coefficient was 0.83. The data were collected using five research assistants that were trained by the researcher, and analyzed using mean scores and standard deviation. Independent sample t-test was used to test the hypotheses at 0.05 level of significance.

Results

Research Question One: To what extent have the objectives of the national curriculum for senior secondary schools CRS been achieved?

Results on Table 1 show the mean ratings and standard deviation of the respondents on the extent the objectives of the national curriculum for senior secondary schools CRS have been achieved?

Table 1: Mean Scores and Standard Deviation of Respondents on the Extent the Objectives of the National Curriculum for Senior Secondary Schools CRS have been achieved

S/N	Item statement	Teachers (N=30) $\bar{x}$	SD	Dec	Students (N=900) $\bar{x}$	SD	Dec
1	Provide more opportunities for the Nigeria youth to learn more about God.	3.53	0.86	VGE	3.80	0.50	VGE
2	Enable the youth to accept Christ as their Saviour and Redeemer.	3.30	0.91	GE	3.63	0.65	VGE
3	Enable the youth to recognize Jesus Christ as the founder of the Christian Church.	3.40	0.77	GE	3.64	0.59	VGE
4	Enable the youth to accept the guidance of the Holy Spirit in their lives and activities.	3.03	0.92	GE	3.61	0.62	VGE
5	Help the youth to understand the basic teachings of Christ.	3.47	0.57	GE	3.67	0.57	VGE
6	Help develop in the youth Christian attitudes and moral values.	3.37	0.66	GE	3.61	0.63	VGE
7	Prepare the youth for higher education and self - reliance.	3.50	0.90	VGE	3.52	0.76	VGE
8	Instill in the youth the spirit of tolerance and peaceful co-existence.	3.33	0.66	GE	3.54	0.69	VGE
9	Develop in the youth the spirit of respect for all people and human life.	3.07	0.86	GE	3.63	0.66	VGE
	Cluster Mean	**3.33**	**0.49**	**GE**	**3.62**	**0.39**	**VGE**

The mean ratings of teachers on items 1 and 7 show that to a very great extent, CRS curriculum provides more opportunities for the Nigerian youths to learn more about God and prepare the youth for higher education and self-reliance. This means that to a great extent, CRS curriculum enables the youths to accept Christ as their Saviour and Redeemer. Furthermore, the students' mean ratings for items 1-9 was 3.62. This means that students agreed that the objectives of the national curriculum for senior secondary schools CRS have been achieved to a very great extent.

Hypothesis One: There is no significant difference in the mean ratings of teachers and students on the extent to which objectives of the national curriculum for senior secondary school CRS have been achieved.

Result in Table 2 shows the t-test analysis of the significant difference in the mean ratings of teachers and students on the extent to which objectives of the national curriculum for senior secondary school CRS have been achieved. The result shows that there was a significant difference on items 1-6 and 9, although there was no significant difference on items 7 and 8. This means that the null hypothesis which stated that there is no significant difference in the mean ratings

of teachers and students on the extent to which objectives of the national curriculum for senior secondary school CRS have been achieved is rejected.

Table 2: t-test Analysis of the Mean Ratings of Teachers and Students on the Extent to which Objectives of the National Curriculum for Senior Secondary School CRS have been achieved

S/N	Item statement	Teachers $\bar{x}$	SD	Students $\bar{x}$	SD	t-cal	Df	Sig.	Dec.
1	Provides more opportunities for the Nigeria youth to learn more about God.	3.53	0.86	3.80	0.50	-2.81	928	0.01	S
2	Enables the youth to accept Christ as their Saviour and Redeemer.	3.30	0.91	3.63	0.65	-2.69	928	0.00	S
3	Enables the youth to recognize Jesus Christ as the founder of the Christian Church.	3.40	0.77	3.64	0.59	-2.17	928	0.03	S
4	Enables the youth to accept the guidance of the Holy Spirit in their lives and activities.	3.03	0.92	3.61	0.62	-4.90	928	0.00	S
5	Helps the youth to understand the basic teachings of Christ.	3.47	0.57	3.67	0.57	-1.94	928	0.05	S
6	Helps develop in the youth Christian attitudes and moral values.	3.37	0.66	3.61	0.63	-2.05	928	0.04	S
7	Prepares the youth for higher education and self-reliance.	3.50	0.90	3.52	0.76	-0.13	928	0.89	NS
8	Instills in the youth the spirit of tolerance and peaceful co-existence.	3.33	0.66	3.54	0.69	-1.62	928	0.10	NS
9	Develops in the youth the spirit of respect for all people and human life.	3.07	0.86	3.63	0.66	-4.51	928	0.00	S
	Cluster t	3.33	0.49	3.63	0.39	-4.05	928	0.00	**S**

Research Question Two: To what extent are the contents of the CRS curriculum for senior secondary schools adequate for achieving the objectives of the curriculum?

The results of the study is presented on Table 3.

Table 3: Mean Scores and Standard Deviation of Respondents on the Extent the Contents of the CRS Curriculum for Senior Secondary Schools are Adequate for Achieving the Objectives of the Curriculum

S/N	Contents	Urban (N=15) $\bar{x}$	SD	Dec	Rural (N=15) $\bar{x}$	SD	Dec	Total (N=30) $\bar{x}$	SD	Dec
1.	Jesus' teaching about himself	3.64	0.49	VA	3.38	1.08	A	3.50	0.86	VA
2.	Love (God's love for man)	3.64	0.49	VA	3.50	0.73	VA	3.57	0.62	VA
3.	Justification by faith	3.36	0.63	A	3.50	0.73	VA	3.43	0.67	A

4.	New life in Christ	3.21	0.57	A	3.56	0.62	VA	3.40	0.62	A
5.	Son-ship (Jesus Christ the Son of God)	3.36	0.63	A	3.38	0.80	A	3.37	0.71	A
6.	Faith and works	3.57	0.64	VA	3.13	1.08	A	3.33	0.92	A
7.	The Fruit of the spirit	3.50	0.76	VA	3.00	0.89	A	3.23	0.85	A
8.	Spiritual gifts	3.50	0.76	VA	2.81	1.04	A	3.13	0.97	A
9.	Forgiveness (meaning of forgiveness)	3.14	0.86	A	2.94	0.99	A	3.03	0.92	A
10.	The family (rights and obligations of family members)	3.00	1.03	A	3.19	0.75	A	3.10	0.88	A
11.	Humility (meaning of humility)	3.00	1.10	A	2.94	0.92	A	2.97	0.99	A
12.	Effectiveness of prayer	3.43	0.75	A	3.19	0.83	A	3.30	0.79	A
13.	Christian living in the community.	3.50	0.76	VA	3.06	0.99	A	3.27	0.90	A
14.	Making decisions as a Christian	3.43	0.51	A	3.19	0.98	A	3.30	0.79	A
15.	Greed and its effects	3.07	0.91	A	3.06	0.99	A	3.07	0.94	A
16.	The Supremacy of God	3.36	0.74	A	3.25	0.93	A	3.30	0.83	A
17.	The Sovereignty of God (as manifested in the creation stories)	3.64	0.63	VA	3.31	0.79	A	3.47	0.73	A
18.	The Leadership of Moses, Joshua, Joseph and Deborah	3.64	0.63	VA	3.50	0.89	VA	3.57	0.77	VA
19.	God's care for his people	3.79	0.42	VA	3.44	0.51	A	3.60	0.49	VA
20.	Parental responsibility	3.00	1.03	A	3.50	0.73	VA	3.27	0.90	A
21.	The consequences of obedience and disobedience	3.50	0.65	VA	2.94	0.85	A	3.20	0.80	A
22.	Friendship (Types of friendship)	3.00	1.10	A	3.63	0.71	VA	3.33	0.95	A
23.	Submission to the will of God	3.57	0.51	VA	3.81	0.40	VA	3.70	0.46	VA
24.	The Christian and persecution	3.43	0.64	A	3.69	0.47	VA	3.57	0.56	VA
25.	Impartiality (The meaning of impartiality, all human beings are equal before God)	3.43	0.75	A	3.63	0.80	VA	3.53	0.77	VA
26.	The resurrection and the second coming of Jesus Christ	3.79	0.42	VA	3.75	0.44	VA	3.77	0.43	VA
27.	Religious and personal reforms	3.36	0.63	A	3.44	0.72	A	3.40	0.67	A

28.	Concern for one's nation	3.07	0.99	A	3.44	0.51	A	3.27	0.78	A
29.	Faith in God	3.86	0.36	VA	3.50	0.73	VA	3.67	0.60	VA
30.	True Religion and Social Justice (from Amos)	3.43	0.64	A	3.25	0.77	A	3.33	0.71	A
31.	Baptism and Temptation of Jesus Christ	3.57	0.51	VA	3.31	0.70	A	3.43	0.62	A
32.	Call to Discipleship	3.14	1.09	A	3.44	0.89	A	3.30	0.98	A
33.	Mission of the Disciples	3.36	1.00	A	3.31	0.79	A	3.33	0.88	A
34.	The Trial, Death and Resurrection of Jes us (all from the Synoptic Gospels).	3.57	0.64	VA	3.50	0.73	VA	3.53	0.68	VA
35.	Communion and Fellowship	3.29	0.99	A	3.13	0.71	A	3.20	0.84	A
36.	Fellowship in the early Church	3.50	0.76	VA	3.38	0.71	A	3.43	0.72	A
37.	The Holy Spirit and the Mission to the Gentiles	3.36	0.84	A	3.44	0.62	A	3.40	0.72	A
38.	Opposition to the Gospel Message (all from Acts of the Apostles)	3.36	0.63	A	3.19	0.91	A	3.27	0.78	A
39.	Civic Responsibility	2.86	1.16	A	3.44	0.81	A	3.17	1.02	A
40.	HIV/AIDS (The meaning of HIV/AID S and different ways of contracting HIV/AIDS)	2.93	1.07	A	3.50	0.81	VA	3.23	0.97	A
41.	Skills Acquisition and Empowerment	2.57	1.34	A	3.38	0.88	A	3.00	1.17	A
42.	Divine Love (from Hosea)	3.14	1.02	A	3.44	0.81	A	3.30	0.91	A
43.	Dignity of Human Labour	2.93	1.20	A	3.50	0.89	VA	3.23	1.07	A
44.	Dignity of Human Life (contemporary issues)	2.71	1.20	A	3.44	0.81	A	3.10	1.06	A
	Cluster Mean	**3.33**	**0.21**	**A**	**3.34**	**0.38**	**A**	**3.33**	**0.31**	**A**

The Table shows that the overall cluster mean of the items was 3.33, while the mean rating of each of the items was above 2.5. These imply that both respondents from urban and rural schools agreed that the contents of the CRS curriculum for senior secondary schools are adequate for achieving the objectives of the curriculum.

Hypothesis Two: There is no significant difference in the mean ratings of the respondents from rural and urban areas on the extent to which the contents of the

CRS curriculum for senior secondary schools are adequate for achieving the objectives of the curriculum.

The result presented in Table 4 shows the t-test analysis of the significant difference in the mean ratings of the respondents from rural and urban areas on the extent to which the contents of the CRS curriculum for senior secondary schools are adequate for achieving the objectives of the curriculum. It shows that there was no significant difference in all the items except items 19 and 21. This means that the null hypothesis which stated that there is no significant difference in the mean ratings of the respondents from rural and urban areas on the extent to which the contents of the CRS curriculum for senior secondary schools are adequate for achieving the objectives of the curriculum is accepted.

Table 4: t-test Analysis of the Significant Difference in the Mean Ratings of the Respondents from Rural and Urban Areas on the extent to which the Contents of the CRS Curriculum for Senior Secondary Schools are Adequate for Achieving the Objectives of the Curriculum

		Urban		Rural					
S/N	**Contents**	$\overline{x}$	**SD**	$\overline{x}$	**SD**	t-cal	Df	**Sig.**	**Dec.**
1.	Jesus' teaching about himself	3.64	0.49	3.38	1.08	0.84	28	0.40	NS
2.	Love (God's love for man)	3.64	0.49	3.50	0.73	0.61	28	0.54	NS
3.	Justification by faith	3.36	0.63	3.50	0.73	-0.56	28	0.57	NS
4.	New life in Christ	3.21	0.57	3.56	0.62	-1.56	28	0.12	NS
5.	Son-ship (Jesus Christ the Son of God)	3.36	0.63	3.38	0.80	-0.06	28	0.94	NS
6.	Faith and works	3.57	0.64	3.13	1.08	1.34	28	0.19	NS
7.	The Fruit of the spirit	3.50	0.76	3.00	0.89	1.63	28	0.11	NS
8.	Spiritual gifts	3.50	0.76	2.81	1.04	2.03	28	0.05	NS
9.	Forgiveness (meaning of forgiveness)	3.14	0.86	2.94	0.99	0.59	28	0.55	NS
10.	The family (rights and obligations of family members)	3.00	1.03	3.19	0.75	-0.57	28	0.57	NS
11.	Humility (meaning of humility)	3.00	1.10	2.94	0.92	0.16	28	0.86	NS
12.	Effectiveness of prayer	3.43	0.75	3.19	0.83	0.82	28	0.41	NS

13.	Christian living in the community.	3.50	0.76	3.06	0.99	1.33	28	0.19	NS
14.	Making decisions as a Christian	3.43	0.51	3.19	0.98	0.82	28	0.41	NS
15.	Greed and its effects	3.07	0.91	3.06	0.99	0.02	28	0.98	NS
16.	The Supremacy of God	3.36	0.74	3.25	0.93	0.34	28	0.73	NS
17.	The Sovereignty of God (as manifested in the creation stories)	3.64	0.63	3.31	0.79	1.24	28	0.22	NS
18.	The Leadership of Moses, Joshua, Joseph and Deborah	3.64	0.63	3.50	0.89	0.49	28	0.62	NS
19.	God's care for his people	3.79	0.42	3.44	0.51	2.00	28	0.05	S
20.	Parental responsibility	3.00	1.03	3.50	0.73	-1.54	28	0.13	NS
21.	The consequences of obedience and disobedience	3.50	0.65	2.94	0.85	2.00	28	0.05	S
22.	Friendship (Types of friendship)	3.00	1.10	3.63	0.71	-1.85	28	0.07	NS
23.	Submission to the will of God	3.57	0.51	3.81	0.40	-1.43	28	0.16	NS
24.	The Christian and persecution	3.43	0.64	3.69	0.47	-1.25	28	0.21	NS
25.	Impartiality (The mean ing of impartiality, all human beings are equal before God)	3.43	0.75	3.63	0.80	-0.68	28	0.49	NS
26.	The resurrection and the second coming of Jesus Christ	3.79	0.42	3.75	0.44	0.22	28	0.82	NS
27.	Religious and personal reforms	3.36	0.63	3.44	0.72	-0.32	28	0.75	NS
28.	Concern for one's nation	3.07	0.99	3.44	0.51	-1.28	28	0.20	NS
29.	Faith in God	3.86	0.36	3.50	0.73	1.65	28	0.10	NS
30.	True Religion and Social Justice (from Amos)	3.43	0.64	3.25	0.77	0.68	28	0.50	NS
31.	Baptism and Temptation of Jesus Christ	3.57	0.51	3.31	0.70	1.13	28	0.26	NS
32.	Call to Discipleship	3.14	1.09	3.44	0.89	-0.81	28	0.42	NS
33.	Mission of the Disciples	3.36	1.00	3.31	0.79	0.13	28	0.89	NS
34.	The Trial, Death and Resurrection of Jesus (all from the Synoptic Gospels).	3.57	0.64	3.50	0.73	0.28	28	0.78	NS
35.	Communion and Fellowship	3.29	0.99	3.13	0.71	0.51	28	0.61	NS

36.	Fellowship in the early Church	3.50	0.76	3.38	0.71	0.46	28	0.64	NS
37.	The Holy Spirit and the Mission to the Gentiles	3.36	0.84	3.44	0.62	-0.29	28	0.76	NS
38.	Opposition to the Gospel Message (all from Acts of the Apostles)	3.36	0.63	3.19	0.91	0.58	28	0.56	NS
39.	Civic Responsibility	2.86	1.16	3.44	0.81	-1.59	28	0.12	NS
40.	HIV/AIDS (The meaning of HIV/AIDS and different ways of contracting HIV/AIDS)	2.93	1.07	3.50	0.81	-1.65	28	0.10	NS
41.	Skills Acquisition and Empowerment	2.57	1.34	3.38	0.88	-1.95	28	0.06	NS
42.	Divine Love (from Hosea)	3.14	1.02	3.44	0.81	-0.87	28	0.38	NS
43.	Dignity of Human Labour	2.93	1.20	3.50	0.89	-1.48	28	0.14	NS
44.	Dignity of Human Life (contemporary issues)	2.71	1.20	3.44	0.81	-1.94	28	0.06	NS
	Cluster t	**3.33**	**0.21**	**3.34**	**0.38**	**-0.14**	**28**	**0.88**	**NS**

Discussion

The study evaluated the implementation of the CRS curriculum in senior secondary schools in Enugu State, Nigeria, highlighting its implications for educational and moral development of the country. The study found that the objectives of CRS curriculum have been achieved to a great extent and that the contents of the CRS curriculum are adequate for achieving the objectives of the curriculum. Also, the study showed that the teachers and the students had different opinions on the extent to which the objectives of the CRS curriculum have been achieved, while the respondents from urban and rural schools did not differ significantly in their opinions on the extent to which the contents of the CRS curriculum are adequate for achieving the objectives of the curriculum.

The results of the study showed that the objectives of the CRS curriculum have been achieved to a great extent and that the contents of the curriculum are adequate for achieving its objectives. These imply that the students should be performing very well in their CRS external examinations. More importantly, these findings imply that there ought to be the highest stand of moral and upright living among the students in particular, and in the society at large. However, the contraries are the cases. This infers that the problems of poor performance in CRS examinations as shown in external examiners reports and high moral decadency in the society lie outside the achievement of the objects and the adequacy of the contents of the CRS curriculum.

Recommendations

It is therefore recommended that there should be:

i. practical and exemplary value reorientation in the society in favour of virtues of love, kindness, honesty, hard work and dignity of labour.
ii. appropriate rewards for good deeds to serve as motivations and positive reinforcement for more good deeds in the society.
iii. adequate and commensurate punishments for deviant bahaviours to serve as deterrents for others.

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Teachers' Perception of the Role of the School Librarian in Curriculum Implementation in Private Secondary Schools in FCT, Abuja, Nigeria

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Abstract
The study investigated the perception of teachers on the roles of school librarians in curriculum implementation. The objectives of the study were to determine teachers' opinion on the role of librarians in curriculum implementation, ascertain the level of involvement of librarians in curriculum implementation, and find out if teachers and librarians should collaborate to implement the curriculum. Data was collected from a sample of fifty teachers in private secondary schools in FCT. A self-designed questionnaire was used to analyze data collected. Findings revealed that teachers were of the opinion that librarians have roles to play in curriculum implementation, they should be highly involved in the curriculum implementation process and they should collaborate with teachers to implement the curriculum. In view of the findings, it is recommended amongst others that more awareness should be made on the benefits of collaboration between teachers and librarians through workshops/ conferences and seminars organized by TRCN, and formal training related to librarianship should be included in the teacher training curriculum.
Key words: *Curriculum, Librarians, Curriculum implementation.*

Introduction

From time past, man has looked for ways to advance human development in all its ramifications and to inculcate his value and value system to the younger ones. This necessitated the introduction of an organized and formal means of education. Akobundu, (2017) posited that education is important to any nation that wants to sustain its prominence in the global scene… As a process, it is an instrument used by every society to preserve, maintain and upgrade its social values, knowledge and skills so as to guarantee a continuous social equilibrium. The introduction of formal education gave rise to schools. Schools according to Esu (2014) are established for the attainment of individual and societal needs and goals. The school uses the curriculum to achieve the above goals or meet their needs. The basic purpose of the school curriculum is to inculcate, transmit, train and install the accumulated knowledge and skills into the students under the

guidance of the teacher.

The curriculum is essential to the educational process and forms the heart of education. Shedding more light on the curriculum, the National Institute for Educational Development, (2009) stated that the

> Curriculum is the official policy for teaching, learning, and assessment. It gives direction to the planning, organisation and implementation of teaching and learning. It is the framework for devising syllabuses, learning materials and textbooks to be used in the various subjects and areas of learning from which teachers' scheme of work and lesson plans can be developed, so that the goals and aims will be put into practise in a consistent manner.

Therefore, curriculum consists of values, knowledge, skills and activities which are meant to be learnt by the students through various school subjects with the assistance of the teachers. These subjects are derived from the philosophy and goals of education of the nation as well as the elements of our culture. It is worthy to note that teachers are at the heart of curriculum implementation. They are facilitators of curriculum implementation. They contribute immensely to the growth and development of the society. Their impact on national development cannot be underestimated because, through them, the curriculum is implemented in the interest of the nation's education system. It therefore implies that the professional delivery of teachers can guarantee successful implementation of the curriculum.

Implementation in the words of Offorma (2014) is putting into action, the planned curriculum. It is the combined efforts of the learner, the teacher and other stakeholders in ensuring effective execution of the curriculum. Furthermore, Nateinyin (2014) stated that the whole essence of curriculum implementation is to promote learning and it is by means of curriculum implementation that the goals of education are realized. Successful curriculum implementation depends on availability and utilization of instructional materials because they make the teaching-learning process easier. Effective curriculum implementation involves relevant teaching and learning resources and physical facilities. The physical facilities include classrooms, laboratories, libraries and workshops.

The school library is the institution which enables the educational system to thrive by providing relevant materials for teachers and students alike. Philip (2018) opined that the school library is an integral part of primary and secondary schools with the aim of providing instructional materials to enrich the curriculum and supplement textbooks. International Federation of Library Associations (2015) asserts that though school libraries go through processes of growth and development, there are three features that are indispensable for the fulfilment of

its mission and purpose. They are:

i. It has a qualified school librarian with formal education in librarianship and classroom teaching that enables the professional expertise required for the complex roles of instruction, reading and literacy development, school library management, collaboration with teaching staff, and engagement with the educational community.

ii. It provides targeted high quality diverse collections (print, multimedia, digital) that support the school's formal and informal curriculum, including individual projects and personal development.

iii. It has an explicit policy and plan for ongoing growth and development.

One of the objectives of the school librarian is to work with teachers in the selection and use of all types of library materials which will contribute to teaching. It therefore goes to say that the school librarian is also important in the implementation process. There is no way the library and the teaching staff can pursue the goals of education meaningfully without cooperation between them. It is important that the class teachers work in close collaboration with the school librarian. Reitz (2004) defined a librarian as a professionally trained person responsible for the care of a library and its contents, including the selection, processing and organization of materials and the delivery of information, instruction and loan services to meet the need of its users. The IFLA School Library Guidelines defines the school librarian as one who is responsible for the school's physical and digital learning space where reading, inquiry, research, thinking, imagination and creativity are central to teaching and learning.

It goes further to state that the key roles of a professional school librarian are: instruction, management, leadership and collaboration, and community engagement. With increasing emphasis on students' academic performance, the issue of teacher-librarian collaboration becomes important. Collaboration involves two individuals working together to accomplish a goal in order to maximize efficiency. It is interesting to note that in education, teacher-librarian collaboration has received less attention than teacher-teacher collaboration. Corroborating this, Montiel-Overall (2005) stated that “noticeably absent from the literature in education are discussions involving collaboration between teachers and librarians. It could be argued that this is due to a lack of understanding about the changing roles of librarians. It might also be the result of a lack of clarity about collaboration and the development of collaborative

relationships between teachers and librarians". Thus the need for this study.
The roles of the school librarian does not only focus on students but also includes helping the school teachers in the learning process and lesson planning. International Federation of Library Associations and Institutions (2015) shedding more light on the collaborative role of the school librarian states that

> A school librarian's main role is to contribute to the mission and goals of the school. In collaboration with the school's administrators and teachers, the librarian develops and implements curriculum-based library services and programs that support teaching and learning for all. The librarian contributes knowledge and skills related to the provision of information and the use of resources to such teaching and learning activities as inquiry and project work, problem-solving activities, literacy activities, reading engagement, and cultural activities. A school librarian may take a role, alone or in collaboration with other specialists in the school, in the integration of technology and in the provision of professional development for teachers and for administrators.

A study conducted by Intan Azura and Shaheen (2006) revealed that most respondents agreed that working closely with the school librarian to plan lessons would make their lessons more interesting, effective and enriching. However, some of them revealed that they are not sure of the roles of the school librarian. The school librarian supports teachers in their professional development by providing them with resources which will widen their subject knowledge or help them improve on teaching methods. They can also partner with the teachers in planning the tasks to be done in the classroom or in the library. They also use the library as an access point to a broader set of resources through interlibrary loans. They also play an instructional role in the school. Collaborative planning between a school librarian and classroom teacher(s) enriches the quality of instruction.

The roles of the school librarian have changed over the years. The school librarian is to be a leader, by creating a space that fosters creativity, problem solving, and openness for new ideas. The teacher librarian also shows his or her leadership by being an active leader in the school. (Ballard, 2009). He/she should also be an instructional partner. This role is demonstrated by taking an equal part in the instructional process with the teacher (Ballard, 2009). In addition the school librarian is to be an information specialist by helping students and staff find and use information and technology appropriately. The school librarian can also be a teacher. This role means the school librarian should empower and

support students in their learning. A school librarian helps students to embrace the world of knowledge that is given to all. In this role he/she has a responsibility to help students to build on past knowledge and to assess the work of each student, as well as the student's peers (Ballard, 2009).

Furthermore, Montiel-Overall (2010) in a case study to further investigate how librarians and teachers collaborated to develop and implement curriculum stated that "However, almost no information is available about educators' awareness of the role of librarians as collaborative partners in developing and implementing curriculum". However, the study also suggested that more information needs to be investigated to further help the education community learn about ways that a librarian can work with them other than traditional resource development. A knowledge of the role of the school librarian in the school will enable the teachers to effectively implement the curriculum with ease.

Therefore, this study seeks to find out from teachers their opinion on

a. The role of librarians in curriculum implementation
b. The level of involvement of librarians in curriculum implementation
c. Teacher-librarian collaboration in curriculum implementation

Research Questions

Three research questions raised to guide the study are as follows:

a. What is the opinion of teachers on the role of the school librarian in curriculum implementation?
b. To what extent should the school librarian be involved in curriculum implementation?
c. What is the opinion of teachers on teacher-librarian collaboration in curriculum implementation?

Method

The study employed descriptive design and survey to obtain data from teachers in private secondary schools. Five (5) private secondary schools with functional libraries within the FCT were selected for the study. All the teachers in the private schools constituted the population. Ten teachers from each of the school were randomly selected for this study. Out of the fifty questionnaires, two were not returned leaving forty eight. This number was used for analysis. Data required for this study was obtained through a scaled list of questions. The questions are easy to understand, and the response alternatives easy to grasp. In addition, the questions are of a general nature thus relatively free of content specific to any

group or sub population.

The findings were analyzed using frequency tables, simple percentage counts and mean. 2.5 was used as the reference for acceptance for data analyzed using mean.

Results and Discussions

Presented below are the results and analysis of the data gathered for the study

Research Question 1

This section provides answer to research question 1: What is the opinion of teachers on the role of the school librarian in curriculum implementation?

Table 1. Opinion of Teachers on the Role of the School Librarian in Curriculum Implementation

S/No	Role of the School Librarian in curriculum implementation	Mean	Decision
1.	An instructional partner in curriculum implementation	2.65	Accept
2.	An instructional leader in curriculum implementation	2.46	Reject
3.	An advocate for library programme in the school	2.71	Accept
4.	Mainly to coordinate the library	2.71	Accept
5.	An instructor on the use of library	2.54	Accept
6.	To support the teacher	2.56	Accept
7.	To gather materials in advance for teacher planned lessons	2.52	Accept
8.	To ensure that the library collection enriches classroom lessons	3.15	Accept

Data in table 1 reveal that teachers are of the opinion that librarians should be instructional partners, help to coordinate the library, and instruct learners on the use of the library. The however do not accept that librarians should be instructional leaders.

Research Question 2

Table 2.Opinion of Teachers on the Level of Involvement of the School Librarian in Curriculum Implementation

Respondents	Level of Involvement				
	Highly Involved	Involved	Partly Involved	Not Involved	Total
Frequency	21	17	7	3	48
Percentage (%)	43.75	35.42	14.58	6.25	100

The table above shows that the opinion of teachers on the level of involvement of librarians in curriculum implementation varies. Some teachers are of the opinion that school librarians should be highly involved in curriculum implementation as represented by (43.75%) while a few teachers are of the opinion that they should not be involved (6.25%).

One can conclude that the consensus is that the school librarian should be involved in curriculum implementation. This is consistent with the opinion of Apeji (2011) who stated that if there is no satisfactory teacher/ librarian consultation in the implementation of curriculum, the result could be frustrating – even if temporarily because the staff and pupils may find themselves without adequate range of resources at the time they are needed.

Research Question 3

This section provides answer to research question 3: What is the opinion of teachers on Teacher-Librarian collaboration in curriculum implementation?

Table 3. of Teachers on Teacher- Librarian Collaboration in Curriculum Implementation

S/No	Teacher-Librarian Collaboration in curriculum implementation	Mean	Decision
1.	The Principal should be the primary initiator of the Teacher- School Librarian collaboration	2.54	Accept
2.	The Teacher should be the primary initiator of the Teacher- School Librarian collaboration	2.58	Accept
3.	The School Librarian should be the primary initiator of the Teacher- School Librarian collaboration	2.48	Reject
4.	The school librarian should collaborate with individual teachers to plan lessons in the context of the content of the curriculum	2.42	Reject
5.	The school librarian should collaborate with te achers to teach lessons in the context of the content of the curriculum	2.67	Accept
6.	The School Librarian should collaborate with teachers in resource based teaching units where the entire content of the lesson depends on library resources	2.52	Accept
7.	The school librarian should collaborate with teachers to evaluate student work in the context of the content of the curriculum	2.37	Reject

Data in Table 3 revealed that teachers are agreed that either the principal or the teacher should be the initiator of teacher-librarian collaboration with a mean response of 2.54 and 2.85 respectively. They however rejected having the librarian be part of the evaluation process.

Discussions

Responses from the study on table 1 revealed that most of the respondents were of the opinion that the role of the school librarian is to ensure that the library collection enriches the classroom lessons. This is in line with findings from a study by Montiel-Overall (2007) where respondents opined that librarian and library resources are for enrichment of the class unit. In addition, respondents were of the opinion that the school librarians should be instructional partner. It is worthy to note that most of the respondents were not in support of the librarian being an instructional leader in curriculum implementation. However, Krueger (2015) interviewed six principals from elementary and secondary schools, asking them how they valued their media specialists. He found that they valued their media specialist as a school leader in terms of technology, events planning, curriculum integration, and communication. There is therefore need for teachers to be exposed to the leadership role of the school librarian as it relates to curriculum implementation.

The opinion of teachers on the level of involvement of librarians in curriculum implementation revealed that the teachers are of the opinion that school librarians should be highly involved in curriculum implementation. This will help the teachers value the support of the school librarian in teaching and learning.

Findings on research question 3 revealed that the respondents were of the opinion that the school librarian should collaborate with teachers to teach lessons in the context of the content of the curriculum as represented by the mean response of 2.67. However, they disagreed with the opinion that the school librarian should collaborate with individual teachers to plan lessons in the context of the content of the curriculum. Furthermore it is worthy to note that with regards to school librarian collaborating with teachers to evaluate student work in the context of the content of the curriculum some respondents were not in support of this

The respondents were of the opinion that teachers and school librarians should

collaborate. Collaboration between teachers and the school librarian irrespective of the extent will go a long way to improve the academic achievement of the students and lead to the achievement of the goals of education. In addition, Baker (2016) posited that working in partnerships and gaining an understanding of teacher needs will enable the librarian to identify techniques and strategies to help guide teachers through barriers and challenges.

Recommendations

In the light of the findings, the following recommendations are made:

- More awareness should be made on the benefits of collaboration between teachers and librarians through workshops/ conferences and seminars organized by TRCN
- The Librarians Registration Council of Nigeria as a regulatory body should organize constant workshops and seminars to raise awareness and enlighten on the roles of the librarians in the schools
- Formal training related to librarianship should be included in the teacher training curriculum.

Conclusion

School libraries can be said to be the intellectual centre of the school and their importance in the school and education as a whole cannot be overemphasized. Hence the role of the school librarian in the educational process is central to the academic achievement of the students and the achievement of the goals of education. These roles include but are not limited to being an instructional partner in curriculum implementation, supporting the teacher, coordinating the library and gathering materials in advance for teacher planned lessons. The findings of this study has shown that teachers are aware that the school librarian has certain roles to play in the implementation of the curriculum. It has further revealed that they should also be involved in curriculum implementation.

The idea of teachers and school librarians working together in implementing the curriculum is laudable, nevertheless, there is need for concerted efforts to be exerted on sensitization and awareness on the gains of teachers and school librarians working together to implement the curriculum in schools. This will translate to better academic achievement for the students and also ease the pressure on teachers in lesson planning and delivery in the classrooms. Shedding more light on this, a study of the 21st century school teacher librarian: trends in the Iowa school library survey data over the last decade conducted by Baltes (2015), revealed there is a correlation between the collaboration and

students scoring higher on the state assessment and concluded with the recommendation to increase the frequency of collaboration because it was shown to have a positive effect on student's education.

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Evaluation of the teaching of the New Senior Secondary School Geography Curriculum in Private Schools' in Mangu Local Government Area, Plateau State, Nigeria

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Abstract
This study aimed at evaluating the teaching of the new senior secondary school geography curriculum in private schools with particular emphasis on the availability of qualified teachers, instructional materials, methods of teaching, students' attitude and achievement as well as the attitude of teachers towards teaching the new curriculum. The study adopted the survey research design. A sample of 235 SSII geography students and 24 Geography teachers were used for the study. Random sampling method was used to select the students, while all the geography teachers in private senior secondary schools were taken as the sample of teachers. Six research questions and four hypotheses were formulated and postulated respectively. Structured questionnaires for students and teachers as well as geography achievement test were used for data collection. Frequency count, percentage, mean, standard deviation and t-test of independent samples were used for data analysis. Result of the analysis revealed that majority of the teachers that teach the new senior secondary school geography curriculum were not qualified; instructional materials for the teaching of the new curriculum were inadequate; most of the geography teachers stick to the use of lecture, demonstration and field trip methods of teaching than any other method; most students had negative attitude towards learning the new geography curriculum and most geography teachers had negative attitude towards teaching the new geography curriculum. It was recommended that private school proprietors should employ qualified teachers to teach the subject and provide adequate instructional materials. They should also organize workshops and seminars for their geography teachers to update their knowledge in content and methodology.

Introduction
Geography is a science of space that describes the earth as the home of man, his activities, relationship with the environment and the analysis of area differentiation. By implication, Geography is a branch of science that deals with

the location, distribution and arrangement of all elements of the earth surface (Martin & Thompson, 2009). This means that geography is an aspect of science that studies all elements that form the earth on the basis of their location and spatial patterns. During its long period of existence; the discipline of Geography has got a variety of branches, some of which are quite old as the discipline itself, while others are quite new, reflecting the increasing specialization of the subject (Onokerhoraye, 1994). These branches include physical, human and regional geography. Physical geography involves the study of natural features and processes such as geomorphology, climatology, oceanography, biogeography, landscape, ecology, glaciology, pedology and hydrology. Human Geography is characterized by the study of how people use and alter their environment, how political, social and economic systems are organized across geographical space. The main divisions within human geography reflect a concern with different types of human activities or ways of living. Regional geography as put by National Geographic Society (1996) involves the study of general geographic characteristics of a region including its physical and human geographical specialty. It takes different approach to specialization, directing attention to the general geographic attributes of an area.

Geography is taught in Nigerian senior secondary schools with the aim of inculcating relevant knowledge, skills, attitudes and values requisite for meeting students' personal existential need and the need for national growth and development. These needs gave rise to the 2007 New National Senior Secondary School Geography Curriculum Reform. The New Geography Curriculum as specified by Nigeria Educational Research and Development Council (NERDC) (2007) has a lot of special features, designed and built in to make the teaching and learning of geography more challenging, appealing, stimulating, relevant and rewarding experience. Some special features of the New Geography Curriculum include provision of geography programme based on the choice of relevant content, student's activities, teaching methods, teaching aids and evaluation methods suitable for personal and national development. The new curriculum is characterized by reduction in the scope of the subject matter without losing its quality for fostering basic geographical knowledge and skills. The scope of the New Senior Secondary School Geography Curriculum therefore covers local Geography, the earth and the solar system, environment and its resources, regional Geography of Nigeria, map reading and interpretation, economic and human geography, and introductory Geographic Information System (GIS). What is specifically new as far as the new curriculum is concerned is the introduction of new topics such as GIS and satellite remote sensing, climate

change, geo-political issues (land reclamation) and the removal of Regional Geography of West Africa and Africa, soil and elementary surveying. This study is poised to evaluate the extent to which the new geography curriculum is effectively implemented in private schools in the study area in the context of provision of quality teachers and instructional materials, students' achievement, application of relevant instructional methods, and attitudes of teachers and students.

The study is motivated by the prevailing poor achievement of students in Geography in Nigeria and the study area. For instance, Damar, Davwet and Dukut (2016) in allusion to WAEC chief examiners reports of 2005, 2010, 2013 and 2014, stated that students' achievement in geography over the years fell below expectation. Similarly, Olodu (2012) posits that less improvement in the general performance of candidates in SSCE conducted by WAEC and NECO is an observable fact. As an external examiner in WASSCE and NECO from 2009 to 2012, Olodu affirms that the performance of students in SSCE Geography is generally poor and lower than those of the previous years. The low achievement according to the author has created lack of interests with low motivation which would result in low enrolment figure in Geography. The poor achievement of students is in physical geography which housed the newly introduced topics is particularly noted by Damar, Davwet and Dukut (2016). Thus, the authors stated that student's low achievement in both external and internal examinations was in physical Geography, hence the motivation for this study.

This study was anchored on Daniel Stufflebeam's Context, Input, Process and Product (CIPP) Model of evaluation of 1960s (Stufflebeam & Shinfield, 2007). This model defines evaluation as the process of delineating, obtaining and providing useful information for judging decision alternatives. The aim of this model is to provide an analytic and rational basis for programme decision-making. The CIPP Model requires four types of educational decisions, which include: planning decisions to design objectives, structuring decisions to design teaching procedures, implementation decisions to use, monitor and improve procedures and recycling decisions to judge and react to the outcome produced by the procedure. The implementation decision is the aspect of the theory that was found relevant and used in this study

Objectives of the Study

The purpose of the study was to evaluate the teaching of the New Senior Secondary School Geography Curriculum in private schools' in Mangu Local Government Area of Plateau State, Nigeria. This purpose was achieved through the following specific objectives:

1. find out the availability of qualified Geography teachers,

2. determine the availability of Geography instructional materials,
3. find out the instructional methods used by Geography teachers.
4. evaluate the attitude of students towards the new Geography curriculum,
5. appraise student's Geography achievement and
6. evaluate teachers' attitude towards teaching the new Geography curriculum.

Research Questions

The study was guided by the following research questions:

1. To what extent are qualified Geography teachers available for teaching the new senior secondary school geography curriculum?
2. To what extent are the prescribed instructional materials available for the teaching of the new senior secondary school Geography curriculum?
3. What methods do Geography teachers use for the teaching of the new senior secondary school geography curriculum?
4. What are the attitudes of students towards learning the new senior secondary school Geography curriculum?
5. What is the achievement profile of students in the new senior secondary school Geography curriculum?
6. What are the attitudes of Geography teachers towards teaching the new senior secondary school Geography curriculum?

Hypotheses of the Study

1. There is no significant difference between qualified and unqualified Geography teachers in attitude towards teaching the new senior secondary school Geography curriculum.
2. There is no significant difference between the mean achievement scores of male and female students in the new senior secondary school Geography curriculum.

Method

The study employed survey research design. The population of the study consisted of 992 SSII geography students in 24 private schools in Mangu Local Government Area that have presented students for SSCE from 2014 to 2018. Out of this number, 548 were males and 444 were females. The population also included all the 24 SSII geography teachers in private schools in the study area. The study used the simple random sampling technique. The researchers listed the 24 private schools in the study area, and each school was given an equal chance of being selected. Each school in the list was assigned a serial number after which the lottery method was used to select 5 schools. All the SSII Geography students in the 5 schools numbering 235 were used as the sample for the study. Out of this

number, 145 were males and 90 were females. All the 24 SSII Geography teachers in the private schools in the study area were used for the study. Three instruments were used for data collection; these were New Geography Teaching Questionnaire (NGTQ), New Geography Learning Questionnaire (NGLQ) and New Geography Achievement Test (NGAT). NGTQ was designed to assess Geography teacher's qualification, instructional materials, methods of teaching and attitude towards teaching the new senior secondary school Geography curriculum. NGLQ was designed to elicit response on student's attitude towards learning the new senior secondary school Geography curriculum. While NGAT was designed to test the extent of students' learning of the new Geography curriculum. The Cronbach alpha method was used to determine the reliability of both NGTQ and NGLQ, while the Pearson Product Moment Correlation Coefficient was used to determine the reliability of NGAT. These yielded .08, .86 and .81 coefficients respectively. All the three instruments were administered face to face to the subjects. The descriptive statistics of frequency count and simple percentage were used to analyze data to answer research questions one and five, while mean and standard deviation were used to analyzed data and answer research questions two, three, four and six. The t-test of independent sample was used to test the four hypotheses of the study.

Results

Six research questions and four hypotheses were answered and tested respectively.

Research Question One: To what extent are qualified Geography teachers available for teaching the new senior secondary school Geography curriculum?

Table 1: Frequency and Percentage of Qualified Geography Teachers Availability for Teaching the New Senior Secondary School Geography Curriculum.

Qualification	Frequency	Percentage (%)
NCE	15	62.5
B.Sc. (Ed)	7	29.2
B.Sc.	1	4.2
M.Sc. (Ed)	1	4.2
Total	**24**	**100**

Note: Unqualified teacher= NCE and B.S, Qualified teacher: B. Sc. Ed. and M.Sc. Ed

Data in Table 1 shows that 15 teachers (62.5%) had NCE, 7 teachers (29.2%) had B.Sc.Ed, 1 teacher (4.2%) had B.Sc., while, one teacher (4.2%) had M.Sc.Ed in Geography. This shows that majority of geography teachers (f=16, 66.7%) in the study area were not qualified to teach the new senior secondary school

Geography curriculum.

Research Question Two: To what extent are the prescribed instructional materials available for the teaching of the new senior secondary school Geography curriculum?

Table 2: **Extent of Availability of Prescribed Instructional Materials for Teaching the New Senior Secondary School Geography Curriculum.**

S/NO	INSTRUCTIONAL MATERIAL	$\overline{X}$	SD
1	Geography Room/Laboratory	1.27	.87
2	Computer system	2.93	.63
3	Global Positioning System	1.00	.00
4	Digitizer	1.05	.30
5	Multimedia CD on GIS	1.09	.42
6	Air photos	1.14	.51
7	Maps	3.68	.64
8	GIS software	1.18	.58
9	Scanner	1.20	.67
10	Printer	1.89	1.13
11	Satellite images	1.00	.00
12	Posters	3.30	1.17
13	Documentary Films	1.18	.58
14	Diagrams	3.32	.83
15	Models	2.89	1.04
16	Government publications on environmental protection laws	1.05	.30

Note: $\overline{X}$ < 3.0 = Not Available, $\overline{X}$ = 3.0 = Available as measured on 5-point Likert scale. N=24

Data in Table 2 indicates that maps, posters and diagrams had mean values above the criterion mean (3.0), whereas, geography room/laboratory, computer system, GPS, digitizer, multimedia CD on GIS, air photos, GIS software, scanner, printer, satellite images, documentary films, models and government publications on environmental protection laws had their mean values less than the criterion mean. This indicates that the instructional materials for the teaching of the new senior secondary school Geography curriculum in the study area were inadequate in supply.

Research Question Three: what methods do Geography teachers use for the teaching of the new senior secondary school Geography curriculum?

Table 3: Methods used by geography teachers for teaching the new senior secondary school Geography curriculum.

S/N	Method of Teaching	$\overline{X}$	SD
1	Lecture method	3.00	.84
2	Demonstration method	3.23	.86
3	Discussion method	1.95	.86
4	Role play method	1.70	.77
5	Field Trip/Field work method	2.64	.61
6	Project method	1.43	.63
7	Inquiry/Problem solving method	1.41	.69
8	Guided discovery method	1.39	.54
9	Concept mapping method	1.84	.53
10	Experimental method	1.18	.45

Note: $\overline{X}$ < 3.0 = Not used, $\overline{X}$ = 3.0 = Used, as measured on 5-point Likert scale.

Data in Table 3 shows that lecture method ($\overline{x} = 3.0, ???? = 0.84$)and demonstration method ($\overline{x} = 3.23, \mathrm{SD} = 0.86$)

discussion method, role-play method, field trip/field work, project method, inquiry/problem solving method, guided discovery method, concept mapping method and experimental method had their mean scores less than the criterion mean. This implies that Geography teachers in the study area are reluctant in employing student's centered methods of teaching as shown by the low mean scores of these methods.

Research Question Four

What is the direction of students' attitudes towards learning the new senior secondary school Geography curriculum?

Table 4: Students' Attitudes towards Learning the New Senior Secondary School Geography Curriculum.

S/N	New Geography Content	Attitudes of Students					
		Negative		Neutral		Positive	
		F	%	F	%	F	%
	Overall Geography Curriculum	118	50.2	115	48.9	2	0.9

Note: 23-46= Negative Attitude, 47 -69= Neutral Attitude and 70 -115= Positive Attitude as measured on a 5 point Likert Scale

Data in Table 4 reveal that 50.2% of the students have negative attitude to

geography while 48.9% are neutral reactions. This implies that most of the students had negative attitude towards leaning the new senior secondary school Geography curriculum.

Research Question Five

What is the achievement profile of students on the new senior secondary school Geography curriculum?

Table 5: Achievement Profile of Students on the New Senior Secondary School Geography Curriculum.

Range of Scores	Achievement Profile	Grade	Frequency	Percentage
70-100	Excellent	A	0	0.0
60-69	Very Good	B	0	0.0
50-59	Good	C	1	0.4
40-49	Pass	D	4	1.7
0-39	Poor	F	230	97.9

Data in Table 5 shows that no student 97.9% had grade of F which is very poor. By implication, the achievement profile of students on the new senior secondary school Geography curriculum was very poor.

Research Question Six

What is the direction of Geography teachers' attitude towards teaching the new senior secondary school Geography curriculum?

Table 6: Geography Teachers' Attitude towards Teaching the New Senior Secondary School Geography Curriculum.

S/N	New Geography Content	Attitudes of Geography Teachers					
		Negative		Neutral		Positive	
		F	%	F	%	F	%
1s	Overall Geography Curriculum	18	75	5	20.8	1	4.2

Note: Negative Attitude= 25-50, Neutral Attitude= 51-75 and Positive Attitude= 76-125

Table 6 shows that 75% of the teachers have negative attitudes towards teaching the new Geography. This shows that most of the teachers in the study area had negative attitude towards teaching the new senior secondary school Geography curriculum.

Hypothesis One

There is no significant difference between qualified and unqualified Geography teachers in their attitude towards teaching the new senior secondary school Geography curriculum.

Table 7: Results of t-test Analysis of Difference between Qualified and Unqualified Geography Teachers on Attitudes towards Teaching the New Senior Secondary School Geography Curriculum.

Group	N	$\bar{X}$	SD	df	d	α	P
Qualified	8	63.00	15.63				
				22	3.08	.05	0.004
Unqualified	16	52.44	6.75				

Decision: P < .05

The data in Table 7 shows that the p-value (0.004) is less than the significance level (0.05). This provided a strong bases for rejecting the null hypothesis. It was therefore concluded that there is significant difference between qualified and unqualified Geography teachers' attitude towards teaching the new senior secondary school Geography curriculum.

Hypothesis Two

There is no significant difference between male and female students on achievement mean in the new senior secondary school Geography curriculum.

Table 8: Results of t-test Analysis of Difference between Male and Female Students on Achievement Mean Scores in the New Senior Secondary School Geography Curriculum

Group	N	$\bar{X}$	SD	df	t	α	p
Male	145	23.09	7.47				
				233	-.794	.05	0.428
Female	90	23.73	7.94				

Decision: P > 0.05

The data in Table 8 shows that the p-value (0.428) is more than the significance level (0.05). This provided a strong base for accepting the null hypothesis. It was therefore concluded that there is no significant difference between male and female students achievement mean scores in the new senior secondary school Geography curriculum.

Discussion of Findings

Result of the study revealed that majority of the Geography teachers were NCE holders who were not qualified to teach Geography at the senior secondary school level. This finding is in line with the submission of Ajibade and Raheem (2008), Pius (2010) and Nuratu (2014) who pointed out that there is shortage of qualified Geography teachers in Nigeria. Result of the finding also proved that instructional materials for the teaching of Geography were inadequate as only

maps, posters and diagrams were available. This finding is in consonance with the submission of many researchers, for instance, (Sofowora & Egbedokun, 2010; Aderogba, 2012; Nuratu, 2014) who said that there inadequate instructional materials for the teaching of Geography in Nigerian secondary schools. More so, the study revealed that lecture and demonstration methods of teaching were the most frequently used methods in the study area as against other methods. This finding supported the work of Awol (2014), Peter (2016) and Gusen, Dakur and Shamle (2017). These authors stressed that most Geography teachers in Nigeria used ineffective and outdated teacher centred methods of teaching.

It was also revealed from the finding that students had negative attitude towards learning Geography. The finding is in agreement with the position of Okpala (1990) and Khalil, Sabiu and Muhammed (2015) who lamented on student's negative attitude towards learning Geography. The finding of the study contradict that of Necati (2010) and Quain (2014) who stressed that students had positive attitude towards the study of Geography. The study also showed that students had poor achievement in geography. This concurs with the submission of Olodu (2012) and Onyekpe (2012) who observed that students had low academic achievement in SSCE Geography.

It is also evident from this study that Geography teachers had negative attitude towards teaching the new Geography curriculum. This result corresponded with the submission of Eya as cited by Omeje (1999) and Sofowora and Egbedokun (2010). The authors pointed out that Geography teachers had negative attitude towards teaching the subject. It is evident from the finding that qualified Geography teachers had positive attitude towards teaching the new geography curriculum than their unqualified counterparts.

Recommendations

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

a. Private school proprietors should employ only qualified geography teachers to teach the subject. This will ensure effectiveness and efficiency in lesson delivery and enhance high student's academic achievement in the new senior secondary school geography curriculum.
b. Proprietors of private schools should provide adequate instructional materials in their respective schools for the teaching and learning of the new senior secondary school geography curriculum. This will make learning concrete and permanent to the learners.

c. Private school proprietors and cooperate organizations in the education sector should organize workshops and seminars to all teachers (geography teachers inclusive) on the need to diversify their teaching methods and imbibe the use of modern collaborative, active and activity centred methods of instruction.
d. Unqualified geography teachers already employed in private school should be helped to develop themselves professionally through further studies to keep themselves up to date both in content and geography methodology.
e. Professional bodies like Association of Nigerian Geographers, National Geographic Society and Royal Geography Society of Nigeria should organize workshops and seminars to keep their members abreast on emerging issues and areas in the field of geography like climate change and GIS.

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Factors Influencing Parents' Preference for Private Secondary Schools in Abia State

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Abstract
It is common place for many parents to send their wards and children to private secondary schools. This survey study sought to examine factors that predispose parents' preference for private secondary schools in Nigeria. The population consisted of all parents and guardians of children in government approved private secondary schools in Abia state. Purposive random sampling was used to select 302 parents from various private secondary schools in Abia State during their 2017/2018 end of session Parents-Teacher Association (PTA) meeting. Researchers' made use of a questionnaire titled "Parental Preference for Private Secondary Schools" (PPPSS) for data collection. The instrument was validated and has a reliability coefficient of 0.88 determined through Cronbach alpha. The data collected were analyzed using mean and standard deviation in answering the four research questions posed to guide the study. The findings revealed such factors as teacher quality and quantity, school environment, facilities, effective curriculum implementation, stability of academic activities and so on as responsible concepts for parents' preference of private secondary schools. It was recommended among others that public school administrators are encouraged to learn best practices that make private secondary schools such an attractive option for both students and parents

Introduction

Education is regarded as a prime mover for the socio-economic development of countries and accounts for as much as 20% of the annual Gross National Product (GNP) of developing nations (Maangi, 2014). It accelerates individual's economic growth through knowledge and skills development. It also improves human capabilities, in terms of ensuring that the individuals are confident, well informed and physically active. This is based on the observation that education improves the productive value of human beings by imparting functional knowledge, skills,

attitudes and behaviors. These make for effective social, cultural and creative individuals which is required for effective functioning in this dynamic technology driven milieu. In addition to the productive value, education promotes harmonious co-existence, population control, healthy living, effective citizenship, nutritional adequacy and proper child upbringing (Adebanjo, 2009).

It is a common thing for parents to seek for the best possible educational services for their children and wards. This choice is often informed by the family's socioeconomic status (Njoki, 2014, Malmberg, Anderssant and Bergsten, 2013). Parents of higher occupational rank, income and social status, and wider social networks are more likely to choose private schools for their children (Manngi, 2014). Their strong network gives them more accurate information on school quality and characteristics as opposed to less accurate information obtained by lower income families (Njoki, 2014). As observed by Damody, Smyth and McCoy (2012), parental choice of secondary school is rarely determined by a single factor but by several interlinking factors, which includes academic achievement.

Academic achievement often determines a secondary school's attractiveness to parents. Parents seem to prefer secondary schools where their children are likely to achieve high academic results. For parents who choose private schools as against public secondary school, there is a perception that high academic standards make some schools academically superior (Davis,2011 & Fung &Lam,2011). Parents may prefer private secondary schools which have better infrastructure compared to government secondary schools that are characterized by insufficient classrooms and overcrowding (Onuka & Arowjolu, 2008, Adebayo, 2001). While some parents who either choose government owned or low-cost secondary schools consider proximity to home as the most important. Parents of children in high cost private secondary schools place greater importance on academic achievement (Tooley & Yngstrom, 2014). This implies that some parents will choose high academic performance regardless of cost.

In Nigeria private secondary schools have emerged as an essential source of imparting qualitative education (Okafor, Ugbe, Iheagwam & Betiang 2003). In recent years, the private sector education has improved their stake in education in Nigeria by ensuring sustainable qualitative and quantitative educational services of secondary educational system. Apart from that, the private education sector has emerged as an important sector for stakeholders to invest. The general trends in Nigeria in terms of parents' preferred choice of secondary education for their children move towards privately run secondary schools, as opposed to public secondary schools (Adebanjo, 2014). It seems that there is a persistent and wide-spread loss of confidence in public secondary schools. As observed by Ajayi (2000), that secondary education today has been faced with various challenges ranging from

mismanagement of allocated resources, to falling academic standards and low teacher (staff) morale due to delay in salary payment, poor remuneration and poor working conditions. Other important reasons that may account for loss of confidence in our secondary educational system include poor planning and consistent lack of adequate investment in the education system by government. This had led to a near collapse of the secondary system leaving the education infrastructure in an appalling and dilapidated state.

Many public secondary schools in Nigeria are in a state of neglect and dilapidate infrastructure (Omede, 2015). This may have accounted for some parents' preference of private secondary schools for their children. A qualitative and functional secondary education for one's child should be uttermost priority for responsible parents. Other factors that may have predisposed parents on their preference to private secondary schools is the incessant industrial strike actions by teachers that result in lack of effective curriculum implementation. Also low teacher moral could be a factor as no parents will like to send their wards to schools where the teachers are less enthusiastic and carefree on their job. Others factors may include lack of effective curriculum implementation, inadequate resources like library, laboratory, lack of teachers, and lack of ICT and so on.

It is in the light of the foregoing that the researchers investigated factors influencing parental preference for private secondary schools in Nigeria. This study was based on rational choice theory pioneered by George Homans (1961). The theory postulate that individuals anticipate outcomes of alternatives and make a prudent, logical decision which provide the greatest benefits or satisfaction in their highest self-interest. The theory has several strength which include

i. Generality, where one set of assumption relating to an actor is compatible with any set of assumptions about the environmental setting of the actor.

ii. Parsimony, where preference and beliefs are perceived as the only relevant variable determining an action.

iii. Predictive, where the theory assumptions have produce other decisive theories whose predictors rule out what is already accepted as unlikely (Ogu, 2013)

The rationale choice theory is applicable in this study because factors influencing parental preference for private secondary schools is as a result of rational decision.

Statement of the Problem

Excellence and quality assurance in education is of great concern to any responsible society, governments and parents. Parents enroll their wards in private secondary schools for them to have qualitative and functional education that will help them fit into the competitive and dynamic society. It seems that private secondary schools are

fulfilling these expectations of parents. But private secondary are entirely privately run without any financial assistance from the government. This implies that any one opting for private secondary schools must pay for this services. But an overwhelming percentage of the population live below the poverty line (NEEDS 2006) and cannot pay for education in a private secondary schools. Public secondary schools on the other hand are open to all both rich and poor. Society and government cannot afford to toy with quality and excellence in public secondary schools. The purpose of this study was to investigate the factors influencing parental preference for private secondary schools. This would help to understand the areas that private secondary schools are doing better and government could emphasis those areas for public secondary schools to improve upon.

Purpose of the Study

The purpose of this study was to determine the factors that influence parental preference for private secondary schools as against government owned public secondary schools.

It specifically determined:

1. If academic achievement has influence on Parents preference for private secondary schools.
2. If staff quantity and quality has influence on Parents preference for private secondary schools.
3. If effective curriculum implementation has influence on Parents preference for private secondary schools.
4. If environment and facilities have influence on Parents' preference for private secondary schools.

Research Questions

1. Does academic achievement influence Parents' preference for private secondary schools?
2. Does staff quantity and quality influence Parents' preference for private secondary schools?
3. Does effective curriculum implementation influence Parents' preference for private secondary schools?
4. Does physical structure influence Parents' preference for private secondary schools?

Method

The study used a descriptive survey research design in order to gather information from parents in Abia State on factors that influence their preference for private secondary schools as against government owned public secondary schools. The

population of the study comprised all parents having their wards in the 289 private government approved secondary schools in Abia State (Abia State Ministry of Education, 2016). Purposive sampling technique was used to select the sample size of 302 parents that have their wards in government approved private secondary schools. Instrument for data collection was a 19-item questionnaire titled" Parental Preference for Private Secondary Schools (PPPSS), designed by researchers and validated by 5 experts in education psychology and curriculum studies. The instrument was divided into two sections. Section A dealt with demography while section B dealt with factors that influence parents' preference for private secondary schools. Options were provided thus: strongly Agree (SA), Agree (A), strongly Disagree (SD) and Disagree (D). Respondents were made to tick the option that best describes their opinion. The instrument was validated and has a reliability coefficient of 0.88 which was determined through Cronbach alpha. The researchers used two research assistants in the administration and collection of instrument from subjects. This yielded a 100% return. The data collected were analyzed using mean and standard deviation in answering the research questions. Any respondent Item mean less than 2.50 was rejected while any item within and above 2.50 was accepted.

Results

Data generated from survey questionnaire were analyzed and presented in tables below.

Research Question 1

1. Does academic achievement influence Parents' preference for private secondary schools?

Table 1: Parental preference of private and public schools based academic performance

	Item statement	??	SD	Decision
1	Private schools are better academically than public schools	3.05	0.25	Accept
2	private schools perform better in external exams than public schools	2.81	0.19	Accept
3	My child has a better chance of gaining university admission if in a private school	2.89	0.13	Accept
4	My child is better prepared for higher education if in a private school	3.08	0.25	Accept
5	private schools prepare my child for future professionalization better than public schools	3.19	0.24	Accept
	Cluster Mean	**3.18**	**0.18**	

Data in Table1 show that the mean values of the 5 items ranged from 2.89 to 3.19 and were above the scale mean of 2.50. Also, the average mean (3.18) is greater

than the scale mean. This indicated that the 5 questionnaire items which sought to ascertain if academic achievement has influence on Parents preference for private secondary schools were accepted. This implies high academic achievement is one of the many factors that influence parents' choice for private secondary schools over public secondary schools.

Research Question 2

Does staff quantity and quality influence Parents' preference for private secondary schools?

Table 2: Parental preference of private and public secondary schools based on quality and quantity of staff

	Item Statement	$\overline{x}$	SD	Decision
1	Private schools teachers offers quality teaching than public schools teachers	2.60	0.13	Accept
2	Private school's teachers possess the requisite qualifications	2.51	0.14	reject
3	Private school's teachers are more committed than public ones	3.29	0.27	Accept
4	Private school's teachers are better motivated in terms of remunerations	2.08	0.15	reject
5	Private schools' teachers are more effective than public school ones	3.03	0.28	Accept
	Cluster Mean	**2.68**	**0.19**	

Data in table 2 show that the mean values of these items 1, 2, 3 and 4 range from 2.60 to 3.03 and were above the scale mean of 2.5. This shows that parents' preference is based on the fact that private school teachers offer better services. Parents responses on item 5 is that private school's teachers are not better motivated in terms of remunerations than public school teachers.

Research No 3

Do physical structure and facilities influence Parents' preference for private secondary schools?

Table 3: Parental preference of private and public secondary schools based on physical environment and facilities.

	Item Statement	$\overline{x}$	SD	Decision
1	private secondary schools have better facilities than public schools	3.05	0.23	Accept
2	the environment, in private secondary schools encourage teaching/learning than in public schools	3.14	0.23	Accept
3	private secondary schools have safe school environment than public schools	2.89	0.27	Accept
4	s private secondary schools' environment are secured than public secondary school ones	3.03	0.29	Accept

5	Private secondary schools' have a safe school environment than public secondary schools	3.00	0.27	Accept
	Cluster Mean	**3.02**	**0.29**	

Data presented in Table 3 show the mean ratings of private secondary schools' parents on physical environment and facilities in private and public schools. The respondents agreed on all the 5 items that the physical environment and facilities of private schools which are better influence their preference for sending their wards to private secondary schools.

Research No 4

Does effective curriculum implementation influence Parents' preference for private secondary schools?

Table 4: Preference of private and public secondary schools based on curriculum implementation

	Item Statement	$\overline{x}$	SD	Remark
1	Private secondary schools offer a more diversified and flexible curriculum than public secondary schools	3.5	0.95	Accept
2	Curriculum is better implemented in private secondary schools than in public secondary schools	3.14	0.61	Accept
3	Curriculum in private secondary schools is more student-centred compared to public secondary schools	2.89	0.24	Accept
4	Private secondary schools provide better opportunities for extra-curricular activities than public secondary schools	3.08	0.25	Accept
	Cluster Mean	**3.15**	**0.15**	

Data presented in Table 4 show the mean ratings of private secondary schools' parents on their preference based on the curriculum implementation in private and public secondary schools. The respondents agreed on all the 4 items (2.89 to 3.5) that private schools offered a more diversified curriculum and this is a reason for their preference.

Discussion

Research question one sought to ascertain if academic achievement has influence on parents' preference for private secondary schools. A close look at the analysis in Table 1 reveled that all the 5 items under this were accepted as they had response mean greater than the instrument scale mean. This implies that better academic achievement from private secondary school is one of the factors that predisposes parents into sending their wards to private secondary schools as against public secondary schools. This result is in agreement with the findings of Davis, (2011) as well as Fung & Lam, 2011 which shows that high academic standard is one of

the major factors why parents prefer to send their wards to private secondary schools as against public secondary schools.

Research question two deals with influence of staff quantity and quality on parents' preference for private secondary schools. The analysis of data from the respondent shows that 3 out of the 5 items was agreed upon by the respondents, this shows that parents believe that private secondary schools teachers offer quality teaching than their public counterparts, that public secondary school teachers are more committed to their jobs than their public counterparts, also that private secondary school teachers are effective in lesson delivery than their public counterparts. This findings is in agreement with Ajayi, (2000) that observed poor remuneration and low morale among public secondary school teachers is one reason for poor productivity among public secondary school teachers. On Item no 7 which deals with private secondary school teachers possessing the requisite qualifications which was reject by the respondents, the parents agree that though some private secondary school teachers may not have the requisite qualification but due to strict monitoring mechanism in private school, the teachers deliver maximally. They also agreed that private school teachers are not better motivated in terms of remunerations than their public counter parts, yet the strict monitoring of teachers that is available in private secondary schools which is less in public secondary schools may make the private secondary school teachers to have better academic outcome for their students.

Research question three sought to ascertain if effective curriculum implementation has influence on parents' preference for private secondary schools. A close look at the analysis on table 3 reveled that all the 5 items under this were accepted as they had response mean greater than the instrument scale mean. This implies that effective curriculum implementation in private secondary schools is one of the factors that predisposes parents to prefer sending their wards to private secondary schools. This agrees with the findings of Omede (2015), that lack effective implementation of curriculum in public schools is one of the major reasons why parents prefer to send their wards to private secondary schools.

Research question four deals with influence of physical environment and facilities on parents' preference for private secondary schools. The analysis of data from the respondent shows that all the 4 items were agreed upon by the respondents, this shows that parents believe that in private secondary have better infrastructure and physical facilities.

Conclusion

From the findings of this study it could be concluded that certain factors like academic achievement of students, staff quantity and quality, effective curriculum implementation and environment and facilities influence parents preference for

private secondary schools. The government should adequately fund the public secondary schools and through its various educational services monitor the activities in public secondary schools as to enforce effective curriculum implementations. This will help the public secondary schools to compete favourably with private secondary schools.

Recommendation

Public schools should be supported and adequately finance, to help them organize their instructional activities and extra-curricular activities effectively around academic achievement objectives and for the whole development of learners. Efforts should be made at improving infrastructural facilities in public secondary schools through an integrated programme of renovation reconstruction and maintenance of existing school facilities. A decongestion programme should be undertaken through the construction of new schools and expansion of existing schools in areas where enrolment outweighs available facilities.

Curriculum delivery and implementation should be made to be more functional to target the expected educational desires of learners and their parents and student-specific in public schools. Secondary Education Management Boards (SEMB) should learn from best practices that make Private secondary schools such an attractive option for both students and parents. A more transparent financial system should be put in place at public secondary schools which may lead to greater efficiency in resource utilization.

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Appraisal of the implementation of the Basic Science Curriculum in Private Junior Secondary Schools in Gombe State

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Abstract

The study appraised the level of implementation of the basic science curriculum in private junior secondary schools (JSS) in Gombe State. The study employed descriptive survey research designed. The population was all the basic science teachers in private (JSS) in Gombe State. The sample was 110 basic science teachers who were randomly selected from 347 private junior secondary schools in three senatorial districts in Gombe State. Ten schools were randomly selected from each of the eleven local government areas in the state making a total 110 schools. Besides, one basic science teacher was selected from each of the selected school making a total of 110 basic science teachers. Research instruments used for collection of data were: Teaching Resources Checklist (TRC, r = 0.81) and Teaching and Quality Control Questionnaire (TQCQ, r = 0.84). TRC has two parts I and II. Part I sought information on the basic science instructional materials available while part II collected information on the basic science teachers' quality in terms of qualifications and years of teaching experience. TQCQ elicited information on the instructional strategies employed by the teachers and quality control of basic science curriculum implementation. Data collected were analysed using frequency counts, percentages and mean. The findings among others indicated that a good number of basic science teachers were unqualified to teach basic science (76.2%). The study also revealed that there were short fall teaching and learning resources. The result showed inadequate quality control (supervision) of private schools by the state ministry of education leading to poor basic science curriculum implementation by teachers. It is therefore recommended that the proprietors need to increase both human and non- human resources to support the basic science curriculum implementation. Increase supervision of private schools by the ministry of education and the school management to ascertain good quality control.

Key Words: Basic Science Curriculum, Implementation, Private Junior Secondary Schools

Introduction

Basic Science and Technology Curriculum is the production of a re-aligned, restructured and revised curricula for Primary Science and Junior Secondary School Integrated Science (NERDC, 2007). In selecting the contents, three major issues shaping the development of nations worldwide and influencing the world of knowledge today were identified. These are globalization, information/communication technology and entrepreneurship education. The overall objectives of this curriculum as stated in the Nigerian Educational Research and Development Council (2007) and National Policy of Education (NPE, 2013) are to enable the learners to: develop interest in science and technology, acquire basic knowledge in science and technology, and apply their scientific and technological knowledge and skills to meet societal needs. Others are to take advantage of the numerous career opportunities offered by science and technology and become prepared for further studies in science and technology, but to mention a few.

The teacher is central to curriculum implementation through teaching or giving instructions to learners. The responsibility of the teachers is to implement the curriculum based on the philosophy and objectives of the curriculum. The teacher applies appropriate methods and suitable materials to bring the contents of curriculum in contact with learners (Lawal, 2011). The extent to which this is done depends mainly on what the teacher understand by curriculum implementation and dissemination, the teachers' level of training, and available materials at his/her disposal. The strategies the basic science teacher employs and how they carry out the interaction activities show a particular view of the nature of basic science to their pupils or students being taught. Ogundare and Olagunju, (2017) observed in their studies that teachers are still married to conventional lecture methods of teaching science in schools which do not encourage active and inquiry skills of learners. Teachers' qualification is one of the challenges confronting teacher's quality and profession. Abolade (2007) observed in his studies that professionally untrained biology teachers out-numbered the trained ones. He asserted that professionally qualified teachers were in short supply since many of the teachers in secondary schools have not been adequately trained and prepared for curriculum instructions and delivery. Inwezurua, (2014) remarked that quality of teachers determines quality of learners. Quality basic science teachers are those who have knowledge about basic science and they make the learners active thereby promoting learners' interest in the subject.

In spite of the significance of basic science teachers in the successful implementation of basic science and technology curriculum, studies such as

Nwachukwu and Nwosu,(2007) and Dangbin, (2008) revealed that most schools lacked science (basic science and technology) teachers. They noted that schools especially private schools employed the service of not certificated untrained teachers to teach basic science and technology forgetting that untrained and unskilled person cannot teach effectively. Scholars such as Odili, Ebisine and Ajuar, (2010); Adeyemi, (2004) and Dada, (2001) remarked that teachers are left out, in the process of curriculum implementation without adequate supervision and monitoring, thus the teacher modify and re-plan the curriculum based on his knowledge, abilities, interest and the local situation in which he is operating, and such, the programme may either largely fail or succeed based on the competency of the teachers handling it. Monitoring is therefore an important stage in curriculum implementation because when it is properly done, it ensures that all the agencies concerned with curriculum implementation do what they are in place to do. It also draws the attention of teachers and school administrations to areas where there are inadequacies so that they can be rectified. Monitoring agencies should also make their reports available to government on regular basis to help the government to put in place what is necessary to be in place. It must be scientific, systematic, friendly and regular if it is to achieve its goals. The situation where teachers if it is to achieve its goals. The situation where teachers are threatened or schools are made to present a 'false' appearance in order to meet the demand of monitoring teams is not in the interest of the system. This approach enables them to advise the government, teachers, school administrators, the ministry of education and other agencies on what they observe and what they need to do to facilitate the achieve, market of the goals of a well-designed curriculum.

The place of facilities in the process of implementation is also crucial. Teachers and students work with facilities to bring about teaching and learning that is meaningful. These facilities include adequate and spacious classrooms, well- equipped and ventilated laboratories, well-stocked libraries, good recreational facilities, among other. Effective curriculum implementation needs all these materials to be in place. The situation where students do not have chemicals to carry-out simple experiments or where teachers and students do not have materials to work with is not encouraging and must be addressed. Those who are in the business of school supervision should ensure that these materials are available to support curriculum implementation. Yara, (2010) observed inadequate instructional materials, equipment and laboratory facilities in the survey studies he carried out on the levels of instructional for teaching mathematics and science subjects in schools. A study carried out by Ofoegbu (2012) on resources for teaching basic science and technology in in Enugu State, found out that teachers rarely involve parents,

community members and NGO for provision of basic science and technology resources for instruction. The findings also indicate that teachers mostly relied on using textbooks and chalkboard rather than complementing their instructions with instructional materials.

Statement of Problem

Scholars such as Kolawole (2006) and Osokoya (2003) observed that 6-3-3-4 educational system did not achieve its objectives within the entire nation. This was due to numerous constraints associated with the implementation of the programme such as; lack of adequate professional teachers, lack of educational infrastructures, inconsistent curriculum model, lack of political will, corruption, among others. These led to the design of the new basic educational curriculum content to reflect the nation's value and MDG on education. However, the success of basic science curriculum implementation depends on it implementation. It is therefore imperative to appraise the level of implementation of the basic science curriculum in private junior secondary schools (JSS) in Gombe State.

The purpose of this study is to appraise the level of implementation of basic science curriculum in private junior secondary schools in Gombe state. The specific objectives are to:

a) appraise the availability of instructional materials in private JSS for basic science curriculum instructions in Gombe State.

b) assess the quality of teachers saddled for basic science curriculum implementation in private JSS in Gombe State.

c) find out instructional strategies employed by basic science teachers in private JSS in Gombe State

d) assess the level of quality assurance of basic science instruction and implementation in private JSS in Gombe State.

Research Questions

The following research questions are raise

1To what extend are the availability of instructional materials in teaching basic science in private JSS in Gombe state?

2 What is the quality of basic science and technology teachers in private JSS in Gombe State?

3 What are the instructional strategies employed by basic science teachers in private JSS in Gombe State?

4 How adequate are the monitoring/supervision of basic science curriculum in private JSS from the Ministry of Education in Gombe state?

Method

The study adopted a descriptive survey research design. The population of the study

comprised of three hundred and forty seven (347) private Junior Secondary Schools in Gombe State. The schools use the basic science curriculum provided by NERDC, (2007). Ten schools were randomly selected from each of the eleven local government areas in the state making a total 110 schools. From each school, one basic science teacher was selected making a total of 110 basic science teachers.

Research Instrument

Two instruments were developed by the researchers and used for the collection of data in the study. These are: Teaching Resources Checklist (TRC) and Teaching and Quality Control Questionnaire (TQCQ). The TRC was divided into two sections. Section A consists of the list of recommended instructional materials for a class of 50 learners. It was adapted from Federal Ministry of Education, Abuja (2014). It was used to take stock of the availability and adequacy of instructional materials used in basic science curriculum delivery. Section B sought information on the basic science teachers' quality in terms of qualifications and years of teaching experience. TQCQ was based on four point likert scale which was divided into two parts. Part A collected information on the instructional strategies employed by basic science teachers for instructions, while part B elicited information on the quality control on basic science curriculum implementation. The reliability of the questionnaire was ensured through the use of Cronbach alpha coefficient and was computed to be 0.91 and was considered high enough to be used for the study. Copies of the validated questionnaire was administered to 110 basic science teachers in 110 secondary schools used for the study by the researchers. The questionnaire was completed and returned immediately by the respondents. Data were analyzed using frequency counts and simple percentages.

Results

Research Question 1: To what extend are the availability of instructional materials in teaching basic science in private JSS in Gombe state?

Table 1: Availability of Basic Science Laboratory Facilities in Private JSS in Gombe State

S/N	Laboratory facilities	Minimum no required (FME) in schools	No available in selected schools
1.	Basic science lab.	1 per school (110)	0(0%)
2.	Beakers	2 per school. (220)	43(19.55)
3.	Vanier Caliper	5 per school (550)	58(10.55)
4.	Pipette	5 per school (550)	67(12.18)
5.	Boiling Tubes	20 per school (2200)	97(4.4)
6.	Stop Clock	1 per school (110)	19(17.27)

7.	Cylinder	10 per school (1100)	168(15.27)
8.	Chemical Balances	10 per school (1100)	87(7.9)
9.	Voltmeter	10 per school (1100)	93(8.45)
10.	Spring Balance	10 per school (1100)	103(9.36)
10	Filter Funnels	5 per school (550)	140(25.45)
11	Flasks (flat and round bottom)	2 per school(220)	36(16.36)
12	Pendulum Bob	10 per school (1100)	91(25.27)
13	Hand Lenses	30 per school (3300)	142(4.3)
14	Graduated Cylinders	10 per school (1100)	41(3.73)
15	Ammeters	10 per school (1100)	78(7.09)
16	Thermometer	10 per school (1100)	97(8.81)
17	Litmus Paper	10 per school (1100)	203(18.45)
18	Micrometer screw gauge	5 per school (550)	93(16.9)
19	Microscopes	1 per school (110)	27(24.54)
20	Plastic (heart, eye, ear and skeleton models)	4 per school(440)	69(15.68)
21	Measuring Tape	3 per school (330)	57(17.27)
22	Specimen Bottles	10 per school (1100)	24(2.18)
23	Separating Funnels	5 per school (550)	31(5.64)
24	Conical flask	1 per school (110)	17(15.45)
25	First Aid box	1 per school (110)	25(22.73)
26	Meter Rule	10 per school (1100)	45(4.1)
27	Stop Watch	10 per school (1100)	83(7.55)
28	Test tubes	10 per school (1100)	74(6.73)
29	Spatula	5 per school (550)	85(15.45)

Source: Federal Ministry of Education Abuja, 2002

***Figure in parenthesis represents percentage**.

Data in Table 1 reveals the instructional resources in place for teaching basic science in private JSS schools in Gombe State. None of the schools in the study has basic science laboratory. Only filter funnels 140(25.45).pendulum bob 91(25.27) microscopes 27(24.54) and first aid box 25(22.73) were available in the schools for instruction. Other resources were greatly short in supply with less than 20% availability in the schools. This indicated that facilities for teaching Basic Science in private JSS schools were very far from being adequate. The implication of this is that basic science curriculum is not well implemented in private JSS in Gombe State, Nigeria.

Research Question 2: What is the quality of basic science and technology teachers in private JSS in Gombe State?

Table 2: Basic Science Teachers' Quality in Private JSS in Gombe State

S/N	Qualification		Frequency	Percentage (%)
1	Academic Qualification:	B.Sc. Ed	12	10.9
		B.Sc.	15	13.64
		OND/HND	27	24.55
		NCE	31	28.18
		SSCE/NECO/NABTEC	25	22.75
2	Course of study	Integrated Sc. Ed	13	11.81
		Biology education	21	19.09
		Chemistry education	06	5.46
		Physics education	03	2.73
		Biochemistry	06	5.45
		Microbiology	09	8.18
		Others	52	47.27
3	Years of teaching experience	0-5 years	74	67.27
		6-10 years	26	23.64
		11-15 years	7	6.36
		16-20 years	3	2.73
		21 years and above	0	0
4	Additional Qualification (course of study)	PGDE	2	1.82
	Science Education	M. Ed	-	-
	Microbiology	M. Sc	-	-
	Others	Ph. D	-	-

Data in Table 2 reveal that 10.9% possess B. Sc. Ed qualification 28.18% with NCE, 28.18%. Only 13 (11.81) of the respondents were trained as basic science teachers. A good number obtained B.Sc. OND/HND, SSSC/NECO with 13.64%, 24.55% and 22.73% respectively without teaching qualification and training as basic science teachers. As regard the years of teaching experience of the respondents, 67.27% had teaching experience between 0-5 years and 23.64% had teaching experience between 6-10 years and 6.63% had a teaching experience of 11-15 years, while 2.73% had teaching experience of 16 years and above. This implies that a good number of basic science teachers in private JSS in Gombe State are not experienced.

Research Question 3: What are the instructional strategies employed by basic science teachers in private JSS in Gombe State?

Table3: Instructional Strategies Employed by Basic Science Teachers for Curriculum Delivery

S/N	Instructional Strategy	Agree freq. (%)	Disagree freq (%)
1	Lecture	83 (75.45)	27 (24.55)
2	Discussion	67 (60.9)	43 (39.09)
3	Demonstration	29 (26.36)	81 (73.64)
4	Inquiry	37 (33.64)	3 (66.36)
5	Discovery	19 (17.27)	91 (82.73)
6	Project	13 (11.82)	97 (88 .18)
7	Active learning techniques:		
	Game simulations	05 (4.55)	105 (95.45)
	Puzzle-based learning	- (0)	110 (100)
	ICT-based learning	6 (5.45)	104 (94.55)
	Others	- (0)	110 (100)

Figure in parenthesis represent percentage

Table 4 shows instructional strategies employed by basic science in private JSS in Gombe State for curriculum delivery. In Table 2, 75.45% of the respondents employed lecture method and 60.9% used discussion strategies, while only 26.36%, 33.64%, 17.27% and 11.82% of the respondents admitted that they employed demonstration, inquiry, discovery and projects methods of teaching respectively. Less than 6% of the respondents harnessed active learning techniques for basic science curriculum instructions. This indicated that most of the basic science learners were passive listeners.

Table 4: Quality Control of Basic Science Curriculum Instruction in Private JSS in Gombe State.

S/N	ITEM	AGREE	DISAGREE
1	Inspectors from ministry of education come to inspect basic science instruction and records monthly.	23 (20.9)	87 (79.09)
2.	The principal and the vice principal regularly supervise teachers while teaching.	91 (82.73)	19 (17.27)
3.	The Head of Science Department always check basic science teachers' notes of lesson and scheme of work.	61 (55.45)	49 (44.55)
4.	Basic science teachers take attendance of basic science students daily and monitor their activities.	43 (39.09)	67 (60.9)
5.	Students always involve in project works and practical.	20 (18.18)	90 (81.82)

Figure in parenthesis represent percentage

Table 2 shows quality control of basic science curriculum instruction in private JSS in Gombe State. In Table 2 79.09% of the respondents indicated that there was no regular supervision inspectorate units from Gombe State Ministry of Education. Besides, 60.9% and 81.82% of the respondents claimed that teachers did not take regular progress records of the activities of the learners and students rarely involve in projects and practical works respectively. However, 82.73% and 55.45% of the respondents showed that there were regular monitoring and supervision from the school management (Principals, Vice Principals and Head of Department respectively).

Discussion

The findings of this study revealed that basic science resources for instruction were far from being adequate in the selected private junior secondary schools used for the study. Also, most of the schools do not have laboratories to support implementation of the new basic science curriculum. This means that the proprietors/proprietresses of private JSS in Gombe State have not provided adequate materials for effective implementation of the curriculum This finding supports the findings of Nwosu and Ibe (2012) that teachers have problem of curriculum implementation by not engaging the pupils in performance of real world task due lack of resources. The findings also corroborate the studies of Ofoegbu (2012) on resources for teaching basic science and technology in Enugu State, found out that teachers rarely involve parents, community members and NGO for provision of basic science and technology resources for instruction.

The findings of the study further indicated that the numbers of basic science teachers in place were not adequate and a good number of teachers implementing basic science curriculum were not trained, hence not qualified to teach the subject effectively. It was also revealed in the study that most teachers had little teaching experience on the job. This finding is consistent with Ofoegbu (2012) who observed shortage of basic science teachers implementing basic science curriculum in Enugu State of Nigeria. The findings support Abolade, (2007) who noted in his studies that professionally untrained Biology teachers out-numbered the trained ones. He asserted that professionally qualified teachers were in short supply since many of in secondary schools have not been adequately trained and prepared for curriculum instructions and delivery.

The study also revealed that over 70% of the basic science teachers employed lecture method of teaching basic science while about 60% made use of discussion as means teaching. Active learning techniques were rarely employed by the teachers which may reinforce learners' active participation in teaching and learning processes. The finding of the studies was in agreement with Ogundare

and Olagunju (2017) which observed that teachers and students are still employing old and conventional methods of teaching and learning even in a country where the level of students' academic performance in basic science is very low. The findings of this study also revealed the lack of quality control from supervisory agents from Ministry of Education, Gombe State and other organization such as SUBEC. This fact was backed up by the studies of Odili, Ebisine, & Ajuar, (2010); Adeyemi, (2004) and Dada, (2001) who remarked that teachers are left out, in the process of curriculum implementation without adequate supervision and monitoring, thus the teacher modify and re-plan the curriculum based on his knowledge, abilities, interest and the local situation in which he is operating, and such, the programme may either largely fail or succeed based on the competency of the teachers handling it.

Conclusion

Based on the findings of this study, it is concluded that implementation of basic science curriculum in private JSS in Gombe State was hindered by; lack of appropriate resources, poor motivation of teaching staff as a result of in adequate professional training and incompetence resulting to lack of skills and poor government supervision.

Recommendations

1. For the new basic science curriculum objectives to be achieved there is need for the provision of appropriate human and material resources needed for proper basic science instruction.
2. Proprietor/proprietress should ensure adequate provision of both physical and human resources in their schools for effective implementation of basic science curriculum
3. Constant supervision of physical facilities, teachers and learners on the activities in the school should be carried out by quality government assurance agencies.
4. There is need for training and retraining of staff through workshops, seminars, conferences and in service trainings to improve their effectiveness in implementing the curriculum.

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An Assessment of the Implementation of the 9-Year Basic Education Curriculum by Private Schools in Gwagwalada Area Council of Federal Capital Territory

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Abstract
This paper assessed the implementation of the 9-Year Basic Education Curriculum by Private Basic Schools in Gwagwalada Area Council of the Federal Capital Territory, Abuja. A descriptive survey design was adopted for the study. The population of the study comprised all private basic school teachers in the Area Council; sample for the study was310 basic school teachers selected from 30 private schools across the ten political wards in the Area Council. Four research questions guided the study. A research instrument titled "Basic Education Curriculum Implementation in Private Schools (BECIPS)" developed for data collection by the researchers formed the main instrument for the study. The instrument was validated by 2 Test and Measurement experts and 2curriculum experts. Reliability co-efficient of .87was established using Cronbach alpha. The instrument was administered by the researchers through the assistance of Head Teachers, Vice Principal Academics. Data collected were collated and analyzed using percentages and Means to answer the research questions. Findings showed among others that 58.1% of the teachers were unaware of the 9-Year Basic Education Curriculum Teachers' Guide and that the level of the availability of instructional materials was low with an overall mean of 2.32. It was therefore recommended that proprietors of private basic school operators in Gwagwalada Area Council should liaise with relevant agencies of government in charge of development, review and printing of the Teachers' Guide (NERDC) to ensure availability in their schools and should also ensure the provision of adequate instructional materials for the implementation of the 9-Year Basic Education Curriculum so as to achieve its objectives.

Keywords: ***Basic Education Curriculum, Implementation, Private basic school and teachers***

Introduction

For any nation to be adjudged developed will depend on the level of her human capital resources derived from her educational system. Apeji (2017) opined that the strength and level of development of any nation depends largely on the strength and development of its human capital. Efficient human resources are made through educational system operated by such a nation. Central to any educational system are the issues of curriculum which has been defined as the total experience provided to the learners under the supervision of the school. The Federal Government of Nigeria introduced the 9-year basic education curriculum into the school system to take care of the unemployment that is traceable to the inadequacies in the country's curriculum contents; in addition to poor implementation resulting from inadequate finance of education in the country. This led to the development of the current curricula for primary and junior secondary school, to run for nine years continuously and should be compulsory and free.

The National Council on Education (NCE) directed the Nigerian Educational Research and Development Council (NERDC) to develop, restructure and re-align the existing primary and junior secondary school curricula to meet the targets of the 9-Year Basic Education. This was designed in conformity with the Millennium Development Goals (MDGs) and included the infusion of emerging issues (some of which the teachers were not exposed to during their pre-service training such as HIV/AIDS, security education etc. (Obioma, 2006). The curriculum involves six years of primary school education and three years of junior secondary school education. The nine years of uninterrupted schooling and transition from one class to another is automatic but determined through continuous assessment.

Private Schools refer to privately established educational outfits, run and managed by voluntary agencies, communities and private individuals. They offer educational services to learners in accordance with the laid down procedure by the government. Private schools are to be registered under the relevant government educational agencies for proper regulations and monitoring to ensure minimum standards as contained in section 28 of the National Policy on Education (FRN, 2014). The owners are referred to as proprietors of private schools.

Curriculum implementation is bringing all planned activities (teachers activities and students activities) together into the classroom where the combined efforts of the teachers, learners, school administrators, among others and interactions with physical facilities, instructional materials etc. are geared towards meeting

the objectives of the curricula. The relationship among these activities would mean that any break in the chain of activities can mar the whole programme. For any implementation to be effective, it will require intensive collaboration from among all education stakeholders. Teachers' roles as transmitters of knowledge and implementers of the curriculum contents are a crucial element in the implementation of educational curricula. Unless they implement the curricula effectively, there is no amount of planning and funding that will ensure successful implementation of the curricula. For effective implementation of the curriculum, teachers must have requisite qualifications.

Teachers' awareness of the curriculum will stimulate interest and knowledge as a driving force. Madsen 1996 as cited in Ojo, (2015) emphasized the concept that awareness is the ultimate driving force that stimulates knowledge. In the same vein, Athman and Monroe (2000) stated that awareness and knowledge of the curriculum processes and system play an important role in implementation. Teachers are very important components of a school system through which knowledge is transmitted to the learners. Teachers are responsible for the success of the implementation of any curricula Teachers are change agents (Fullan, 2001).

Availability of the 9-year basic education curricula and its accompanying teachers' guide which serves as the 'manual for the operation/implementation' of the curricula is very important, in the implementation of the curricula whether in (public or private school). Else, the teachers will be teaching outside the curricula. Moyinoluwa, (2015) reported that some copies of the curriculum supplied to Benue State were copies of the subjects not taught in the State whereas, those of the subjects taught were inadequate. Similarly, Ojo, (2015) observed that the documents were not available in some schools in Ekiti State among others and Otemuyiwa, (2017) found out that implementation of the curriculum lacked basic facilities and materials. Another very important issue in curriculum implementation is adequate functional laboratories, workshops, facilities and instructional materials. Functional laboratories for subjects that require them for teaching and learning and other instructional are very important in the implementation of the curriculum.

The implementation of the 9-year basic education curriculum depends on a number of variables which include: teachers' qualifications and competences, awareness of the curricula and its accompanying teachers' guide, availability of instructional materials or resources such as functional laboratories, equipment and tools etc. Since its implementation started years ago, it becomes necessary to assess the level of availability of these variables in private basic schools in

Gwagwalada Area Council of the Federal Capital Territory, Abuja as co-provider of educational services to the Nigerian children. This study was therefore designed and conducted to assess the implementation of the basic education curricula by private schools in Gwagwalada Area Council of the Federal Capital Territory (FCT), Abuja. The study will find out the level of qualifications of the teachers; determine the extent of teachers' awareness of the 9-Year Basic Education Curriculum in the Area Council; determine the extent of teachers' awareness of the 9-Year Basic Education Teachers' Guide; and find out the level of availability of instructional materials in the implementation of the 9-Year Basic Education Curriculum.

Research Questions

The following research questions guided the study:

1. What is are the qualifications of private basic school teachers in Gwagwalada Area Council?
2. To what extent are private basic school teachers' aware of the 9-Year Basic Education Curriculum in Gwagwalada Area Council?
3. To what extent are private basic school teachers' awareness of the 9-Year Basic Education Curriculum Teachers' Guide in Gwagwalada Area Council?
3. What is the level of availability of instructional materials in the implementation of the 9-Year Basic Education Curriculum in private basic schools in Gwagwalada Area Council?

Method

The design used for the study was the descriptive survey. The population for this study comprised all teachers in private basic education schools in Gwagwalada Area Council, FCT, Abuja, Nigeria. Thirty (30) private basic schools were randomly selected from the ten political wards in the Area Council; three private schools (two primary and one junior secondary schools) per political ward. The political wards included: Dobi, Gwagwalada Central, Gwako, Ibwa, Ikwa, Kutunku, Paiko, Staff Quarters, Tunga Maje and Zuba. Ten teachers each (total 20) were selected from two primary schools and twelve teachers each from one junior secondary school per political ward, making a total of 32 and a grand total of 320 basic teachers as the sample for the study. A research instrument was developed by the researchers titled “Basic Education Curriculum Implementation by Private Schools (BECIPS)” The instrument had two sections: section “A” dealt with demographic information of the respondents while section “B” was on the implementation of the 9-Year Basic Curriculum.

The instrument was structured on a 4 point Likert rating scale as follows: Strongly Agreed (SA) (4), Agreed (A) (3), Disagree (D) (2) and Strongly Disagree (SD) (1). The data collected from the respondents were collated and analysed using percentages and means to answer the four research questions with criterion mean value set at 2.50 and a criterion mean percentage value of 50%. Computed values above the criterion values were considered adequate and accepted. The instrument was validated by 2 Evaluation and Measurement experts and 2 curriculum experts and their observations and corrections were used to enrich the instrument and were trial-tested through a single split-half at Gwagwalada Area Council using six(6) private schools (4 primary and 2 junior secondary schools) that were outside the sampled schools. The internal consistency of the instrument was established using Cronbach alpha reliability and was found to be 0.87. The instrument was administered by the researchers with the assistance of the Head Teachers, Vice Principals Academics. The administration lasted for two weeks. A total number of 320 questionnaires were distributed and 307 retrieved representing 95.5% rate of return, six (6) were found unusable remaining 301 which represented 94% (see table 1 below).

Results

The results are presented according to the research questions.

Research Question 1:

What is the level of the qualifications of private basic school teachers in Gwagwalada Area Council?

Table 1: Private Basic school teachers' qualifications in Gwagwalada Area Council

S/N	Qualifications	Frequency	Percentage
1	Nigerian Certificate in Education (NCE)	121	40.2
2	Degree in Education (B.Sc/Ed, B.A/Ed)	34	11.3
3	Master's in Education/Arts (M.Ed/M.A)	20	6.6
4	Non-teaching qualifications (SSCE/NECO, Higher National Diploma (HND and B.Sc.)	126	41.9
	Total	**301**	**100**

Data in Table 1 revealed the frequency and percentage values of the private basic school teachers' qualifications: 121 teachers representing 40.2% possessed NCE, 34 representing 11.3% possessed Degree in Education (B.Sc/Ed, B.A./Ed), 20 representing 6.6% possessed Masters in Education/Arts (M.Ed/M.A), 126 representing 41.9% possessed non-teaching qualifications. This result showed that less than 50% of all the teachers engaged by the private

basic school in Gwagwalada Area Council had no teaching qualifications.

Research Question 2:

To what extent are private basic school teachers' aware of the 9-Year Basic Education Curriculum in Gwagwalada Area Council?

Table 2: Private school teachers' awareness of the 9-Year Basic Education Curriculum in Gwagwalada Area Council

	Responses		
	Yes	**No**	**Total**
Frequency	191	110	**301**
Percentage	63.4	36.6	**100**

Table 2 revealed that 191 teachers representing 63.4% agreed to be aware of the 9-Year Basic Education Curriculum while 110 teachers representing 36.6% said they are unaware of the curriculum in the private basic schools sampled. The 'yes' result of above 50% set value, shows teachers who are implementers were aware of the 9-Year Basic Education Curriculum as their working document.

Research Question 3:

What is the extent of private basic school teachers' awareness of the 9-Year Basic Education Curriculum Teachers' Guide in Gwagwalada Area Council?

Table 3: Private School teachers' awareness of the 9-Year Basic Education Curriculum Teachers' **Guide in Gwagwalada Area Council**

	Responses		
	Yes	**No**	**Total**
Frequency	126	175	**301**
Percentage	41.9	58.1	**100**

Table 3 showed that 126 teachers representing 41.9% are aware of the Teachers' Guide in the private basic schools and 175 teachers representing 58.1% are unaware of the document. This shows that over 50% of the teachers are unaware of the curriculum and teachers' guide in Gwagwalada Area Council.

Research Question 4:

What is the level of availability of instructional materials in the implementation of the 9-Year Basic Education Curricula in private basic schools in Gwagwalada Area Council?

Table 4: Mean response of Teachers on the Level of availability of Instructional Materials in the Implementation of the 9-Year Basic Education Curricula in private schools in Gwagwalada Area Council

S/N	Items	Mean	StD	Decision
1.	9-Year Basic Education Curriculum is available in my school	2.59	0.89	**Accepted**
2	Teachers' Guide on 9-Year Basic Education Curriculum is available in my school	2.51	0.70	**Accepted**
3	The 9- Year Basic Education Curricula are not overloaded in contents	2.58	0.93	**Accepted**
4	The time allotted for lessons in my school is sufficient	2.51	0.98	**Accepted**
5	The classrooms in my school have a large number of students	2.42	0.83	**Rejected**
6	There is a functional Basic Science laboratory for teaching in my school	2.02	0.77	**Rejected**
7	There is functional Basic Science equipment for teaching in my school	2.16	0.84	**Rejected**
8	There are Basic Technology workshop for teaching in my school	2.18	0.80	**Rejected**
9	There are Basic Technology tools for teaching in my school	2.20	0.90	**Rejected**
10	There is a Functional computer laboratory for teaching in my school	1.64	0.70	**Rejected**
11	There are adequate computer accessories for teaching in my school	1.59	0.71	**Rejected**
12	There are functional Physical & Health Education facilities for teaching and learning in my school	2.59	0.88	**Accepted**
13	There is a functional Home Economics laboratory for teaching in my school	1.93	0.78	**Rejected**
14	There are adequate Home Economics Equipment for teaching in my school	1.63	0.70	**Rejected**
15	There is farmland for teaching of Agricultural Science in my school	2.54	0.97	**Accepted**
16	There are Agricultural tools for the teaching of Agricultural Science in my school	2.45	0.89	**Rejected**
17	There are adequate teaching and learning resources for Cultural and Creative Arts in my school	2.59	0.89	**Accepted**
18	There are adequate teaching and learning resources for Prevocational Studies in my school	1.93	0.78	**Rejected**
19	There are adequate teaching and learning resources for Business Studies in my school	2.18	0.90	**Rejected**
20	There are adequate teaching and learning resources for English Studies in my school	2.45	0.90	**Rejected**
21	There are adequate teaching and learning resources for Mathematics in my school	2.02	0.77	**Rejected**
22	There are adequate textbooks for all the subjects in my school	3.14	0.93	**Accepted**
23	Library services are available in my school	2.42	0.80	**Rejected**

24	There is proper implementation of Continuous assessment procedure in my school as spelt out in the curriculum	2.96	0.92	**Accepted**
25	Guidance and Counseling Services are available in my school	2.88	0.94	**Accepted**
	Overall Mean	**2.32**		**Rejected**

Table 5 presents mean and standard deviation scores on the responses of the level of the availability of instructional materials for the implementation of the 9-Year Basic Education Curricula by private basic schools in Gwagwalada Area Council. The table revealed that items 10, 11, 13, 14 and 18, for example, representing, 'there is functional computer laboratory for teaching in my school', 'there are adequate computer accessories for teaching in my school', 'there is functional home economics laboratory for teaching in my school', and 'there are adequate teaching resources and there are adequate teaching and learning resources for Prevocational Studies in my school with mean values of 1.64, 1.59, 1.93, 1.63 and 1.93, respectively are some of the fifteen items that had their mean values below set mean value of 2.50 and their standard deviation ranged between 0.70 and 0.78 which showed that their responses were not far apart and were rejected. For items 22, 24,25, 1 and 12for example, representing: 'there are adequate textbooks for all the subjects in my school', 'there is proper implementation of continuous assessment procedure in my school', as spelt out in the curriculum', guidance and counselling services are available in my school' and there are functional Physical and Health Education facilities for teaching and learning in my school, with mean values of 3.14, 2.96, 2.88, 2.59 and 2.59, standard deviation ranged between 0.88 and 0.94. This showed that they were not far from one another in their responses. These five items were part of the ten items that had their mean score at 2.50 and above in the table. The overall grand mean of 2.32 was obtained which showed that the level availability of instructional materials for the implementation of the 9-Year Basic Education Curriculum in private basic schools in Gwagwalada Area Council was low.

Discussion

The place of teachers and teachers' qualifications in teaching and learning cannot be overemphasized. No matter the beauty and quality of an educational goal, objectives and plan, if it is not properly implemented by qualified teachers, will leave much to be desired. The result of the analyzed data in Table 2 revealed that 58.1% of the entire teachers covered in this study had teacher training at NCE, first degree, and masters' degree level as their basic qualifications which implied that majority of the engaged teachers in Gwagwalada Area Council by private basic schools had teachers training certificates. This finding is in agreement with the report of Ekwukoma et al (2016),

who reported that teachers were adequate for the implementation of the 9-Year Basic Education Curriculum in terms of qualifications.

Teachers' awareness of the 9-Year Basic Education Curriculum and its accompanying teachers' guide as shown in Tables 3 and 4 respectively revealed that 63.4% of the teachers were aware of the 9-Year Basic Education Curriculum as against 36.6 who were not aware of the document. The accompanying teachers' guide to the Curriculum has its level of awareness at41.9% while the teachers that were unaware of the document were put at 58.1%. The teachers' guide is the manual for implementing the curriculum. Teachers ought to be aware and possess copies of the subjects they teach. If the teachers who deliver curriculum contents are not aware of the 'curriculum manual', it automatically means that implementation of the curriculum will tend to be outside the rules, procedures and methods laid down for the implementation. This level of teachers' unawareness of the teachers' guide is very surprising, considering the commencement of the implementation of the document since 2013/2014 academic session in the country; that is about five academic sessions after.

Close interaction with some of the teachers revealed that what some of them use in their teaching was Educational Resource Centre Scheme of Work supplied by their proprietors. This could be the answer to the assertion above of teachers' claim of not being aware of the documents. The level of teachers' awareness of the curriculum as revealed in this study supports the earlier findings of Ojo (2015) that reported teachers' awareness of the documents in Ekiti State as high. The awareness level for the teachers' guide is in line with the findings by Orji (2013) that submitted that teachers were unaware of the new trade/entrepreneurship in Yobe State.

The result presented in Table 5 of the study showed that the level of availability of instructional materials in the implementation of the 9-Year Basic Education Curriculum in private schools in Gwagwalada Area Council was low as its overall mean stood at 2.32 which is below the set mean criterion of 2.50. Some of the items and services (such as 9-Year Basic Education Curriculum, teachers' guide, the time allotted was sufficient, classrooms do not have large number of students, functional physical and health education facilities, for example, have their mean above 2.50. The Table also revealed gross inadequate facilities and instructional materials (such as functional Basic Science laboratory, functional Basic Science equipment, functional Basic Technology workshop, Basic Technology tools and computer laboratory) for example, is below the set mean criterion of 2.50. These findings corroborate similar findings by several researchers such as Oku and Chikwendu (2010), Chukwu (1998), Ekwukoma et al (2016) and Otemuyiwa (2017) in Imo State, Federal Capital Territory and Kwali Area Council of the Federal Capital

Territory respectively. This implies that the gross inadequacy of learning facilities and instructional materials has continued to be a common feature in our schools.

Conclusion

The study showed that the 9-Year Basic Education Curriculum implementation by private schools in Gwagwalada Area Council of the Federal Capital Territory had some challenges, though, 58.1% of the teachers engaged in the schools possessed teachers training certificates, 63.4% were aware of the 9-Year Basic Education Curriculum in use while 58.1% were unaware of the accompanying teachers' guide to the curriculum while the overall grand mean of 2.32 was obtained in respect of the level of availability of instructional materials for the implementation of the 9-Year Basic Education Curriculum which is low because it is below the set mean criterion.

Recommendations

The result of this study has revealed that if the objectives of the 9-Basic Education Curriculum must be achieved through the private schools in Gwagwalada Area Council of the Federal Capital Territory, there is need to address some identified issues in order to achieve its objectives. Therefore, the following recommendations were put forward:

1. There should be well-organized monitoring and supervision by Local Education Authority officials on private basic schools in Gwagwalada Area Council of Federal Capital Territory to ensure the use of required instructional materials in the implementation of the 9-Year Basic Education Curriculum.
2. Private basic schools' proprietors in Gwagwalada Area Council should liaise with relevant agencies of government in charge of development and printing of basic school education curriculum (NERDC) to ensure availability of the document in their schools.
3. Provision of adequate laboratories, instructional facilities, and relevant material resources to boost the delivery of the curriculum contents to the learners towards achieving the objectives of the 9-Year Basic Education Curriculum.
4. Proprietors should endeavour to organize or sponsor their teachers to attend in-service training as some of the issues infused into the curriculum during the review were not part of what the teachers were exposed to during their pre-service education, for example, HIV/AIDS.

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Toward Effective Basic Education Programme in Anambra State: Issues And Challenges Of Smooth Implementation

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Abstract
This study is an investigation on the level of effective implementation of Universal Basic Education (UBE) programme in Anambra State. The researchers adopted descriptive survey research design. This method was deemed appropriate as it involved the collection of data from the targeted population which are primary and junior secondary schools Heads teachers and principals from the three (3) educational zones of Anambra State within the urban and rural areas. A total of 71 head-teachers and 56 principals formed the sample out of 1,272 estimated populations. Eight items questionnaire tagged: Toward Effective Basic Education Programme implementation Questionnaire (TEBEPIQ) was used to elicit responses from the respondents. The result of findings shows that; teachers were not adequate for enrollment of pupils / students, there was under funding of the UBE programme which affects its smooth implementation. The result of the study further revealed that teachers were not involved in the decision making of the Universal Basic Education Programme (UBE) in the state. Based on the foregoing results of the study, recommendations and conclusions were made to ensure effective implementation of the Universal Basic Education (UBE) Programme in Anambra State.

Introduction
Universal access to Basic Education has been the prime target for Nigeria since the middle of the 1970s when the Universal Primary Education (UPE) scheme was launched. Thus, the introduction of Universal Basic Education (UBE) Programme in 30th September, 1999 in place of the (UPE) that had failed Nigerians could be said to have been bedeviled by many problems and challenges. Universal Basic Education (UBE) is education meant for children between the ages of 6 to 15 years within which the child will acquire basic literacy, numeracy, manipulative and communication skills in addition to moral and civil values for living. The Universal Basic Education (UBE) Programme

was launched on 30th September, 1999 by the administration of Chief Olusegun Obasanjo as an outcome of the world conference on education held in Jomtien, Thailand in 1990. According to Ukpong (2012) Universal Basic Education programme is packaged to eradicate illiteracy, ignorance and poverty. It is important to understand that the Universal Declaration of Human Rights asserts that "everyone has a right to education'. This declaration triggered efforts from all countries of the world to universalize basic education, which Obanya (2000) cited in Nwagbara (2012) describes as that level, type and form of learning needed to build firm roots for literacy and numeracy, to inculcate basic life skills and more importantly, consolidate the skills of learning how to learn.

As observed by Yoloye (2004) the concept of Basic Education is not completely new in term to the Nigerian society. To Yoloye, the Universal Basic Education (UBE) programme in Nigeria can be said to be the product of earlier educational scheme, programmes, which could be said to have been bedeviled by corruption and other problems within the system. Researches show that the UPE scheme failed perhaps because the Federal Government of Nigeria underestimated the number of pupils that would want to benefit from such a programme, also they did not determine the appropriate number of teachers, school buildings and the amount of money that would be required to make the scheme functional, hence it was therefore abandon (Yoloye, 2004).

Objectives of Universal Basic Education (UBE)

The Universal Basic Education is defined in section 15 (1) of the compulsory Free Universal Basic Education Act 2004 as "early childhood care and education and nine year of formal education;. This law defined the UBE programme to include the 1st six years of primary education (primary 1-6) and the next 3 years of Junior secondary education (Js1-Js3), hence the Universal Basic Education programme has the broad aim of laying a solid foundation for life-long learning through the inculcation of appropriate learning to learn, self-awareness, citizenship and the skills for every Nigerian child of school age. As stated by the Federal Republic of Nigeria (FRN, 2014) the Universal Basic Education Programme is Universal, Free and Compulsory. Every Nigerian child of school age is provided with opportunities to go to school. Based on the UBE Act 2004, parent must ensure that their children avail themselves of the opportunities. This is because there are sanctions for any parent that prevents children and youths from benefiting from the Universal Basic Education Programme.

In order to attain the objectives of the Universal Basic Education programme, Nwagwu (2006) and Nworgu and Obioma (2009) stated that the approaches

developed include among others, public enlightenment and mobilization, better funding, re-training of teachers, professional development of teachers, motivation, provision of infrastructural facilitates, provision of books and instructional materials. However, in specific terms, the objectives of Universal Basic Education Programme as outlined in the Basic Education Curriculum (BEC) launched in 2008 are as follows:

1. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
2. Providing free and compulsory universal basic education for every Nigerian child of school going age.
3. Reducing drastically the incidence of early leaving from the formal school system, thus catering for drop-out from school.
4. Catering 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. Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative, and life-skills as well as the ethical, moral and civil values for laying a solid foundation for life-long learning. Federal Republic of Nigeria (FRN, 2000).

The objectives of universal Basic Education may not be effectively implemented unless certain measures are put in place by the state government to carry out the following activities:-

1. Needs Assessment for the implementation of UBE programme.
2. Effective monitoring of UBE programme by the state government in collaboration with NERDC other agencies.
3. Improving resources allocation for UBE programme in the state
5. Blocking leakages of fund through corrupt practices.

A survey of the implementation of Universal Basic Education programme in Anambra state and by extension the entire states including Federal Capital Territory (FCT), shows that for UBE programme to be implemented holistically, the World Bank Report 2007, 2010,and 2015, on primary education should be considered.

According to the World Bank Report on primary education project (2015) five major areas of implementation in the Universal Basic Education programme are :-

1. Upgrading the quality of education at the basic levels.
2. Increasing enrollment of school –age child.
3. Strengthening the institutions.

4. Increasing the funding of UBE programme.
5. Facilitating future planning among others.

It is obvious that the challenges of implementing the UBE programme is anchored on how corruption and corrupt practices can be eradicated from the educational sub-sector for effecting national development through transparency and accountability. Corruption has taken many shapes and shades in Nigeria. According to Adelakun and Otaki (2013) the pervasiveness of corruption is so endemic that there is hardly any institution that is immune to it. On the other hand, there, is hope if we understand what education is.

There are numerous empirical evidences to show that education increases people's capacity to work, education increases people's economic productivity, and financial and social stability. Education is the process of acquisition of knowledge in order to reduce one's degree of ignorance and be able to take informed decisions for self-improvement and for societal development. Thus, at every level, education is a weapon against idiocy, ignorance and foolishness. Education empowers and builds self –confidences in the individuals to enable him or her contribute his/her quota to the betterment of the society at large. It is on this note that Oyekan (2006) opined that Universal Basic Education programme is a desirable framework to revitalize, democratize, universalize, prioritize education at the foundational level of humanity and schooling in Nigeria. It is designed to use education as key to functional enlightenment, development and industrialization in quest to break the vicious cycle of ignorance, disease and poverty.

Issues And Challenges Affecting Effective Implementation 0f Universal Basic Education.

1. The ability of the Federal Government to allocate enough funds for the programme remains the greatest challenge. This position has been observed by Dike (2001) and Igbuzor (2006) when they lamented that the government is in habit of allocating less money to the education sector and consequently, limits the successful implementation of the universal basic education programme.
2. Lack of proper planning for a successful implementation of UBE programme is a major challenge on the part of government. As noted by UNESCO (2000) one of the factors responsible for the improper planning is faulty census exercise. Almost all the census exercise carried out so far in Nigeria, either before independence or after has been marred with massive irregularities (Oni, 2008). The national population census exercise has always raised political hysteria leading to know the exact figures for school

age population. What this means that the National Population Census that is supposed to provide reliable data for planning and implementation has always been politicized with its attendant wrong figures.

This shortcoming is particularly visible in 2006 census when the enumerators were reported to be found filling and thumb printing the forms themselves when they realized that they might not be able to cover their areas before the end of the exercise (Anonymous, 2006). The resultant unreliable statistics has led to poor projections. Since, the available data do not allow for proper projectionists, there is no way that the facilities on ground will be adequate for the number of children in school.

This problem is also responsible for the provision of structures such as classrooms, laboratories and even quality teachers since 1976 when the UPE scheme was introduced, and indeed the situation is the same with the present Universal Basic Programme.

3. Another major challenge to the implementation of Universal Basic Education Programme is the high rate of drop –out children from primary school considering the aims and objectives of UBE programme which is education for all school age – children. Perhaps a simple and direct meaning of the term out of school children is children who are not in any form of school at a given point in time. In that case we can understand an out of – school child as a child who does not go to school. In fact UNESCO (2010) defined out-of-school children as children who have no exposure to school. The question to ask is that the UBE 2004 Act that stipulate that children attend school or face sanction by the Federal Government, is it a mere political gimmick from our leaders?, again the issue of 'Free and compulsory' what happened to it.

4. Another challenge for effective implementation of UBE programme is corruption. It is instructive to note that corruption has compounded the problem of fund shortage for the implementation of universal Basic Education programme not only in Anambra State but the entire states of the country including Federal Capital Territory (FCT). Even when the allocated fund is not enough, the little that is made available is usually embezzled by corrupt Nigerian officials working within their States Universal Basic Education Board (SUBEB) offices across the country. The case of corruption of the managers' primary schools in Kwara state is a good example.

Purpose of the study

This study is to assess and identify the root problems affecting effective implementation of Universal Basic Education in Anambra State with the view to providing solution to such problems. Thus, specifically, the study is designed to:

1. Find out the prevailing issues and challenges affecting the effective implementation of UBE programme in Anambra State.
2. Ascertain the adequacy of the available facilities in Anambra state primary schools and junior secondary schools for the implementation of UBE programme.
3. Identify the adequacy of teachers in Anambra state primary schools and junior secondary schools for the implementation of UBE programme in terms of their quantity.

Research questions

1. What are the prevailing issues and challenges affecting implementation of UBE programme in Anambra State?
2. How adequate are the available educational facilities and instructional aids for the implementation of UBE programme in Anambra State?
3. How adequate are the available primary and junior secondary school teachers in Anambra state for implementation of UBE Programme in terms of quantity?

Hypothesis of the study

Ho1. There is no significant difference in the adequacy of educational facilities and instructional aids available in primary and junior secondary schools in Anambra state.

Method

The research design employed for the purpose of this study is descriptive survey. The population of the study comprised of all the head-teachers in all the 968 public primary schools and all the principals in all the 304 public junior secondary schools in the state making a total of 1,272 head teachers and principals of junior secondary schools in Anambra state. However, 71 head teachers and 56 principals from both Urban and Rural schools were chosen which the 10% population as sample. The samples were selected from the public primary and junior secondary schools from the educational zones of the state using the simple random sampling technique. The major instrument for this study is a researcher-structured questionnaire title: The role of head-teachers in primary schools and principals of junior secondary schools in Anambra state. The instrument was divided into two sections. Section (A) deals on demographic data concerning the location of the schools and number of teachers and their

qualifications, while section (B) focuses on the adequacy of educational facilities, materials used for teaching and learning. The instrument was after the modified 4 point Likert scale of Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD). The values attached to these responses are 4,3,2,1 respectively. The research questions were answered using the mean score, and the hypothesis was analyzed using the t-test statistic.

Results

Table 1: Mean Responses on the prevailing issues and challenges affecting effective implementation of UBE programme in Anambra State.

S/N	ITEM STATEMENT	N	MEAN
1	Teachers in my school are not adequate to enrollment of pupils/students	127	2.80
2	Under funding of UBE programme affect implementation	127	2.72
3	Low job satisfaction among teachers is problem to implementation UBE	127	1.56
4	Teachers are adequate in terms of qualification (NCE and above)	127	2.84
5	Non-sponsorship of teachers for in -service training affect UBE implementation	127	2.25
6	Teachers in my school are committed to their job	127	2.32
7	Teacher are not involve in the decision of UBE programme	127	2.60
8	Conditions of service for teachers have improved with inception of UBE programme	127	1.9

Data in Table 1 shows that, the respondents considered 4 out 8 issues and challenges as the most prevailing ones. These are teachers in my school are not adequate for enrollment of pupils/ student, under funding of UBE programme teachers are adequate in terms of qualifications (NCE) and above and teachers are not involved in the decision of UBE programme. Four of the 8 Items presented were not considered crucial issues and challenges affecting effective implementation of UBE programme in Anambra State. These include low job satisfaction among teachers, non-sponsorship of teachers for in-service training, teachers not being committed to their job and conditions of service for teachers have improved with inception of UBE programme.

Table 2:Mean Response of Respondents on Adequacy of The Available Educational Facilities for the Implementation of UBE programme In Anambra State

S/N	EDUCATIONAL FACILITI ES	N	MEAN
1	Classroom for teaching and learning	127	2.90
2	Library and adequacy of library materials	127	1.83
3	Computer laboratory	127	1.00
4	Teachers desires and chairs	127	2.39

5	Learners desires and seats	127	2.13
6	Facilities for agriculture	127	2.39
7	Recreation facilities	127	2.54
8	Home economics facilities	127	1.08

Table 2 presents the responses on the adequacy of the available educational facilities for the implementation of UBE programme in the selected primary and junior secondary schools in Anambra State. The table shows that only 2 items; Classroom for teaching and learning with mean value of 2.90, and recreation facilities with the mean value of 2.54 out of whole 8 items listed as available on the table were considered adequate by the respondents. The remaining 6 items out of 8 the items listed do not have up to 2.50 mean values, indicating their inadequacy in the schools.

Table 3 Mean Responses of Head-teacher and Principals of Junior Secondary Schools on the Adequacy of Instructional Aids in Anambra State

S/N	INSTRUCTIONAL AIDS	N	MEAN
1	Chalk and white board for teaching	127	3.39
2	Text books for teaching and learning	127	2.80
3	Chart and pictures to passage reading	127	2.07
4	Arts and crate equipment	127	2.27
5	Agricultural science equipment	127	1.50
6	Home-economics equipment	127	1.67
7	Maps	127	2.22
8	Posters and drawing instruments	127	2.07

Data in Table 3 indicated that the respondents identified only 2 out of the 8 items listed instructional aids as adequate for the implementation of UBE programme in Anambra State. The two adequate instructional aids were, chalk and white board for teaching which has a mean of 3.39 and text books for teaching and learning with a mean of 2.80.

Table 4: Percentage Response of the Respondents on the Adequacy of the Available Primary and Junior Secondary Schools Teachers Quantity for Implementation of UBE Programme in Anambra State.

	Adequacy of available primary and junior secondary schools teachers' quantity.	N	Responses	
			Freq.	%
1	Available primary school teachers	71	34	47.9%
2	Available junior secondary school teachers	56	26	46.4%

The result presented in Table 4 shows the percentage response of the respondents on the adequacy of the available primary and junior secondary school teachers' quantity. These are 47.9 % and 46.4 % respectively for the available primary school teachers and junior secondary school teachers. The result therefore suggested that the numbers of the available primary and junior secondary school teachers are adequate for the implementation of UBE programme in Anambra State.

Hypothesis:

There is no significant difference in the adequacy of educational facilities and instructional aids available in primary and junior secondary schools in Anambra State.

Table 5: T-test Analysis of the Adequacy of Educational Facilities Based on School Location .

Location of school	Mean	Standard Deviation	Sample size	DF	T-calculated	T-critical
Urban	2.20	0.58	56	125	1.47	1.96
Rural	2.04	0.64	71			

Table 5 shows that the t-calculated of 1.47 is less than the t-critical value of 1.96 at 0.05 level of significance indicating that there is no significant difference in adequacy of educational facilities and instructional aids available in rural and urban.

Discussion of Findings

The findings presented in Table 1 revealed that, the respondents considered 4 out of 8 issues and challenges as the most prevailing ones. The most prevailing issues and challenges were: item 1 which states that Teachers in my school are not adequate to enrollment of pupils/ students. Item 2, under funding UBE programme affect effective implementation. Item 5, non-sponsorship of teachers for in-service training affect effective implementation of UBE programme and Item 7 which states that teachers are not involve in the decision of UBE programme. This position was observed by Dike (2001) and Igbuzor (2006) when they lamented that government is in the habit of allocating less money to the education sector and consequently limit the success of effective implementation of the UBE programme. However, 4 out of the 8 items understudy were not considered crucial issues and challenges affecting effective implementation of UBE programme in Anambra State. The non-crucial issues and challenges were items 3, 4, 6 and 8 respectively. Table 1item number three showed that the introduction of UBE in Anambra state has not improved the

conditions of service of teachers contrary to the UBE implementation guideline FRN,(2000).

The study further revealed that the quality of performance of the teachers could be doubtful since the opportunity for in- service training in form of workshops; seminar is very minimal for both primary and junior secondary schools teachers in Anambra state. Consequently, these crucial issues and challenges have made the implementation of UBE programme in Anambra state a difficult task. This is in agreement with the increase in the statistics obtained from SUBEB, (2017). Teachers are the life wires of any educational system and as such they are indispensable factors according to the National Policy on Education (FRN, 2014).

Table 2 showed that only 2 items, that is: Classroom for teaching and learning with mean value of 2.90, and Recreation facilities with mean value of 2.54 out of the 8 items listed as available on the table were considered adequate by the respondents. The remaining 6 items out of the 8 items listed do not have up to 2.50 mean values, indicating their inadequacy in the schools. Table 3 indicated that the respondents identified only 2 out of 8 items listed as instructional aids as being adequate for the implementation of UBE programme in Anambra State. Table 4 showed the percentage response of the respondents on the adequacy of the available primary and junior secondary schools teachers' quantity. The table revealed 47.9% and 46.4% respectively for the available primary schoolteachers and junior secondary school teachers. The result therefore suggested that the numbers of the available primary and junior secondary schools teachers are not adequate for the implementation of UBE programme in Anambra State. This is in agreement with the increase in the statistics obtained from SUBEB, (2017). Teachers are the life wires of any educational system and as such they are indispensable factors according to the National Policy on Education (FRN, 2014).

Conclusion

From the above results of findings, it was concluded that teachers in primary schools and junior secondary schools were not adequate for the effective implementation of Universal Basic Education UBE programme in Anambra State. Others crucial issues and challenges were that the teachers at both primary and junior secondary schools lack training and re-training for effective Universal Basic Education programme implementation. The study further revealed that there were gross inadequate educational facilities and instructional material in the schools to ensure effective implementation of the Universal Basic Education

to ensure effective implementation of the Universal Basic Education programme in Anambra State.

Recommendations

1. For Basic Education to be implemented effectively in Anambra State the prevailing issues and challenges has to be handled by all the stakeholders as important priority to education and indeed Universal Basic Education.
2. The State Universal Basic Education Board should involve all Head teachers, Principals of schools and other stakeholders in carrying out awareness on the need for effective Universal Basic Education implementation to be result oriented.
3. Lastly, there should be enhanced salary for worker in the state especially teachers who are the key players in curriculum implementation in Anambra State.

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The Personal Attributes of Teachers and other Factors as Challenges towards implementing UBE in Private Schools in Mubi Local Government Area, Adamawa state, Nigeria

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Abstract
This study was conducted to find out the personal attributes of teachers, instructional materials and infrastructural facilities in private schools in Mubi Local Government Area for the implementation of UBE toward the realization of the SDGs. Simple random sampling technique was used in selecting 198 teachers in private schools in Mubi LGA. Data was collected with the use of questionnaire. The split half method was used in establishing the reliability, and this gave an index 0.76. Two hypotheses were formulated and tested at 0.05 level of significance. Percentage, mean and ANOVA were the statistical tools used in analyzing the data collected. Linear regression analysis was used in predicting the extent of the need for the variables. From the data analyzed, it was revealed that teacher: pupil ratio in most private schools is 1:50, most of the private schools use graduates without educational background. The linear regression analysis on instructional materials indicates that it has a significant effect on UBE, therefore, the model can be used for forecasting with R-Square value of 60% which indicates strength of prediction. The linear regression analysis on infrastructural facilities also revealed that there is a strength of 74% on predicting the need for infrastructural facilities and the implementation of UBE curriculum with a p-value 0.03 which is less than 0.05. Based on the findings, it is recommended among other things that proprietors in the study area should employ B.ScEd/B.Ed graduates and not graduates from other backgrounds for the effective implementation of the UBE curriculum for SDGs. Government should partner with private schools in the provision of infrastructural facilities and manpower development because the products of private schools are still citizens of the country.

KEYWORDS: ***Implementation, Universal Basic Education (UBE), Curriculum, Private Schools, Sustainable Development Goals (SDG)***

Introduction

Following the decision of the Federal Government to introduce the 9-year Basic

Education programme, and the need to attain the Millennium Development Goals (MDGs) by 2015 and by extension, the need to implement the National Economic and Empowerment Development Strategies (NEEDS), which can be summarized as value orientation, poverty eradication, job creation, wealth generation and using education to empower the people, it becomes imperative that the then existing curriculum for primary and JSS should be reviewed, restructured and re-aligned into a 9-year Basic Education programme. The National Council on Education (NCE) approved a new curriculum structure namely: Lower Basic education Curriculum (Primaries 1 – 3) Middle Basic education curriculum (Primaries 4 – 6) and Upper Basic Education Curriculum (JSS 1 – 3) with subjects listing. Universal Basic Education (UBE) is an important programme geared towards providing free and compulsory education to all Nigerian children including out of school children aged 5 – 11 years for lower and middle basic education and 12 – 14 years for upper basic education. (NERDC, 2007)

Education is increasingly attracting more attention all over the world as the bedrock of national development**.** The term Curriculum is an educational concept which has been viewed differently by philosophers, researchers, practitioners/teachers and the layperson alike. Most definitions however hover around people's expectations of the school as a socio-academic institution. This is with respect to the purpose of the school, what is taught or should be taught, how it is taught and to whom it is taught and the effectiveness of what is taught and relevance of the entire programme to the needs of individual learners and their society. Cognitive skills have strong impacts on individual earnings and on national economic growth (Ehindero, Dibu-Ojerinde and Ajibade, 2010).

The 2030 Agenda for Sustainable Development marks a paradigm shift in the global framework for development and presents a unique opportunity to reorient efforts towards a new path for development with sustainability at its core. Education is central to this and to the achievement of all 17 Sustainable Development Goals (SDGs). Education directly relates to one goal (SDG 4) but cuts across the entire SDGs agenda. The Sustainable Development Goals are as follows: No poverty, Zero hunger, good health and well-being, Quality Education, Gender equality, clean water and sanitation, Affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on

land, peace justice and strong institutions, partnership for the goals (Curriculum Framework for the Sustainable Development Goals, (CFSDGs, 2017).

For the total actualization of the SDGs, schools are the vehicle through which these goals can be realized. The question now is, are the Resources (Human and material), facilities and infrastructure in Private schools enough and adequate for the effective implementation of the UBE Curriculum? Poor infrastructure or poor implementation of the curriculum in private schools may result in degeneration and declining educational standards from primary, secondary and tertiary level and even the obvious low academic performance of students in the National Examinations such West African Examination Council (WAEC), National Examination Council (NECO) and Joint Admission and Matriculation Board (JAMB) and consequently affecting the SGDs. Implementation of the Curriculum as recently observed by Ajeyalemi (2008:1) at all levels of education in Nigeria has remained a source of concern and there have been persistent criticisms of the relevance of the entire educational system and the SDGs.

Equal educational opportunities are required if poverty is to be eradicated. The longer children live in poverty, the lower their educational achievement and the worse their social and emotional functioning (Duncan et al. 1994). Children living in childhood poverty are exposed not only to more psychosocial stressors but also to more impoverished physical living conditions (Evans and English 2002) Education is critical in shaping individual and collective knowledge, skills, values and attitudes to enable people to move along pathways towards Sustainable Development Goals, and a catalyst for development itself. It is a key determinant of social and economic transformation, and an essential precursor to peace, tolerance and sustainability. It equips learners of all ages with the knowledge, skills, values and attitudes needed to be responsible global citizens, such as respect for human rights, gender equality and environmental sustainability. To achieve this, inclusive and equitable quality education and promote lifelong learning opportunities for all is key

Equity and quality of education are issues across the Commonwealth, especially for children and young people from the lowest income bracket. When it comes to inclusion, many students in Commonwealth countries struggle with reading, and risk leaving school without basic skills for work and life. Achieving the necessary '3 Rs' – reading, writing and arithmetic skills – is especially difficult for disadvantaged groups including minorities, who often lose out on both fronts:

lower performance and low socio-economic background. For poor people, education can be a bulwark against volatility, as even the fundamental skills learned in primary school can build resilience and aid the survival of families when government services are deficient or during times of economic crisis. Providing access to education and learning can help to eradicate poverty even before it begins to yield returns in the labour market (CFSDGs, 2017). Oketch et al. (2014), however, observe that the 'pathways to impact' rest on certain assumptions, including adequate primary and secondary education, quality of research, teaching and learning, academic freedom, and equality of access and opportunities within tertiary education. Poor quality teaching and curricula, and the lack of a conducive research environment, represent major barriers within the educational system in achieving projected impacts.

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The UBE Curriculum that has been designed is used to educate the learner. Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem solving and other high level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development and global citizenship. If the realization of the Sustainable Development Goals is anything to by, then the Basic Education Curriculum should be fully implemented in both public and private schools. The question now is, are the private schools fully implementing the Basic Education Curriculum to achieve the Sustainable Development Goals? Are there enough resources to implement the UBE curriculum in private schools? It is these state of affairs that have given credence to this research work.

The purpose of the study was to find out:

i. The personal attributes of the teachers that are required for the implementation of UBE curriculum for the realization of the SDGs.

ii. The availability of instructional materials and implementation of UBE curriculum for the realization of the SDGs.

iii. The availability of infrastructural facilities for the im0plementation of UBE curriculum for the realisation of the SDGs

The following hypotheses were formulated and tested at 0.05 level of significance:

Ho_1: There is no significant relationship between availability of teachers and

the implementation of UBE for the realisation of the SDGs

$Ho_{2:}$ There is no significant relationship between availability of instructional materials and implementation of UBE Curriculum. For the realisation of the SDGs

Method

The research design adopted for this study was the survey design. Survey design is appropriate for this work because the opinions of Private school teachers are required to find out if there is a relationship between personal attributes of teachers, instructional materials and infrastructural facilities in the implementation of UBE curriculum in private schools as in public schools in Mubi North Local Government Area of Adamawa State for the realization of the SDGs. The researchers went to some private schools in Mubi North LGA to collect data for the study. The population of the study comprised of forty (40) private schools in Mubi North LGA. 18 schools out of the 40 schools were used for the study. A simple random sampling technique was used in selecting one principal and 10 teachers in each school sampled through simple ballot method. A total of 198 respondents were sampled (18 principals and 180 teachers). A 30-item questionnaire was designed by the researchers, to ensure its reliability, the split-half method was used and this gave a reliability index of 0.76. To ensure face and content validity, experts in the field of curriculum validated the instrument. The data was collected and arranged with 5 points Likert type scale which response categories were given as follows: Strongly Agree (SA) 5 Points, Agree (A) 4 point, Undecided (UD) 3 points, Disagree (D) 2 points, and Strongly Disagree (SD) 1 point. The data collected for this work was analyzed using simple percentage and Mean, ANOVA was used to test the hypotheses.

Results/Discussion

Table I: Personal Characteristics of the Respondents

Variables	Frequency	Percentage
Teaching Experience		
Less than 5 years	23	11.5
5 – 10 years	55	27.7
11 – 15 years	45	22.7
Above 15 years	85	42.9
Teach/pupil ratio		
1:15	27	13.5
1:25	15	7.5
1:35	45	23.2
Above 35	110	55.5

Class taught		
Lower basic (Primary 1 – 3)	70	35.3
Middle basic (primary 4 – 6)	9-	45.4
Upper basic (JSS 1 – 3)	38	19.1
UBE Curriculum		
Mathematics	1	
English Language	1	
Social Studies	Class teacher	
Computer	Class teacher	
Creative Arts	Class teacher	
Agricultural Science	Class teacher	
Physical and health education	Class teacher	
Religion	Class teacher	
Handwriting	Class teacher	
Hausa	Class teacher	
Qualification		
SSCE	10	5.0
NCE	38	19.1
OND	30	15.1
HND	30	15.1
B.ScEd/B.T/Ed/B/Ed	55	27.7
M.Sc/M/A	15	7.5
M.Ed	10	5.0

Source: Field survey 2018

Result shows that 11.5% of the respondents have engaged in teaching for less than 5 years, 22.7) spent 5 – 10 years, (22.7%) spent 11 – 1 years in the teaching profession. However, many (42.9%) of the respondents have engaged in teaching for more than 15 years. This is an indication that the respondents have been in the teaching profession for quite a long time.

On the teacher/pupil/ratio, result shows that 13.5% of the respondents has 1:15 teacher: pupil ratio in their class while 7.7% of the respondents has 1:25, 23.2% has teacher: pupil ratio of 1:3 and 55.5% of the respondents have 35 and above teacher "pupil ratio. Almost all the schools visited has the problem of overcrowding in the classrooms. This shows that the teacher: pupil ratio is inadequate. Teacher: pupil ratio are always regarded as a measure of school quality. Ehindero et al (2010). The teacher: pupil ratio is an indicator for planning and implementation of UBE Programme. A low teacher: pupil ration gives a child a better chance of getting close to the teacher hence better quality

teaching or learning process is achieved. A low teacher: pupil ratio has cost implication as it increases the cost of running the school in terms of salary. This also has the implication of knowing whether the teacher s are over-utilised in a school system. This implies that teachers are over utilised in the study area because private schools are money making ventures. FGN (2014 advocates 1:35 for effective teaching and learning at that level.

On UBE curriculum and class taught, it is only Mathematics and English Language that has permanent teachers for the courses, other courses are taught by the class teachers. Which presupposes that areas of specialization of the respondents may not be in line with learning requirements of the pupils because a teacher cannot be an expert in every field of study. Under class taught, some of the respondents 35.5% taught in the lower basic 45.5% taught in middle basic and 19.1% in the upper basic. This means that the private schools in Mubi North LGA are operating 6-3-3-4 system of primary education.

The teacher is an important component of a school system through which knowledge is transmitted to the learners for positive change in behaviour and human development. Fullan, (2001) emphasizes the importance of the teacher as a central change agent, as the teacher is the one who is primarily responsible for the successful implementation of a new curriculum. From the table above, most of the teachers have SSCE, OND, HND/B.Sc and M.Sc and M.A while the rest have NCE, B.Ed/B.Sc/B.T/Ed which are the educational qualifications.

Table 2: Availability of Instructional Materials

S/no	Statement	SA	A	UD	D	SD	ΣFX	N	X	RMKS
1.	Textbooks are available for teaching and learning	30	20	7	91	0	483	198	2.4	Reject
2.	Modules and teachers' guide are available	50	80	3	40	25	584	198	3.4	Reject
3.	Stationeries, dusters, markers are provided in the right quantity by the school	100	50	0	18	2	797	198	4.0	Accept
4.	Chalkboards and whiteboards are provided as teaching aids	150	48	0	0	0	942	198	4.7	Accept
5	Electronic boards such as starboards and think boards are used in your school	0	0	0	0	198	198	198	1	Reject
6	Maps, globe are provided as instructional materials	150	38	0	0	0	952	198	4.8	Accept
7	Pictures and charts help the learners to assimilate concepts easily and are adequately provided	170	28	0	0	0	952	198	4.8	Accept

8.	Cutouts and flashcards as very good teaching aids are adequately provided	153	45	0	0	0	945	198	4.7	Accept
9.	Slides and projectors are available	0	0	0	0	198	198	198	1	Reject

Source: Field Survey 2018 **Average Mean = 3.4**

From the analysis in the table above with the average Mean of 3.4, teaching and learning materials are critical ingredients in learning and the UBE cannot be easily implemented without them. For curriculum to be fully implemented, schools should be supplied with adequate materials such as te3xtbooks, teaching aids, stationeries to enable teachers and learners to play their role satisfactorily in the curriculum implementation process (Ball and Cohen, 1995) cited in Onyango, 2015). Materials used by the teachers are important because they help teachers prepare schemes of work and lesson plans which guide them in the course of teaching. They include syllabi, the teacher's guide, modules, chalkboards/whiteboards, maps, globe, flash cards, cutouts, charts, pictures, cardboards sheets, dusters, markers, slides, projectors etc. However, some of the instructional materials were inadequate while some like slide, projectors, starboards, think-boards were not available. Despite the fact that the teacher is the central organizer of learning process, the teacher's use of instructional material is paramount. The best way of organizing teaching and learning is to use a variety of instructional materials/methods. Wolery (2005) explained that children learn well through variety of materials. These materials help in sustaining interest and attention of learners at every level of education. Photographs and posters are necessary since visual learning is critical for young learners to concretize what has been learnt. (Cheruiyot and Kosgei, 2008)

Table 3: Availability of Infrastructural Facilities

S/no	Statement	ΣFX	N	X	RMKS
1.	Classrooms are available for teaching and learning	451	198	2.2	Reject
2.	Desks and chairs are available and in right quantity	10	198	2.5	Reject
3.	Toilets are provided in the right quantity in the school	357	198	1.8	Reject
4.	Computer l aboratories are provided for practical work	454	198	2.3	Reject
	Electricity ia available in the school	390	198	1.9	Reject

5.	Workshops are available	225	198	1.1	Reject
7	Agricultural garden is available	240	198	1.2	Reject
8.	There is recreational garden in the school	322	198	1.5	Reject
9.	The staff room in then school is adequate	354	198	1.8	Reject
10.	Standby generator is available	585	198	2.9	Reject
11	The school is fenced for security reasons	555	198	2.8	Reject
12.	There is classroom corner library	270	198	1.3	Reject

Source: Field Survey 2018 **Average Mean = 1.95**

With the average mean of 1.9, it shows that infrastructural facilities were not available or where available were not adequate. 100% of the respondents agreed that pipe borne water, workshops, agricultural gardens, workshops, recreational gardens, classroom corner library were not available. Most of the respondents agreed that classrooms, desks, chairs, toilets, science laboratory, computer laboratories, playgrounds, standby generators, perimeter fencing were available but were not adequate. While the rest of the respondents were of the opinion that staffrooms, electricity, classrooms, desks, chairs, library, playground were available but were not adequate. From this report, it shows that majority of the private schools in Mubi are lacking in infrastructural facilities.

Infrastructural facilities are critical ingredients in teaching and learning and the UBE curriculum cannot be easily implemented without them. For UBE curriculum to be fully implemented, infrastructural facilities should be provided adequately in quality and quantity. Facilities such as classrooms, desks. Chairs, toilets, laboratories, library, electricity, pipe borne water, clinics, workshops, gardens, playground and staff rooms should be put in place to enable teachers and learners to play their role satisfactorily in the curriculum implementation process (FGN,2014). These facilities used by teachers are important because they help teachers to conduct the activities of teaching properly. These activities include practical in laboratories, workshops, agricultural practical garden etc.

Despite the importance of infrastructural facilities in schools, they were inadequate in most private schools for proper teaching and learning process. If the infrastructural facilities are not adequately provided, the teaching /learning environment will not be conducive and these will consequently bring about low academic achievement on the part of the students. For better results and improved teaching and learning process, it is better to study under correct

academic environment.

Testing of Hypotheses

Ho_1: There is no significant relationship between availability of instructional materials and implementation of UBE curriculum for the realization of the SDGs.

Linear Regression Analysis: y versus x Instructional Materials

Table 4: Analysis of Variance

Source	df	Adj SS	Adj MS	P. Value	P. Value
Regression	1	0.0000	0.0000	0.00	1.000
X	1	0.0000	0.0000	0.00	0.000
Error	**7**	**60.0000**	**8.5714**	**4.01**	**0.008**
Lack-of-fit	**4**	**43.5000**	**10.8750**	**1.98**	**0.301**
Pure error	**3**	**16.5000**	**5.50000**		
Total	**8**	**60.0000**			

Table 5: Model summary

S	R-sq	R-sq (adj)	R Sq(Pred	-
2.92770	60.00%	0.00%	0.00%	

Table 6: Coefficients

Term	Coef	SE Coef	T-value	P-valuie	VIF
Constant	5.00	2.43	70.9	55.2	
X	0.000	0.652	0.00	.0.009	1.00

Regression Equation

Y = 5.00 + 0.789 x

The analysis above shows the Linear Regression Model on Instructional Materials, and it indicates that there is a significant effect of instructional materials on UBE. The regression model can be used for forecasting. Which is y = .5.00 + 0.789 x and has a R-Square value of 60% indicating strength of prediction

Ho_2: There is no significance relationship in the availability of infrastructural facilities and the implementation of UBE curriculum for the realizati

Linear Regression Analysis y versus x Infrastructural Materials

Table 7: Analysis of Variance

Source	df	Adj SS	Adj MS	P. Value	P. Value
Regression	1	0.491	0.4912	0.03	1.056
X	1	0.491	0.4912	0.03	0.046
Error	**10**	**142.509**	**14.2509**		
Lack-of-fit	**9**	**124.509**	**13.8343**	**0.77**	**0.717**
Pure error	**1**	**18.000**	**18.0000**		
	11	**141.0000**			

Table V: Model summary

S	R-sq	R-sq (adj)	R Sq(Pred	-
3.77503	74.07%	0.00%	0.00%	

Table 5: Coefficients

Term	Coef	SE Coef	T-value	P-valuie	VIF
Constant	7.18	3.84	1.87	0.041	
x	-0.35	1.89	-0.19	0.056.	1.00

Regression for forecasting the needs Equation

Y = 7.18 - 0.35 x

The tables above shows the model for infrastructural facilities, it indicates a strength of 74% on predicting the need for infrastructural facilities for the betterment of UBE. The model is y = 7.18 – 0.35x

Conclusion

Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical problem solving and other high level cognitive, interpersonal and social skills. Poor quality teachers and curricula, inadequate learning materials and lack of conducive learning environment, represent major barriers within the educational system in achieving projected SDGs.

Recommendations

Based on the findings, the following suggestions were made:

I. The right calibre of teachers should be employed for the teacher is the one who is primarily responsible for the successful implementation of the curriculum.

ii. Instructional materials should be provided by pr0prietors of private schools because the best way of organizing teaching and learning is to use a variety of instructional materials/ methods.

iii. Infrastructural facilities should be provided adequately in quality and quantity because teaching and learning should be conducted in a conducive environment.

iv. Government should partner with private schools in areas of funding, equipment and supervision because the products from both private and public schools are citizens of the country.

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