



Towards Effective Upper Basic Education Curriculum Implementation in Private and Public Schools in Nigeria

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Abstract

Purpose: This study investigated the effective implementation of the upper basic education curriculum in private and public schools in Nigeria. **Methodology:** The research employed a cross-sectional survey design, guided by three research questions and three null hypotheses. The study used a sample of 1134 respondents, comprising 954 teachers and 180 supervisors, drawn from a population of 145,783 teachers and 19,466 supervisors. **Findings:** A multistage sampling technique was adopted. The researchers developed an instrument named the Questionnaire on the Implementation of Upper Basic Education Curriculum (QIUBEC) for data collection. **Significance:** Three experts validated the instrument, and it demonstrated a reliability coefficient of 0.98 using Cronbach's Alpha. Mean, percentage, and standard deviation were employed to address the research questions, and a t-test was utilized to test the null hypotheses at a 0.05 level of significance. Based on the findings, several recommendations were made, including the suggestion that science teachers should choose teaching pedagogies that provide all students in the classroom with equal learning opportunities to reach their full potential.

Keywords: basic education, class size, curriculum implementation, public, private schools, school supervision, teachers' use of pedagogical.



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Introduction

Effective curriculum implementation at upper basic education is critical if Nigeria is to achieve the laudable goals set for this level of education. Education has been described as an instrument of excellence. Both private and public schools, faith-based organizations (Christian and Muslim bodies), and governments (local, state, and federal) contribute to funding and establishing educational institutions for the sole purpose of learning to impart knowledge, providing functional skills and acceptable attitude to build a total person needed for national development (Ivowi, 2019).

Curriculum is the vehicle through which educational objectives are achieved. Curriculum, as elucidated by Utulu (2018), is all the learning experience to which the learners are subjected, be it curricula or extra-curriculum activities under the auspices of the school. According to Odoh, Saaondo, and Kayang (2018), curriculum implementation is said to have taken place when the teacher-constructed syllabus, the teacher personality, the teaching materials, and the teaching environment interact with the learner. Furthermore, curriculum implementation takes place as the learner acquires the planned or intended experiences, skills, knowledge, ideas, and attitudes that are aimed at enabling the learner to function effectively in society. The learner is, therefore, seen as the central figure of the curriculum implementation process.

To encourage pupils to stay in school, learn, take responsibility, and acquire appropriate skills that will help them fit into society, the Universal Basic Education (UBE), an educational system called 9-3-4 (The first 9 years of schooling referred to as basic education, 3 years of senior secondary school and 4 years of tertiary education) was introduced by President Olusegun Obasanjo in 1999. The aims and objectives of this system of education, according to the Nigerian Education and Research Development Council (NERDC, 2016), will, among others, strive to achieve the following:

- I. Develop a citizenry that is patriotic and has a strong consciousness for education.
- II. Provide free and compulsory basic education for every Nigerian child of school age and build an excellent post basic education for further work.
- III. Ensure the acquisition of the appropriate level of literacy, numeracy, manipulation, communication, and life skills, as well as the ethical, moral, and civic values needed for laying a solid foundation for life-long learning.
- IV. Reduce drastically the dropout rate from the formal school system through improved relevance and efficiency.
- V. Cater for drop out and out of school children, provide non formal education programme, and provision and promotion of basic education using a 9-3-4 curriculum.

For the above laudable goals to be achieved, a legal framework was provided called the Universal Basic Education (UBE) Act (2004), and it stipulates guidelines for effective curriculum implementation at the Upper Basic Education Level (UBEL). The guidelines include, among others, the use of the 9-3-4 curriculum, teacher development, regular supervision of instruction, and the reduction of classroom ratio to 20 pupils to a teacher at the pre-primary school and 35-40 at the upper basic education level.

Basic education, as described by Education for All (EFA, 2015), means all the processes which encourage close articulation of formal, non-formal, and informal approaches to education and structures for the awakening of all round developments of human and capital potentials. Basic education, therefore, is a life-long form of education that involves learning to learn, continuing education, mass literacy, and adult education (Habiba, 2014). According to NERDC (2016), basic education is categorised into lower basic (primary 1-3), middle basic (Primary 4-6), and upper basic (JSS1-3, which is the concern of this study). In Nigeria, basic education typically begins at the age of six and comprises six years of primary

school and three years of junior secondary school (JSS). The first nine years of basic education are mandatory for all learners at both private and public schools. Concerning public and private schools in Nigeria, Saaondo (2020) posits that there are public and privately owned schools at all levels of education (basic, secondary, and tertiary), and the curriculum in use is the same for them.

Similarly, Omede (2015) narrates that ownership of educational institutions in Nigeria is between the public and private sectors. The public sector here refers to government at the three tiers (federal, state, and local), while the private sector refers to individuals or groups of persons, organisations, or missions who establish and run educational institutions at any level. According to the National Bureau of Statistics (NBS) (2015), There has been an increase in the number of children enrolment in schools, hence the need to have more schools across the federation, the government began partnering with the private sector to create more schools to meet these needs. Since then, private sector involvement in education delivery across Nigeria has been on the increase.

The growing confidence in private schools across Nigeria over the years has been informed by the belief that these schools out-perform their public-school counterparts, particularly in the area of curriculum implementation (Akpan&Uko, 2019). Akpan and Uko's (2019) study focuses mainly on upper basic 1 curriculum implementation in Nigeria, while the present study investigated factors that may impede effective upper basic education curriculum implementation between private and public schools in Nigeria. Owing to the peculiar administration of education in Nigeria, it is believed that most private schools are consistent with their academic calendars compared to public schools, which are known for recurrent strikes for one reason or the other. It is also believed that teachers in private schools use more than one teaching method and have access to more instructional materials for teaching than their public schools counterparts (Patrick & Ojiwo, 2019).

In addition, there is the issue of unmanageable large class sizes (Over-populated classrooms) and high teacher-student ratio in public schools as compared to private schools (Alufohai, Asika, & Ohen, 2018). While there is no doubt that the private sector has contributed significantly to the growth of the education sector in Nigeria, private schools are accused of irregularities like high tuition, examination malpractices, and proliferation of substandard schools. Alufohai, Asika, and Ohen's (2018) study focused on class size and how it affects teachers teaching methods in Nigeria, while the present study will investigate class size (Overpopulated classroom) as a factor that may militate against effective curriculum implementation at the upper basic education level between private and public schools in Nigeria.

Agi (2013) states that curriculum implementation in private schools tends to be better in terms of more teacher presence and teaching approaches that are more likely to lead to improved outcomes than in public schools. Aboho, Gbamanja, and Aboho (2017) summarize the dilemma faced by schools in curriculum implementation to include administration problems, poor and inadequate infrastructure, inadequate instructional resources, inadequate qualified teachers, unmanageable large class sizes, high student teacher ratio, poor methods of teaching and supervision. In the same vein, Adeleke (2016) opines that one of the problems faced by Nigerian schools is effective curriculum content finishing (implementation). Teachers' qualifications and quality help in no small way in content finishing (curriculum implementation) (Patrick, 2019). According to Oranu (2018), most public schools are characterized by unmanageable large class sizes that teachers must deal with, while the same cannot be said of private schools. Olaleye (2012) contends that learners in public schools spend more time at home due to teachers' strikes, while those in private schools barely embark on strike, making it harder for public schools to implement the curriculum effectively.

According to Mohammed (2015), there has been a tremendous expansion of education in Nigeria in terms of new student intake, but regretted that the growth has not matched with quality and the type of education delivered to Nigerians as a result of poor curriculum implementation. Poor curriculum implementation and consistent strike actions in the public school system have left parents with no choice but to find an alternative means to provide quality education for their children, no matter the cost. Parents believe that sending their children to private schools will translate to quality learning. As Moja (2018) notes, Nigeria has been faced with political unrest, mainly affecting public schools. Public schools are most times poorly funded. This results in shortage of teaching materials, human resources, instructional inputs, a shortage of classrooms, and school activity supervision. Infrastructures in some schools, such as classrooms, are in a pitiable state, and some are so deplorable that they are not fit for teaching and learning.

Despite the laudable objectives, the general public is becoming skeptical about the government's willpower to deliver education. The centrality of upper basic education to the individual, to lay a good foundation for further education, and to develop a total person that is patriotic and skillful makes it imperative that efficient curriculum implementation in private and public schools be sought. The willpower of teachers to teach and that of students to learn are fast becoming a thing of the past. This is due to poor curriculum implementation between private and public schools. Upper basic education authorities seem to be okay with this trend. Examination malpractices are the order of the day. It is in the public domain that students put money together to be assisted in examinations because those saddled with the responsibilities of curriculum implementation have performed abysmally (Mohamed, 2015). If Nigeria is to achieve its set objectives for this level of education, the trends must be checked. Therefore, this research work towards effective upper basic education curriculum implementation between private and public schools in Nigeria was designed to fill this gap.

Statement of the Problem

Education at the upper basic level is a sound investment that is expected to enhance the growth of the individual in society and is a massive factor in social mobility. Teachers and those saddled with school management are expected to inculcate in the learner skills, knowledge, and attitude to develop into a total person who is patriotic, ready for lifelong learning, and contributes meaningfully to nation-building. Most times, teachers who ought to drive curriculum implementation are untrained and lack the required skills to choose pedagogical methods to implement the curriculum effectively, use supporting materials that may guide lessons correctly, or use the available time for each subject per term accurately.

In the same vein, teachers are not regularly supervised to ensure that the policies, principles, rules and regulations, and methods prescribed for the purpose of implementing the curriculum are followed. The UBE program may also not have adequately addressed the issues of unmanageable class size to pave the way for effective implementation of the upper basic education curriculum. There is no consistent effort on the part of the government to checkmate these aberrations. If left unaddressed, the aforesaid problems of curriculum implementation will have far-reaching consequences not only on the learners but on the entire education system in Nigeria. Therefore, this research work is designed to fill these gaps.

Objectives of Study

The study investigated the level at which curriculum is implemented at upper basic education in private and public schools in Nigeria. The study, therefore, examines:

1. teachers' use of pedagogical knowledge in the implementation of upper basic education curriculum in private and public schools in Nigeria.
2. school supervision on curriculum implementation in private and public schools in Nigeria.
3. class size in curriculum implementation in private and public schools in Nigeria.

Research Questions

The following research questions guided the study:

1. What is the difference in the mean ratings of teachers' use of pedagogical knowledge in the implementation of upper basic education curriculum between private and public schools in Nigeria?
2. What is the difference in the mean ratings of school supervision on curriculum implementation between private and public schools in Nigeria?
3. What is the difference in the mean ratings of class size in curriculum implementation between private and public schools in Nigeria?

Hypotheses

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

1. There is no significant difference in the mean ratings of teachers' use of pedagogical knowledge in the implementation of upper basic education curriculum between private and public schools in Nigeria.
2. There is no significant difference in the mean ratings of school supervision on curriculum implementation between private and public schools in Nigeria.
3. There is no significant difference in the mean ratings of class size in curriculum implementation between private and public schools in Nigeria.

Theoretical Framework

RhymeTyler (1971) Curriculum Model

Tyler's (1971) theory sees a teacher as the arrowhead for curriculum implementation. Tyler propounded four essential steps in the curriculum process. The steps are selecting the objectives, selecting the learning experiences, organizing learning experiences, and evaluation. Tyler believes that these four components should be taken systematically. Tyler's curriculum model moves linearly among the steps. Therefore, it is termed rational linear. In selecting the objectives, Tyler identified three sources of knowledge: learners, contemporary society, and subject matter. These sources provide diverse objectives. Hence, Tyler identifies two considerations that should be used to screen the essential objectives: educational philosophy and psychology of learning.

The theorist believes that after selecting the objectives, learning experiences should be selected next to aid effective curriculum implementation. Appropriate learning experiences (field trips, quiz competitions, and improvised learning materials) that will help the students attain the targeted objectives for

upper basic education were chosen by planners of the 9-3-4 system of education. Another concern of Tyler's theory is how to organize learning experiences, which, according to the theorist, will be more meaningful if adequately organized.

This means that learning experiences should be organized in a way that will help learners attain set objectives, which is one of the targets for curriculum implementation at the upper basic education. The last step (evaluation) determines if the objectives are achieved. The upper basic education curriculum (9-3-4 system of education) emphasizes the administration of continuous assessment (Tests, assignments, exams) to ascertain if learning objectives are achieved. This theory is related to this research work in the sense that it is beneficial to curriculum implementers. During curriculum implementation in the classroom, teachers follow the theorist's model in selecting learning objectives for every lesson, daily, weekly, monthly, or at the end of the school year. Although Tyler did not see his model as a manual, curriculum experts have adopted and referred to Tyler's model during curriculum implementation.

Tyler's suggestion that all the curriculum objectives should be drawn from the educational philosophy and psychology of learners is relevant to this research work as the upper basic education curriculum draws its objectives in line with the National Policy on Education. In the policy, the philosophy of Nigerian education is stipulated with emphasis on learners' psychology to establish a teaching plan for effective curriculum implementation to give students effective education.

Lawrence Stenhouse's (1975) Process-based Approach to Curriculum Development

The curriculum model is also referred to as a process model. The curriculum model upholds that the teacher is a facilitator for effective curriculum implementation. For Stenhouse, the societal need for which a curriculum is implemented is significant. The model sees teachers as facilitators who must guide students to engage in the learning process and develop their capacity for learning to achieve set goals. The model emphasizes learning as a means rather than the end. It encourages learners' autonomy skills learning and assumes that learners respond uniquely to learning experiences if well taught.

The implication of this curriculum model as it relates to this research work is that Basic Education Curriculum objectives, as stipulated in the National Policy of Education (FRN, 2014), engagement and interaction of teachers with the learners, building trust between the teacher and learners in order to develop learners positively towards learning; and to achieve set learning objectives. In addition, the importance of this curriculum model as it relates to this research work is that planners of the program emphasize taking into consideration the needs of the society, the goals, wants, and set targets in order to build a curriculum that will be useful for the society for which it is designed. This is precisely what the upper basic education curriculum is set to achieve through the 9-3-4 education system.

Method

The study adopted a cross-sectional survey research design. According to Nworgu (2015), cross-sectional survey research design is a type of developmental survey research that seeks to ascertain how some dimensions, variables, or characteristics of a given population change with time. The purpose of this survey is to find out how specific population characteristics change with time, at what rate, in which direction, and the factors that possibly contribute to the change. The design for this study was chosen because it makes it possible for many subjects to be studied and is cheaper and quicker. The study population comprised 145,783 teachers and 19,466 supervisors of Upper Basic Schools. The sample for the study was 1134 respondents, comprising 954 teachers and 180 supervisors of Upper Basic Schools (UBS)

in Nigeria. A multistage sampling procedure was employed.

The instrument for data collection was the Questionnaire on the Implementation of the Upper Basic Education Curriculum (QIUBEC). The QIUBEC contained two sections. Section A and B. Section A sought information on demographic variables. At the same time, Section B comprised six clusters of thirty items, which sought the level of implementation of the Upper Basic Education Curriculum in the study area. A five-point Likert scale (Strongly Agree, Agree, Undecided, Strongly disagree, Disagree) was adopted to grade the responses. The instrument was face-validated by three experts in Curriculum studies, Test and Measurement, and English Language Education, all from Benue State University.

The reliability coefficient was obtained for QIUBEC using Cronbach's alpha, which yielded a coefficient of 0.98. According to Emaikwu (2019), an instrument with a reliability coefficient of 0.7 and above is significantly reliable. This suggested that the QIUBEC was reliable. The researchers distributed copies of the questionnaire through research assistants to teachers at upper basic education schools and supervisors. Mean and standard deviations were used to answer the research questions, while a t-test was used to test the null hypotheses at a 0.05 significance level. The t-test was used in this study because the mean of two self-determining (public and private) groups were compared.

Results and Discussion

Table 1. Mean rating and Standard Deviation of Teachers' Use of Pedagogical Knowledge in the Implementation of UBEC in Private and Public Schools

| | | Private schools | | | Public schools | | |
|---|---|-----------------|-------------|----------------|----------------|-------------|----------------|
| | | N | Mean | Std. Deviation | N | Mean | Std. Deviation |
| 1 | I use computer aided instruction to teach my students in my school | 567 | 4.01 | 1.30 | 567 | 2.14 | 0.85 |
| 2 | I use artificial intelligence strategies in my school to teach my students | 567 | 2.35 | 1.03 | 567 | 1.65 | 0.79 |
| 3 | My school make use of modern methods of teaching like intelligent tutoring, multimedia so that learners can construct their own learning. | 567 | 4.08 | 1.28 | 567 | 1.71 | 0.91 |
| 4 | I use lecture methods to teach students in my school. | 567 | 2.21 | 1.08 | 567 | 1.75 | 0.68 |
| 5 | I use more than one teaching methods to teach my students in my school. | 567 | 4.33 | 0.91 | 567 | 4.10 | 0.91 |
| | Cluster mean | | 3.40 | 1.13 | | 2.28 | 0.83 |
| | Mean difference | | 1.12 | | | | |

Table 1 shows that items 1, 3, and 5 had mean ratings of 4.01 to 4.33 with standard deviations of 0.91 to 1.31. The mean and standard deviations indicated that the teachers and supervisors in private schools agreed to the statements of items 1, 3, and 5. The table also showed that items 2 and 4 had mean ratings of 2.04 and 2.22 with standard deviations of 1.04 and 1.09. This indicated that teachers in private schools disagreed with statements of items 2 and 4. The cluster mean of 3.40 and standard deviation of

1.13 indicated that teachers and supervisors in private schools agreed to statements of items 2 and 4. Table 1 also revealed that item 5 had a mean rating of 4.11 with standard deviations of 0.92. This showed that teachers in public schools agreed with the statement of item 5. The table further revealed that items 1, 2, 3, and 4 had a mean rating of 1.66 to 2.15 and a standard deviation of 0.68 to 0.92. This indicated that teachers in public schools disagreed with the statements of items 1, 2, 3, and 4. The cluster mean of 2.28 and standard deviation of 0.83 revealed that teachers in public schools disagreed with using pedagogies in implementing UBEC. The difference in the criterion mean rating of teachers' use of pedagogies in implementing UBEC in private and public schools in Nigeria is 1.12 in favor of teachers in private schools.

Table 2. Mean Ratings and Standard Deviation of School Supervision Level in Curriculum Implementation between Private and Public Schools

| | Private schools | | | Public schools | | |
|---|-----------------|-------------|----------------|----------------|-------------|----------------|
| | N | Mean | Std. Deviation | N | Mean | Std. Deviation |
| 6 Improving the quality of instruction is the goal of supervision in my school. | 567 | 4.27 | 1.06 | 567 | 4.07 | .75 |
| 7 School activity supervision in my school is to inspect teaching and not teachers. | 567 | 3.96 | 1.28 | 567 | 3.97 | 1.02 |
| 8 I am supervised in my school based on my mastery of the subject I teach. | 567 | 4.16 | 1.35 | 567 | 4.50 | 1.02 |
| 9 School supervision promotes teachers' growth. | 567 | 4.22 | .96 | 567 | 3.98 | .80 |
| 10 School supervisors evaluate the performance of a program in my school. | 567 | 3.87 | 1.35 | 567 | 4.09 | .87 |
| Cluster mean | | 4.10 | 1.20 | | 4.12 | .89 |
| Mean difference | | 0.02 | | | | |

Table 2 shows that items 6, 7, 8, 9 and 10 had mean rating of 3.87 to 4.27 with standard deviations of 0.96 to 1.35. This indicated that teachers in private schools agreed to the statement of items 6, 7, 8, 9 and 10. The cluster mean of 4.10 and standard deviation of 1.20 indicated that teachers in private schools agreed with school supervision level in curriculum implementation in Nigeria.

Table 2 further revealed that items 6, 7, 8, 9 and 10 had the mean ratings of 3.96 to 4.49 with standard deviations of 0.75 to 1.02. This indicated that teachers in public schools agreed to statement of items 6, 7, 8, 9 and 10. The cluster mean of 4.12 and standard deviation of 0.89 indicated that teachers in public schools agreed with UBEC school level supervision of curriculum implementation in Nigeria. The difference in the mean school supervision level of curriculum implementation in public and private schools in Nigeria is 0.02 in favor of teachers in public schools.

Table 3. Mean rating and Standard Deviation of Class Size in Curriculum Implementation in Private and Public Schools

| | | Private schools | | | Public schools | | |
|----|--|-----------------|------|----------------|----------------|------|----------------|
| | | N | Mean | Std. Deviation | N | Mean | Std. Deviation |
| 11 | Teacher pupil ratio is higher in my school. | 567 | 2.14 | .78 | 567 | 3.91 | .84 |
| 12 | My school have small class size and perform academically better. | 567 | 3.96 | .83 | 567 | 2.23 | 1.54 |
| 13 | Large class size in my school is the course of delayed feedback. | 567 | 2.64 | 1.20 | 567 | 3.98 | 1.18 |
| 14 | My school class sizes are large and unmanageable. | 567 | 2.03 | .93 | 567 | 4.00 | .99 |
| 15 | Large classroom sizes in my school encourage high level of exam malpractice. | 567 | 2.08 | .77 | 567 | 4.17 | .81 |
| | Cluster mean | | 2.57 | .90 | | 3.66 | 1.07 |
| | Mean difference | | 1.09 | | | | |

Table 3 shows that items 11, 13, 14, and 15 had mean ratings of 2.03 to 2.64, with standard deviations of 0.77 to 1.20 for private schools. This indicated that teachers in private schools disagreed with statements of items 11, 13, 14, and 15. The table further revealed that item 12 had a mean of 3.96 with a standard deviation of 0.83 for private schools. This indicated that teachers in private schools agreed that their schools had small class sizes and performed better academically. The cluster means of 2.57, and standard deviation of 0.90 indicated that teachers in private schools disagreed class size has no influence on curriculum implementation between private and public schools in Nigeria.

Table 3 also shows that items 11, 13, 14, and 15 had mean ratings of 3.91 to 4.17, with standard deviations of 0.81 to 1.18 for public schools. This indicated that teachers in public schools agreed with the statement of items 11, 13, 24, and 15. Again, the table indicated that item 12 had a mean of 2.23 with a standard deviation of 1.54. The mean and standard deviations indicated that teachers in public schools disagreed that their schools had small class sizes and performed better academically. The cluster mean of 3.66 and standard deviation of 1.07 indicated that teachers in public schools agreed with the population (class size) in curriculum implementation in Nigeria. The difference in the population (class size) in curriculum implementation between public and private schools in Nigeria is 1.09 in favor of teachers in public schools.

Table 4. t-test of Mean score of Teachers' Use of Pedagogical knowledge in the Implementation of UBEC in Private and Public Schools

| Variable | School type | N | Mean | Mean | t | df | Sig | Decision |
|-----------------------------|-----------------|---|------|------|-------|----|-------|------------------------------|
| Teachers' use of pedagogies | Private schools | 5 | 3.40 | 3.40 | 1.722 | 8 | 0.123 | Do Not Reject H ₀ |
| | Public schools | 5 | 2.28 | 2.28 | | | | |

Table 4 revealed that $t = 1.722$ at $df = 8$; $p = 0.123 > 0.05$. This meant that there was no significant difference in the mean teachers' use of pedagogies in implementing UBEC in public and private schools in Nigeria. The null hypothesis is thus not rejected. There is, therefore, no significant difference in the teachers' use of pedagogies in implementing UBEC between private and public schools in Nigeria.

Table 5. t-test of School Supervision Level in Curriculum Implementation between Private and Public Schools.

| Variable | School type | N | Mean | Std. Deviation | T | df | Sig | Decision |
|--------------------------|-----------------|---|------|----------------|-------|----|-------|--------------|
| School supervision Level | Private schools | 5 | 4.10 | .17 | -.173 | 8 | 0.006 | Reject H_0 |
| | Public schools | 5 | 4.12 | .22 | | | | |

Table 5 revealed that $t = -0.173$ at $df = 8$; $p = 0.006 < 0.05$. This meant a significant difference in the mean school supervision level of curriculum implementation between private and public schools in Nigeria. The null hypothesis is therefore rejected. There is a significant difference in school supervision level for curriculum implementation between private and public schools in Nigeria.

Table 6. t-test of Mean Score for Class Size in Curriculum Implementation between Private and Public Schools

| Variable | School type | N | Mean | Std. Deviation | t | df | Sig | Decision |
|-----------------------------|-----------------|---|------|----------------|--------|----|-------|--------------|
| Population (classroom size) | Private schools | 5 | 2.57 | .82 | -2.121 | 8 | 0.037 | Reject H_0 |
| | Public schools | 5 | 3.66 | .80 | | | | |

Table 6 revealed that $t = -2.121$ at $df = 8$; $p = 0.037 < 0.05$. This meant a significant difference in the mean population (class size) in curriculum implementation in public and private schools in Nigeria. The null hypothesis is therefore rejected. There is, therefore, a significant difference in population level (class size) in curriculum implementation between private and public schools in Nigeria.

Teachers' Use of Pedagogies in the Implementation of UBEC

The finding revealed no significant difference in the mean teachers' use of pedagogies in implementing UBEC between private and public schools in Nigeria. This implied that teachers in private and public schools showed no difference of opinion in their use of pedagogies. They used artificial intelligence strategies to teach and use modern teaching methods like intelligence tutoring, multimedia, and lecture

methods. They use more than one teaching method to teach students in their schools. The finding agreed with that of Achuonye (2015), who found that lecture and discussion methods are still prevalent in schools at all levels, with oral questioning as the most common evaluation technique. Ignorance was discovered to be the major setback to effective curriculum implementation.

The study supported that in deciding the type of teaching method to use, teachers in private and public schools considered many factors to ensure that all students have equal opportunities to learn. However, this also suggests that not all students are given equal opportunity to learn and reach their full potential (Obih, 2019). Certain factors must be considered for a teacher to adopt any teaching method effectively. Teachers in private and public schools consider the nature of the subject matter, topic or curriculum content, time allocated for teaching the topic, number of students in the class, instructional resources in the school, and objectives of the lesson in their use of pedagogies. This may be responsible for the no significant difference in the mean teachers' use of pedagogies in implementing UBEC in public and private schools in Nigeria.

School Supervision

The finding revealed a significant difference in the mean school supervision level between private and public schools. This implied that teachers in private and public schools showed incongruity in their school supervision level. Improving the quality of instruction is the goal of supervision. School activities supervision is to inspect teaching, not teachers, to supervise teachers based on mastery of the subjects they teach and school to promote teachers' growth. The finding agreed with Lawrence (2017), who found that private schools do not effectively implement the national curriculum (9-3-4). This is because they lack an adequate qualified workforce and supervisors to do so.

The finding, however, disagreed with Samoei (2014), who found that principals were found to refrain from visiting classrooms for lesson observation and rarely provided in-service training for teachers. Supervision should be geared towards improving the teaching-learning situation to benefit both teachers and learners. It should help in the identification of areas of strengths and weaknesses of teachers. Supervision should also be democratically conducted to give recognition to teachers and create a cordial working atmosphere based on good human relations. Supervision should be tailored towards ensuring that the general guidelines as provided in the curriculum are followed by teachers. This may be responsible for the significant difference in the mean school supervision level in curriculum implementation between private and public schools in Nigeria in favor of public schools.

Class size (Overpopulated classroom).

The finding revealed a significant difference in the mean score of class size in curriculum implementation between private and public schools in Nigeria. This implies that teachers in private and public schools showed divergence in their mean rating of class size. The number of students in a class can influence not just students' interaction patterns in different ways but also the management of such a class. The finding agreed with that of Ajayi, Audu, and Ajayi (2017), who found that class size significantly influenced classroom discipline, engagement, and communication in private and public schools in Ekiti State. The author recommended that Nigeria adopt a maximum of 40:1 student/teacher ratio (small class size) for effective curriculum implementation, discipline, engagement, and communication.

The finding also agreed with Adimonyemma, Akachukwu, Igbo, and Abuchi (2018), who found that large class sizes had a negative effect on students' academic performance. In addition, they found that large class sizes had psychological and social effects on students' academic performance in private and

public schools. Effective classroom management implies more than eliciting students' cooperation in maintaining order. It also implies that worthwhile learning activities to engage students occur continuously in the classroom. In a well-managed classroom, the teacher prepares a physical environment suitable for learning, develops rules of conduct, maintains student attention and participation in lessons, and monitors students' assignments and progress toward the desired learning outcome (Doyle, 2014). The current study found that not all sampled schools had adequate class sizes, responsible for the significant difference in the mean population (class size) in curriculum implementation in public and private schools in Benue and Nassarawa States (BNS).

Conclusion and Recommendation

The study concludes that education at the upper basic level is a sound investment expected to enhance the growth of the individual in society and is a huge factor in social mobility. This can be achieved by effective curriculum delivery at the upper basic education level in both private and public schools. Effective curriculum implementation cannot be compromised because qualitative education, whether in private or public schools, will go a long way in developing learners' skills, knowledge, and attitude to become a total person who is patriotic and ready to lay a solid foundation for lifelong living and contribute meaningfully to nation building. Based on the findings of this study, the following recommendations are at this moment:

1. Science teachers should choose teaching pedagogies that give all science students equal learning opportunities to reach their full potential.
2. School activities supervision should be tailored towards ensuring that the general guidelines provided in the science curriculum or any other curriculum are followed by teachers, to promote growth, to inspect science teaching but not teachers, or to punish teachers.
3. A maximum of 40:1 student-teacher ratio Science class should be maintained in private and public schools for effective curriculum implementation, discipline, engagement and communication.

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