

COMPARISON OF THE IMPLEMENTATION OF UPPER BASIC EDUCATION CURRICULUM BETWEEN PRIVATE AND PUBLIC SCHOOLS IN NIGERIA

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ABSTRACT

This study compared the implementation of upper basic education curriculum between private and public schools in Nigeria. The study adopted a cross sectional survey research design. three research questions and three null hypotheses guided the study. A sample of 1134 respondents comprising 954 teachers and 180 supervisors from a population of 145,783 teachers and 19,466 supervisors were used for the study. Multistage sampling technique was adopted for the study. Questionnaire on the Implementation of Upper Basic Education Curriculum (QIUBEC) was used for data collection. The instrument was validated by three experts. A reliability coefficient of 0.98 for the QIBEC was obtained using Cronbach Alpha. Mean, percentage and standard deviation was used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The findings revealed that there was significant difference in teachers' coverage of scheme of work ($p = 0.000 < 0.05$), use of other curriculum besides the 9-3-4 curriculum ($p = 0.050 = 0.05$), However, the study found no significant difference in the mean teachers' use of pedagogical knowledge for the implementation of Upper Basic Education Curriculum in private and public schools ($p=0.123 > 0.05$). Based on the findings, the following recommendations were made among others: Curricula not approved by the Federal Government of Nigeria or other authorities saddled with the responsibilities for curricula approval should not be used at the upper basic education level; teachers should choose pedagogies that give all students in the classroom equal learning opportunities to reach their full potentials, teachers' human capacity development is advantageous so both private and public schools must commit human and fiscal resources to maintain skilled and knowledgeable staff.

Key words: Curriculum, scheme of work, use of other curriculum, pedagogical knowledge

Introduction

Curriculum is the vehicle through which educational objectives are achieved or undergo some changes whenever there is a need to alter the objectives of education or the means of attaining these objectives. Such curriculum changes as posited by Ada, Odey, Terna, Agishi and

Afaor (2018) include among others, the 6-5-2-3 system in 1960 (6 years of primary school, 5 years of secondary education, 2 years of high school certificate and 3 years of university education) and the 6-3-3-4 in 1983, (6 years of primary school, 3 years of junior secondary, 3 years of senior secondary school and 4 year of university education). In an attempt to encourage pupils to stay in school, learn, take responsibility and acquire appropriate skills that will help them fit into the society and become self reliant, 9-3-4 (9 years of basic education, 3 years of senior secondary school and 4 years of tertiary education) system of education was introduced by President Olusegun Obasanjo in 1999. According to Nigerian Education and Research Development Council (NERDC, 2016), the aims and objectives of the Basic Education Curriculum (BEC) will among others strive to achieve the following; develop a citizenry that is patriotic and has a strong consciousness for education, provide free and compulsory basic education for every Nigerian child of school age and build an excellent post basic education for further work, 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, reduce drastically the dropout rate from the formal school system through improved relevance and efficiency and cater for drop out and out of school children, provide non-formal education programme and provision and promotion of basic education through the use of 9-3-4 curriculum.

Basic education according to Obanya (2015) and Onanuga (2015) is all forms of organised education and training, including access to information to equip the individual to cope better with work and family responsibilities. In like manner, the Jomtien conference declaration and framework of action on Education for All (EFA, 2015), defines basic education as a process which encourages 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 (JS1-3). In Nigeria, basic education typically begins at the age of six and comprised six years of primary school and three years of junior secondary school (JSS). The first nine years of basic education is 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 private 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, states and local) while the private sector refers to individuals, or group of persons, organisations or missions who establish and run educational institutions at any level. This present study focuses on upper basic education level of education (JSS1-3).

By 1914, when both the Northern and Southern Protectorates were amalgamated, there were a total of 59 government and 91 mission primary schools in the south. All the 91 secondary schools except King's College, Lagos, were run by Missions (NBS, 2021). Due to the pressure on the need to have more schools across the federation, additional schools were created by local efforts in the 1920s to meet these needs. Since then, private sector involvement in education delivery across Nigeria has been on the increase (NBS, 2015). 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).

In addition, there is the issue of unmanageable large class sizes 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 mal-practices, proliferation of substandard schools, unqualified teachers and poor infrastructural facilities for teaching and learning. To Ivowi (2019), the curriculum in use in some private schools is not necessarily the Nigerian curriculum. The author argues that most private schools teach students by using both foreign and Nigeria curricula while the same cannot be said of public schools. This Ivowi (2019) contends has hampered the inculcation of the right culture and orientation in Nigerian children.

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. 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 the society. The learner is therefore seen as the central figure of the curriculum implementation process.

Aboho, Gbamanja and Aboho (2017), summarize the dilemma faced by schools in curriculum implementation to include, administration problem, poor and inadequate infrastructure, inadequate instructional resources, and inadequate qualified teachers. Others are unmanageable large class sizes, high student teacher ratio, poor methods of teaching and supervision and poor quality of the content of what students are taught and learned. In the same vein, Akpan and Uko (2019) highlight factors that influence curriculum implementation at any level of education to include: teachers' skills, learners' attitude towards learning, maladministration, none availability of infrastructure and teaching resources. Adeleke (2016) opines that, one of the problems faced by Nigerian schools is effective curriculum content finishing (implementation). Akri (2013) stresses that a good teacher must be knowledgeable and skillful in his/her subject area in order to effectively implement the curriculum.

Teachers' qualification and quality help in no small way in content finishing (curriculum implementation). Yusufu (2016) asserts that, it is the qualification and experience of teachers that influence students' performance in both private and public schools. According to Telu (2016), most private school teachers complete their scheme of work for the entire session and their lesson notes often marked by the head of department compared to their counterparts in public schools. According to Adebayo (2019), parents seem to judge private school teachers to be better in terms of commitment to work, motivation by rewards and effectiveness as compared to their counterparts in public schools.

Appropriate pedagogies sharpen students' focus, thrust, mental framework, content relevance, curiosity and physical activities. Kanno (2018) argues that effective use of pedagogies by teachers can generate active participation on the part of students. To that effect, great opportunities are created for self-reliance, self-evaluation and optimal survival of the individual and society. Olaleye (2012) contends that learners in public schools spend more time at home due to teachers' strike while those in private schools barely embark on strike making it harder for public schools to cover subject content (Scheme of work) within the stipulated time for implementation.

According to Olatunji (2016), students may perform abysmally in both internal and external examinations if teachers fail to cover their scheme of work but set examinations to cover the entire curriculum content. Offorma (2019) asserts that, lack of adequate teachers, poor infrastructure, instructional resources and physical facilities like workshops for practical work hamper curriculum implementation at the upper basic educational level. Offorma further maintains that, where there are teachers, the delivery is usually theorized because of lack of

competence on the part of the teacher therefore, students graduate without any hands-on experience.

The declining academic activities of public schools in Nigeria coupled with poor or inadequate facilities, many parents who could have taken solace in private schools are inhibited due to huge cost (Ada, 2016). Qualitative education is too important to be compromised. Issues that affect the performance of education are issues of concern to families, communities, local, states and federal governments. It is in the public domain that governments at all levels in Nigeria are seen to be helplessly watching public structures and institutions collapsing and some in a risky state.

The general public is becoming skeptical about the will power of government to deliver education despite the laudable objectives set for basic education. The centrality of upper basic education to the individual, to lay a good foundation for further education, develop a total person that is patriotic and skillful makes it imperative that efficient curriculum implementation in both private and public schools be sought. The will power 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. The Upper basic education authorities seem not to be bothered to checkmate 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).

There is no consistent effort on the part of government to checkmate these aberrations. If left unaddressed, the aforementioned 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 compare the implementation of upper basic education curriculum with reference to coverage of scheme of work, other curriculum in use and teachers' use of pedagogy knowledge. These are potent factors that could hamper effective implementation of upper basic education curriculum in Nigeria.

Objectives of Study

1. Teachers' coverage of scheme of work for upper basic education level (UBEL) between private and public schools in Nigeria.
2. Other curriculum in use at upper basic education level (UBEL) between private and public schools in Nigeria beside 9-3-4 curriculum.
3. Teachers' use of pedagogy knowledge in the implementation of upper basic education curriculum (UBEC) between private and public schools in Nigeria.

Theoretical framework

Franklin Bobbitt's (1924) Social Efficiency Movement Theory

The social efficiency movement theory was developed by Franklin Bobbitt in 1924. The theory deals with procedures for curriculum implementation. It upholds that: education is not important in its own right, but its value lay in the preparation it offers children for their lives as adults, the planning/implementation of the curriculum should follow a scientific approach by identification of objectives as the starting point, the content of the curriculum has to be derived from objectives that addressed the function of adult work and curriculum must consist of the school experiences that educators constructed to enable learners to attain set objectives.

Objectives in this theory represent the knowledge needed to prepare learners to become responsible as they develop from childhood to adult citizens. The curriculum that Bobbitt advocated include elements of general education for all youth and specialized vocational tasks that schools should assign to learners on the basis of their intellectual abilities. The importance of Bobbitt's theory to this research work is that; first the theory advocates for the identification of objectives as the starting point for curriculum implementation; second, that the content of the

curriculum should be derived from the objectives that address the functions of adult work and citizenship.

This serves as a guild to planners of upper basic education and curriculum implementers (Teachers) in Nigeria. One of the aims for the 9-3-4 system is to produce an upper basic education graduates that are functional, skillful and can fit into the society. Another is setting clear objectives that can be achieved at the end of every lesson, term and school calendar year or at the end of the school program. The theory also emphasizes a scientific approach to curriculum implementation, which served as a guide for NERDC in spelling out the procedures for designing various subjects of study as specified in the 9-3-4 curriculum in Nigeria.

What this means is that, the theory lent credence of efforts to creating professionals through effective curriculum implementation at the upper basic education level; tracking learners through their abilities; and grouping them according to their achievements into different classes at the senior secondary school (SSS) like the Science class and Art class. Finally, social efficiency theory avails educators the opportunity of inculcating in learners skills, knowledge and beliefs that they require to function in the society. It also deals with placement and vocational skills development acquired in the course completion of upper basic education.

Tyler (1971) Curriculum Model by Rhyme

Tyler's (1971) theory sees a teacher as the arrow head for curriculum implementation. Tyler propounded four important steps in 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 important objectives namely: educational philosophy and psychology of learning.

The theorist is of the view that after selecting the objectives, learning experiences should be selected next to aid effective curriculum implementation. With this in mind, appropriate learning experiences (field trips, quiz competitions and improvised learning materials) that will help the students to 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 it is properly organized.

What this means is that, learning experiences should be organized in a way that it 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 actually achieved. Upper basic education curriculum (9-3-4 system of education) emphasizes administration of continuous assessment (Test, assignment, 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 class room, teachers follow the theorist's model in selecting learning objectives for every lesson, daily, weekly, monthly or to the end of school year. Although Tyler did not see his model as a manual, curriculum experts have adopted and made reference to Tyler's model during curriculum implementation.

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

Research Methodology

The study adopted a cross sectional survey research design. Cross sectional survey research design according to Nworgu (2015) is a type of developmental survey research which seeks to ascertain how some dimensions, variables or characteristics of a given population changes with time. The thrust of this survey is to find out how certain characteristics of the population changes with time, at what rate, in which direction and the factors which possibly contribute to the change. The choice of the design for this study is because it makes it possible for many subjects to be studied and it is cheaper and quicker. The population of the study comprised all the 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 Benue and Nassarawa States. Multistage sampling procedure was employed. The instrument for data collection was Questionnaire on the Implementation of Upper Basic Education Curriculum (QIUBEC). The QIUBEC contained two sections. Section A and B. Section A sought information on demographic variables while Section B comprised six cluster of thirty items which sought the level of implementation of Upper Basic Education Curriculum in the study area. For the grading of the responses, the five point Likert scale (Strongly Agree, Agree, Undecided, Strongly disagree, Disagree), was adopted. The instrument was face validated by three experts in the fields of Curriculum studies, Test and Measurement and English Language Education all from Benue State University. The reliability coefficient was obtained for QIUBEC using Cronbach alpha which yielded coefficient of 0.98 for the scheme of work, 0.97 for use of other countries curriculum and 0.98 pedagogical methods of teaching 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 copies of questionnaire were distributed by the researcher through research assistants to teachers of upper basic education schools and supervisors. Mean and standard deviations were used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The t-test was used in this study because the mean of two self-determining (public and private) groups were compared.

RESULTS

Table 1: Mean Rating and Standard Deviation of Teachers' Coverage of Scheme of Work at UBEL between Private and Public Schools

		Private schools			Public schools		
		N	Mean	Std. Deviation	N	Mean	Std. Deviation
1	I complete my scheme of work for the entire session.	567	4.37	1.00	567	2.12	0.90
2	My lesson notes are marked by the head of department always.	567	4.07	1.01	567	1.86	.074
3	My school have good laboratories for learners to carry out their practical work as stipulated in the scheme of work,	567	3.96	1.21	567	1.78	1.07
4	I write my lesson notes as at when due.	567	4.06	0.94	567	2.20	1.18
5	My school make use of extra lessons to cover the scheme of work.	567	4.23	1.03	567	1.59	0.70
	Cluster mean		4.14	1.04		1.91	0.93
	Mean Difference		2.23				

Table 1 shows teacher's coverage of scheme of work (567 teachers in private and 567 teachers in public schools) for items 1, 2, 3, 4, and 5 and the mean rating of 3.96 to 4.37 for

private schools. A criterion mean rating which is 3.00 and above indicate their level of agreement with the statements of items 1, 2,3,4 and 5. In the same vain their cluster mean of 4.14 revealed that teachers in private schools agreed that they cover their scheme of work at Upper Basic Education Level (UBEL). Table 1 also reveals that items 1, 2, 3, 4, and 5 have the mean rating between 1.59 to 2.20 for public schools. A criterion mean rating which is less than 3.00 and below revealed that the teachers in public schools disagreed that they cover their scheme of work at UBEL. The difference in the mean teachers' coverage of scheme of work at UBEL in private and public schools is 2.23 in favour of teachers in private schools.

Table 2: Mean Ratings and Standard Deviation of Use of other Curriculum beside 9-3-4 Curriculum between Private and Public Schools

	Private schools			Public schools		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
6 I am aware of the 9 years basic education curriculum in my school.	567	4.13	1.12	567	3.59	1.16
7 I use International Baccalaureate curriculum in my school.	567	3.06	1.31	567	1.84	0.99
8 The Nigerian curriculum does not adequately prepare learners for (TOEFL), Test Of English as a Foreign Language.	567	2.41	1.06	567	3.80	1.20
9 I use American Curriculum to teach students in my school.	567	2.31	1.04	567	1.67	0.77
10 I use, British Curriculum to teach students in my school.	567	3.65	1.30	567	1.69	0.91
Cluster mean		3.12	1.17		2.52	1.01
Mean difference		0.60				

Table 2 shows the use of other curricula besides 9-3-4 curriculum as indicated on items 6, 7 and 10 for private schools, with the mean ratings of 3.06 to 4.14. This indicated that teachers in private schools are aware and use other curricula. The table further showed that items 8 and 9 had mean ratings of 2.41 to 2.32 with standard deviations of.06 to 1.04 for private schools. This indicated that teachers in private schools disagreed with those statements. The cluster mean of 3.12 and standard deviation of 1.17 indicated that, the teachers in private schools agree that they use other curricula besides 9-3-4 curriculum. Table 2 also revealed that items 6 and 8 for public schools had mean ratings between 3.60 and 3.81 with the corresponding standard deviations of.16 and 1.21. The mean and standard deviation indicated that teachers in public schools agreed with items 6 and 8. The table further revealed that items 7, 9 and 10 had the mean rating of 1.67 to 1.84 and standard deviation of 0.79 to 0.99. This indicated that teachers in public schools disagreed to the statements of items 7.9 and 10. The cluster mean of 2.52 and standard deviation of 1.01 indicated that, teachers in public schools disagreed that they used other curricula besides 9-3-4 curriculum. The difference in the criterion mean between public and private schools is 0.60 in favor of teachers in private schools.

Table 3: Mean rating and Standard Deviation of Teachers' Use of Pedagogical Knowledge in the Implementation of UBEC between Private and Public Schools

	Private schools			Public schools		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
11 I use computer aided instruction to teach my students in my school	567	4.01	1.30	567	2.14	0.85

12	I use artificial intelligence strategies in my school to teach my students	567	2.35	1.03	567	1.65	0.79
13	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
14	I use lecture methods to teach students in my school.	567	2.21	1.08	567	1.75	0.68
15	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 3 shows that items 11, 13 and 15 had mean rating of 4.01 to 4.33 with standard deviations of 0.91 to 1.31. The mean and standard deviations indicated that the teachers in private schools agreed to the statements of items 11, 13 and 15. The table also showed that items 12 and 14 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 12 and 14. The cluster mean of 3.40 and standard deviation of 1.13 indicated that teachers in private schools agreed to statement of items 12 and 14. Table 3 also revealed that item 15 had mean rating of 4.11 with standard deviations of 0.92. This showed that teachers in public schools agreed to the statement of item 15. The table further revealed that items 11, 12, 13 and 14 had the mean rating of 1.66 to 2.15 and standard deviation of 0.68 to 0.92. This indicated that teachers in public schools disagreed with the statements of items 11, 12, 13 and 14. The cluster mean of 2.28 and standard deviation of 0.83 revealed that teachers in public schools disagreed with the use of pedagogies in the implementation of UBEC. The difference in the criterion mean rating of teachers' use of pedagogies in the implementation of UBEC in private and public schools is 1.12 in favour of teachers in private schools.

Table 4: t-test of Mean Teachers' Coverage of Scheme of Work at UBEL between Private and Public Schools

	School type	N	Mean	Std. Deviation	T	df	Sig	Decision
Teachers' coverage of scheme of work	Private schools	567	4.14	.16	16.66	1132	0.000	Reject H ₀₁
	Public schools	567	1.91	.25				

Table 4 revealed that $t = 16.66$ at $df = 1132$; $p = 0.000 < 0.05$. This means that there is significant difference in the mean teachers' coverage of scheme of work at UBEL in both public and private schools. The null hypothesis is therefore rejected. Thus, it can be concluded that, there is significant difference in teachers' coverage of scheme of work at UBEL between private and public schools in Nigeria.

Table 5: t-test of Mean Use of Other Curriculum besides 9-3-4 Curriculum between Private and Private Schools

Variable	School type	N	Mean	Std. Deviation	T	df	Sig	Decision
Other curriculum in use	Private schools	567	3.12	.79	.992	1132	0.050	Reject H ₀₂
	Public schools	567	2.52	1.08				

Table 5 revealed that $t = 0.992$ at $df = 1132$; $p = 0.050 = 0.05$. This means that there is significant difference in the mean use of other curriculum beside 9-3-4 curriculum in public and private schools. The null hypothesis is therefore rejected. There is significant difference in the use of other curriculum besides 9-3-4 curriculum in private and public schools in Nigeria.

Table 6: t-test of Mean score of Teachers' Use of Pedagogical knowledge in the Implementation of UBEC between Private and Public Schools

Variable	School type	N	Mean	Mean	T	Df	Sig	Decision
Teachers' use of pedagogies	Private schools	567	3.40	3.40	1.722	1132	0.123	Ho3 Not Rejected
	Public schools	567	2.28	2.28				

Table 6 revealed that $t = 1.722$ at $df = 1132$; $p = 0.123 > 0.05$. This means that there is no significant difference in the mean teachers' use of pedagogies in the implementation of UBEC in public and private schools. The null hypothesis is thus not rejected. There is therefore, no significant difference in the teachers' use of pedagogies in the implementation of UBEC between private and public schools in Nigeria.

Discussion of Findings

Teachers' Coverage of Scheme of Work in Private and Public UBE Schools

Finding revealed that there is significant difference in the mean teachers' coverage of scheme of work at UBEL between private and public schools in Nigeria. This implies that teachers in private and public schools showed discrepancy in their mean coverage of scheme of work. Private school teachers completed their scheme of work for the entire session, lesson notes were marked by the head of department always, had good laboratories for learners to carry out their practical work, teachers wrote their lesson notes as at when due as compared to their counterparts in public schools.

The study supported the importance of coverage of subject content in private and public schools as design by the teacher. This is based on the fact that a well prepared scheme gives an overview of the course content, provide for a sequential listing of learning tasks, show relationship between content and support materials, provide basis for long range planning, training and evaluation of the course. Teachers in private schools were more involved in the planning of subject matter units (scheme of work) broken down into terms and week by week learning activities to be delivered to the student. This may be responsible for the significant difference found in the present study.

The finding agreed with that of Telu (2016) who found that private and public schools used the same edition of curriculum to prepare scheme of work but had different coverage extent. Private schools did better than public schools in coverage of scheme of work. The finding also agreed with that of Okorie, Agah, Orakwe and Oyiga (2019) that scheme of work affected the interest and achievement of students (Both private and public school students). When properly derived from the teaching syllabus, the scheme of work has a positive effect. However, when it is derived for examinations, it impacted negatively on students' performance.

Use of other Curricula besides the 9-3-4 Curriculum in Private and Public UBE Schools

Finding revealed that there is significant difference in the mean use of other curricula besides the 9-3-4 curriculum between public and private schools in Nigeria. This implied that teachers in private and public schools showed incongruity in their use of other curricula besides

the 9-3-4 curriculum. This means that private schools used International Baccalaureate curriculum, American Curriculum and British Curriculum to teach their students. Their counterparts in the public schools used the 9-3-4 curriculum that is recommended by the Nigerian government.

The study found it was fashionable for private schools to mix the Nigeria curriculum with other foreign curricula to appeal to their market segment (Kanu & Omole, 2019). The study also found that many private school owners and administrators felt that using the Nigeria curriculum alone was inadequate in preparing pupils that may want to school outside Nigeria later in life. Other types of curriculum operated by private schools in Nigeria as discovered by the study included the British National Curriculum, Cambridge International General Certificate Secondary Education curriculum, American Curriculum and International Baccalaureate Curriculum. Other nations do not allow schools to operate foreign curricula for education in their countries; it is the curricula of the country where the school is situated that is used. Worst of it is that, these foreign curricula used by private schools are not approved by the Nigerian Government, and their use in schools should not be allowed (Ivowi, 2019). This may be responsible for the significant difference found in the mean use of other curriculum besides 9-3-4 curricula in public and private schools in Benue and Nassarawa States (BNS).

The finding agreed with that of Ofoha, Uchegbu, Anyikwa and Nkemdirim (2019) who found that, private schools used other curricula because the 9-3-4 system is appropriate in terms of goals and content but weak in its methods of implementation at both private and public schools. The finding also agreed with that of Sino (2019) who found that there was high level of awareness of the 9-3-4 curriculum among private school teachers. The finding indicated that the 9-3-4 curriculum is available in some private schools, though they preferred to use foreign curricula. Furthermore, the finding disagree with that of Dolapo (2015) who found that teachers in private schools used other curricula besides 9-3-4 curriculum because they lacked awareness of the implementation of the 9-3-4 curriculum at the upper basic education.

Teachers' Use of Pedagogies in Private and Public UBE Schools

Finding revealed that there is no significant difference in the mean teachers' use of pedagogies in the implementation of 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 make use of modern methods of teaching like intelligence tutoring, multimedia method and lecture methods. They use more than one teaching methods 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 the fact that on deciding the type of teaching method to use, teachers in private and public schools considered many factors in order 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). For a teacher to effectively adopt any teaching method, certain factors must be considered. Teachers in private and public schools consider the nature of the subject matter, topic or curriculum content, time allocated for the teaching of 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 the implementation of UBEC found in public and private schools in Nigeria.

Conclusion

The study concluded that teachers in private and public schools showed discrepancy in their mean coverage of scheme of work. The study further concluded that teachers in private and public schools showed incongruity in their use of other curricula besides the 9-3-4 curriculum.

However, the study further concluded that teachers in private and public schools showed no discrepancy in their use of pedagogies.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Teachers in public schools should take a leaf from their counterparts in private schools, complete their scheme of work for the term and should be marked by their head of departments as and when due.
2. Curricula not approved by the Federal Government of Nigeria or other authorities saddled with the responsibility to do so should not be allowed to be used at the Universal Basic Education Level.
3. Teachers should choose teaching pedagogies that give all students in the classrooms equal learning opportunity to reach their full potentials.

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