EFFECTIVENESS OF NATIONAL VALUES CURRICULUM IMPLEMENTATION AT THE BASIC SCHOOL LEVEL IN OGBOMOSO, OYO STATE, NIGERIA

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Abstract

This study investigated effectiveness of national values curriculum implementation at the basic school level in Ogbomoso, Oyo State, Nigeria. National Values is one of the subjects offered by Basic School students. Two hundred (200) teachers were selected by multi stage sampling procedure to select the sample for the study, while purposive sampling techniques was used to select National Values teachers from selected Basic schools in Ogbomoso, Oyo State. An adapted questionnaire tagged "Assessment of National Values Curriculum Implementation Questionnaire (ANVCIQ)" was used for data collection. The study found that the lesson objectives of National Values curriculum are adequate. Textbook, computer, picture, model, charts, multimedia projector, television, radio, wall maps and educational software were deemed to be adequate for the implementation of National Values curriculum. Lecture method, field trips method, demonstration method, role play method, tutorial method, discussion method, group method and cooperative learning method were deemed

to be appropriate for the implementation of National Values curriculum while marking of notes, continuous assessment test, class work, assignment, examination, projects and homework are the adequate evaluative activities that were deemed to be appropriate for the implementation of National Values curriculum in Ogbomoso, Oyo State. Based on the findings of this study, it was recommended that National Values teachers should be mandated to master the contents of the curriculum and that appropriate instructional resources and evaluative activities should be utilized by National Values teachers for the effective implementation of the curriculum in Ogbomoso.

Keywords: Basic School, Curriculum, National Values, Social Studies

Introduction

Education is a veritable and important instrument for freeing people from incapacitation and exclusion. Consequently, there are unprecedented changes in the behaviour of a person when an individual is freed from illiteracy. This change may precipitate phenomenal changes in the person's attitude and his/her whole life. The system of education in Nigeria has been divided into basic, post-basic and tertiary education. This is further stressed by the new 9-3-4 system of education that started in 2007. This notwithstanding has given room for adequate preparation of children and students for adult life and ultimately become useful in the society. This is further emphasized by the National Policy of Education (2013).

Given the broad nature of the goals of basic education in Nigeria, twenty subjects were integrated into the 9-year basic education curriculum. However, a major drawback of the implementation of the curriculum was that the school time table was too filled with varying degrees of challenges for teachers and students alike. Consequently, the Nigerian Educational Research and Development Council (NERDC) was given a directive by the

Federal Government to review the contents of 9-year Basic Education curriculum. Thus, the Revised 9-Year Basic Education Curriculum which has been approved by the National Council on Education comprised the following subjects: English language, Mathematics, Basic Science and Technology, Cultural and Creative Arts, Business Studies, Nigerian languages, Pre-Vocational Studies, French and Arabic and Religion and National Values Education (NERDC, 2012). This is in pursuance of the National Economic Empowerment Development Strategies (NEEDS) which stressed the need for value re-orientation, poverty eradication and empowerment of the citizens.

Thus, the school curriculum was re-designed into a 9-year Basic Education programme in 2006. Specifically, related UBE subjects such as Islamic Studies, Christian Religious Studies, Social Studies, Civic Education and Security Education were merged to form a new subject called Religion and National Values. Essentially, the Religious and National Values curriculum was developed and designed to be made up of main themes and sub-themes, which is further divided into topics. Specifically, the curriculum consists of five main themes, forty-four sub-themes and ninety-five topics. The aims and objectives of include but are not limited to promoting value re-orientation and discipline among recipients, ensuring adequate protection of life and property, instilling in learners acceptable moral and social values in breeding character, fostering peaceful co-existence, sense of unity and patriotic spirit, promoting democratic values, dignity of labour and respect for fundamental human rights, promoting national heritage, culture and reputation, promoting social orderliness and conducive environment for a prosperous personal and communal life, promoting good leadership and followership qualities among others (NERDC, 2012). Nevertheless, the dynamic nature of curriculum and the national discourse about the clustering of Christian Religious Studies and Islamic Studies in the Religion and National Values necessitated the separation of CRS and IRS from the National Values Curriculum.

Given that the curriculum is a dynamic policy document, there is no gainsaying that the effective implementation of the curriculum is a necessary condition for the achievement of the goals of value

education in Nigerian secondary schools. Curriculum implementation is, therefore, an indispensable part of the teaching-learning process. Thus, the constructivist model of curriculum evaluation stresses the need for curriculum implementation that is based on the constructivist' theoretical principles regarding curriculum contents, activities, methodology, teaching- learning processes, as well as both teachers and learners' role in teaching-learning situation (Magaji, 2015). Corroborating the foregoing, Akpan (2013) contended that curriculum implementation is cardinal to the achievement of the objectives of National Value in Nigerian secondary schools. Therefore, the teacher plays an indispensable role as the prime implementer of the Value education curriculum in Nigerian secondary schools. Yusuf (2014) opined that teachers are the most important human resource in curriculum implementation in the school system.

Considering the loss of values, non-imbibing of democratic values and patriotic tendencies of students today, it is germane to look at the effectiveness of NVE that houses 3 subjects; Social Studies inclusive. For instance, the personal extant studies have indicated that some secondary school students in Ilorin indulge in examination malpractice, bullying behaviour, gambling, destruction of school properties, noise making and a host of others (Olawuyi, Somuyiwa & Esere, 2017).

The reason for this phenomenon may not be unconnected with the improper implementation of the value education curriculum in Upper Basic curriculum in Upper Basic schools in Ilorin. In view of the importance of curriculum implementation, extant studies have been carried out by different scholars in Nigeria to assess the implementation of the curriculum. For instance, Yusuf, Bello, Ajidagba and Obafemi (2016) found that effective implementation of the Religion and National Values curriculum is germane to the transformation of Nigeria into a changed nation. Falade (2016) investigated the problems and prospects of teaching Religion and National Values in Nigerian Upper Basic schools and found that the curriculum is not properly implemented as designed by the NERDC. Other similar studies are Baba (2015), Ubah and Shu'aibu (2014), Francis (2011), and Eleojo (2011) However, the

focus of these studies was not premised on the assessment of national values curriculum implementation at the Upper Basic school level in Ogbomoso, Oyo State, Nigeria. Therefore, the present study seeks to find out the effectiveness of national values curriculum implementation at the Upper Basic school level in Ogbomoso, Oyo State, Nigeria.

Purpose of the Study

The general purpose of the study is to find out the effectiveness of national values curriculum implementation at the basic school level in Ogbomoso, Oyo State, Nigeria. Specifically, the study seeks to find out:

i.   the adequacy of the lesson objectives of National Values curriculum in Ogbomoso, Oyo State.

ii.   the adequacy level of instructional resources for the implementation of National Values curriculum in Ogbomoso, Oyo State.

iii. the appropriateness of teaching strategies for the implementation of National values curriculum in Ogbomoso, Oyo State.

iv.   the adequacy level of evaluative activities used for the implementation of National Values curriculum in Ogbomoso, Oyo State, Nigeria.

Research Questions

The following research questions are raised to guide this study:

i.   how adequate are the lesson objectives of National Values curriculum in Ogbomoso, Oyo State?

ii.   what is the adequacy level of instructional resources for the implementation of National Values curriculum in Ogbomoso, Oyo State?

iii. how appropriate are teaching strategies for the implementation of National values curriculum in Ogbomoso, Oyo State?

iv.   what is the adequacy level of evaluative activities used for the implementation of National Values curriculum in Ogbomoso, Oyo State, Nigeria?

Method

The study adopted a descriptive research of the survey type and it aims at collecting data and describing the features of a given population in a systematic way. A survey research design according to McCombes (2019) aims to accurately and systematically describe a population, situation or phenomenon. The population of this study consisted of all Basic school teachers in Ogbomoso while the target population consisted of National Values teachers. The sample size used for the conduct of this study was 200 respondents, 40 teachers were randomly sampled from each of the 5 local governments in Ogbomoso. The research instrument was an adapted questionnaire from the work of Oyeronke (2019) questionnaire tagged "Assessment of National Values Curriculum Implementation Questionnaire (ANVCIQ). Thus, the questionnaire was designed with 40 items using four (4) points modified Likert scale SA (Strongly Agree), A (Agree), D (Disagree) and SD (Strongly Disagree). The instrument comprised five sections coded A-E. Section A consisted of the demographic information of the respondents. Section B consisted of 10 items on the implementation of curriculum content of National Values at the Basic School level, Section C consists of 10 items on the pedagogical methods used by teachers in the implementation of national values curriculum, Section D consisted of 10 items on the use of instructional materials in the implementation of the curriculum while section E consisted of 10 items on problems associated with the implementation of the National Values curriculum at the Basic School level. The instrument was validated through consultation with lecturers from Department of Social Sciences Education, University of Ilorin. Their advice and suggestions were used to modify the items in the instrument and also to prepare the final draft. To determine the reliability of the instrument, a test re-test procedure was employed within a two weeks' interval using 10 respondents that are not members of the sample. The two sets of

scores was correlated using Pearson Product Moment Correlation to adjudge the reliability of the instrument and it yielded 0.76. Data collected was analyzed by using frequency counts, percentages, mean and rank order.

Results

Demographic Characteristics of Respondents

Table 1: Distribution of Respondents' Demographic Characteristics

Variables	Frequency	Percent %
Gender		
Male	108	54.0
Female	92	46.0
Total	200	100.0
Educational Qualification		
NCE	57	28.5
First Degree	79	39.5
Postgraduate Degree	64	32.0
Total	200	100.0
Years of Teaching Experience		
0-5 years	9	4.5
6-10 years	46	23.0
11 years and above	145	66.7

It can be inferred from the table above that the majority of the respondents are male. There is gender disparity in the area and this is not in line with gender equality that is greatly advocated for. Most teachers have a first degree and this is so because of first degree is a meal ticket. Teachers involved are better experienced and it is because the experience count in every organization.

Research Question 1: How adequate are the lesson objectives of Religion and National Values curriculum in Ogbomoso, Oyo State?

Table 2: Mean and Rank Order of Adequacy of the Lesson Objectives of National Values Curriculum in Ogbomoso, Oyo State

S/N	Items	Mean	Rank
4	To take advantage of numerous career opportunities provided by National values	3.51	1st
7	Promote creativity and critical thinking in learners	3.20	2nd
12	Apply knowledge and skills required to meet contemporary societal needs	3.19	3rd
14	Acquire basic knowledge and skills in National values	3.18	4th
3	Nurture students' social skills and outlook needed to live in harmony	3.17	5th
8	Acquire the ethical, moral and civic values needed for laying a solid foundation for life-long learners	3.14	6th
13	Acquire basic peace skills (i.e. communication skills, thinking skills and personal skills)	3.02	7th
6	Bring about peace peace-orientation in individuals through education	3.01	8th
5	Acquire peace values and national unity	3.01	8th
10	Promote national integration through education	3.01	8th
9	Reinforce social justice as envisaged in the constitution	2.93	11th
11	Activate a democratic culture	2.90	12th
12	Education for peace as a lifestyle	2.85	13th

Table 2 represents the mean and rank order of the adequacy of the lesson objectives of National Values curriculum in Ogbomoso, Oyo State. Item on "To take advantage of numerous career opportunities provided by National values" has the highest mean. This is so because so much emphasis is placed on the end product of education i.e to secure job. The item with the least mean is not

too adequate simply because much emphasis is not placed on peace. We believe all is well.

Research Question 2: What is the adequacy level of instructional resources for the implementation of National Values curriculum in Ogbomoso, Oyo State?

Table 3: Mean and Rank Order of Adequacy Level of Instructional Resources for the Implementation of National Values curriculum in Ogbomoso, Oyo State

S/N	Items	Mean	Rank
5	Textbook	3.36	1st
8	Computer	3.30	2nd
2	Picture	3.28	3rd
1	Model	3.25	4th
3	Charts	3.10	5th
4	Multimedia Projector	3.00	6th
9	Television	2.92	7th
7	Radio	2.84	8th
6	Wall Maps	2.56	9th
12	Educational Software	2.51	10th
11	Virtual classroom	2.45	11th
10	Podcast	2.40	12th

Table 3 represents the mean and rank order of the adequacy of instructional resources for the implementation of National Values curriculum in Ogbomoso, Oyo State. Though they were all deemed to be adequate for the implementation of National Values curriculum since they have mean scores above the mid-point of 2.50, the item with the highest mean is so because textbook is the popular readily available instructional resources.

Research Question 3: How appropriate are teaching strategies for the implementation of National Values curriculum in Ogbomoso, Oyo State?

Table 4: Mean and Rank Order of the level of appropriateness of teaching strategies for the Implementation of National Values curriculum in Ogbomoso, Oyo State

S/N	Items	Mean	Rank
1	Lecture method	3.74	1st
9	Field trips method	3.63	2nd
3	Demonstration method	3.58	3rd
5	Role play method	3.33	4th
7	Tutorial method	3.12	5th
2	Discussion method	3.10	6th
4	Group method	2.90	7th
7	Cooperative learning method	2.84	8th
6	Concept mapping method	2.26	9th

Table 4 represents the level of appropriateness of teaching strategies for the implementation of National Values curriculum. Thus, it could be inferred from the table that lecture method, field trips method, demonstration method, role play method, tutorial method, discussion method, group method and cooperative learning method were deemed to be appropriate for the implementation of National Values curriculum in Ogbomoso, Oyo State since they have mean scores above the mid-point of 2.50. The item with the highest mean could be attributed to the fact that lecture method is the widely used method.

Research Question 4: What is the adequacy level of evaluative activities for the implementation of National Values curriculum in Ogbomoso, Oyo State?

-Table 5: Mean and Rank Order of the adequacy level of evaluative activities for the Implementation of National Values curriculum in Ogbomoso, Oyo State

S/N	Items	Mean	Rank
7	Marking of notes	3.81	1st
5	Continuous assessment test	3.77	2nd
1	Class work	3.71	3rd
2	Assignment	3.68	4th
6	Examination	3.20	5th
3	Projects	2.98	6th
4	Homework	2.96	7th

Table 5 represents the adequacy level of evaluative activities for the implementation of National Values curriculum. Thus, it could be inferred from the table that marking of notes, continuous assessment test, class work, assignment, examination, projects and homework are the adequate evaluative activities that were deemed to be appropriate for the implementation of Religion and National Values curriculum State since they have mean scores above the mid-point of 2.50.

Discussion

The finding in Research Question one indicated that the lesson objectives of National Values curriculum in Ogbomoso, Oyo State are adequate. This finding could be attributed to the structure of the curriculum which makes it possible for teachers to implement the contents in Upper Basic Schools in Ogbomoso, Oyo State. This finding is at variance with Baba (2015) who found out that Social Studies curriculum content is not being properly implemented in junior secondary schools in Yobe State.

The finding in Research Question two showed that textbook, computer, picture, model, charts, multimedia projector, television, radio, wall maps and educational software were deemed to be adequate for the implementation of National Values curriculum

in Ogbomoso. This could be attributed to the prime role of instructional resources in the implementation of the National Values curriculum.

The finding in Research Question three revealed that lecture method, field trips method, demonstration method, role play method, tutorial method, discussion method, group method and cooperative learning method were deemed to be appropriate for the implementation of National Values curriculum in Ogbomoso. This finding might be due to the importance of the outlined teaching strategies in the implementation of the curriculum. This is in tandem with Bala (2015) who contend that most of the Social Studies teachers are using conventional method of teaching. Similarly Ubah and Shu'aibu (2014), conducted a research on the evaluation of the implementation of Nigeria certificate in education Social Studies programme in federal colleges of education in north-western political zone of Nigeria and lecture method was found to dominate.

The finding in Research Question four indicated that marking of notes, continuous assessment test, class work, assignment, examination and projects are the adequate evaluative activities that were deemed to be appropriate for the implementation of National Values curriculum in Ogbomoso This finding might be due to the fact that the teachers have utilized one or more of the identified evaluative activities at one point or the other in the implementation of the curriculum. This supports Francis (2011) who carried out an assessment of the implementation of Social Studies curriculum for effective citizenship in primary schools in Kaduna State and found out that the role of government and supervision on the implementation of the objectives of Social Studies curriculum has significant impact on effect of citizenship of pupils in primary schools.

Conclusion

Based on the findings of the study, it could be inferred that all is well concerning the implementation of the national values curriculum. One would wonder why is there decline in democratic tendencies of students? This could be partly due to the non-internalization of what the curriculum teachers.

Recommendations

Based on the findings of the study, it was recommended that:

1. National Values teachers should be mandated to master the contents of the curriculum in Ogbomoso, Oyo State

2. Appropriate instructional resources and evaluative activities should be utilized by National Values teachers for the effective implementation of the curriculum in Ogbomoso, Oyo State.

3. Stakeholders should be concern in funding programmes that improve understanding, tolerance, democratic values etc. in Ogbomoso, Oyo State.

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