



Assessing the Implementation of National Curriculum in Private Primary Schools in Toro LGA, Bauchi State, Nigeria

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ABSTRACT

The research assessed the implementation of national curriculum in private primary schools in Toro L.G.A, Bauchi State, Nigeria. Three research questions were formulated to guide the study. Descriptive survey was employed with the population of 100 teachers and 150 students. Simple percentage and mean statistics were used to answer the research questions. The results showed that the institutions are not implementing the curriculum as expected. The paper recommended among others that private primary schools should strictly follow the national curriculum. Government should consider the use of broad field curriculum to reduce the number of subjects in primary schools, and also to render an intervention in kind or in cash in the private schools

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INTRODUCTION

Curriculum is an official educational document set by the nation for unifying and integrating its educational system at every stage. It is planned to accommodate the interest, value and aspiration of a nation. Nigeria as sovereign country mandated the use of national curriculum in every educational institution within the nation. It is well planned to encompass all the developmental programme that education may geared toward achieving it. As a country that is striving hard to eradicate illiteracy for peace and sustainable development, gives an express order for private partners to operate the educational institutions after complying with the laid conditions as enshrined in the national policy of education.

Curriculum stands as an operational guideline and working document for schools which is well planned and developed by all and sundry of the nation. It is capsulated all the activities of the school from the beginning to the end. There is no static and agreed definition of curriculum as its scope is always widening and broadening. But every definition is going with the key term "plan" (Yusuf, 2015) and Akpale (2010). Curriculum is defined as all the planned and unplanned educational activities which both teachers and students engaged in achieving the educational goals. Curriculum as official document is

concern with the society, knowledge and learner (Jeremia & Alamina, 2006).

CURRICULUM IMPLEMENTATION

After drafting and developing the curriculum the next stage is implementation which is practilization, concretization and actualization of the planned programme. Afangideh (2009) sees curriculum implementation as a process of tailoring the learning content experiences to the learners in a classroom situation. It is concern with the interaction between the teacher, the learner and the curriculum with the ultimate goal of bringing the change of behavior in the learner through a systematic manner.

Curriculum implementation is the translation of the documented prescribe curriculum in to reality. Okorafor, (2004) opine that after construction and developing of the curriculum, the crucial area is implementation to the students, which is usually taking place in the classroom, hence there is need for total collaboration of effort in order to see the smooth running and flow of ideas in a well systematic manner.

A teacher is not the only translator, transmitter, dispenser and implementer of the curriculum but a facilitator of knowledge and encourager of learning, in fact is the actual person



that makes the use of curriculum through engagements with his students (learning experiences). Teacher is the closest person to the learner as well as to the curriculum; he serves as an intermediary between the learner and the curriculum (Nnanchi, 2009). Hence there is need for a teacher to be equipped and distinguish himself with pedagogical paradigms in delivering and facilitating teaching and learning process.

However, all the necessary requirements of the implementation must be provided ranging from the qualified teachers, conducive learning environment, and sociological and psychological behavior of the learner and above all, readiness of both the teachers and the learners. For the smooth implementation of curriculum care must be taken in ensuring all the necessary measures that guarantee the success of the exercise up to the finishing level.

LITERATURE REVIEW

Primary education is compulsory, universal and tuition free institution in Nigerian context; it stands as the foundation or Bedrock of the entire educational system. According to the National Policy on Education (FGN, 2013) is the education given in institution of learning for the children aged 6-11 plus. The main objectives of primary education are to inculcate permanent literacy, numeracy and ability to communicate effectively; Lay a sound basis for scientific, critical and reflective thinking; promote patriotism, fairness, understanding and national unity; instill moral and values in the child; develop in the child ability to adapt to the changing environment; provide opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity (FGN, 2013).

To actualize the stated objectives, the curriculum of Primary School has been planned and developed to accommodate the two sections of the primary education: Lower Basic Education Curriculum (Primary Classes 1-3) and Senior Basic Education Curriculum (Primary classes 4-6). Ten (10) subjects were considered as core subjects while three (3) subjects as Electives for lower primary classes. And eleven (11) core subjects and Three (3) electives Subjects for Senior Primary Education respectively (FGN, 2013).

The compulsory subjects to be taken in the primary school are: English Studies; Basic Science and Technology; Mathematics; Social studies; Cultural and Creative Art (CCA); Christian Religion

Studies/Islamic Religion; Physical and Health Education, others are Computer Studies and Civic Education. The pupils are advised to select one elective subject (Agriculture, Home Economics and Arabic Language).

The language of the immediate environment was considered the language of communication at the first three years, While English language for the last three years (Guga & Bawa, 2012). The National Policy is emphasizing the use of first language or the immediate environment language at the first three years for proper grasping, acclimatization and comprehension of the concepts in the school.

Education is a collective responsibility that binds on each citizen of the nation. Section (10) of the national policy on education (2013) stated that financing the educational institution is a joint responsibility of federal, state and local governments and private sector (FGN, 2013). Private school can be defined as a school or institution of learning which is not supported financially by the government; it is owned and handled by the private individual, religious bodies, non-profitable associations, nongovernmental organization and several endowment societies. However, the school must strictly follow the national curriculum in implementing and executing its educational activities. A strong supervision is carried out by the government regularly and a government intervention is very rare.

Bauchi state is considered as one of the educationally less developed state by the federal government (ELDS) (Akachukwu, 2016). However, the state is still witnessing the rapid development of Privates Schools from primary up to tertiary institution, most especially in the cities. Toro local government is divided into eleven federal wards under three districts; it is among the areas that is also witnessing the development and proliferation of the private schools. It is on record that the local government has about sixty five private schools of different categories (personal communication with NAPS chairman 22/07/2018).

Despite the call for uniformity of the curriculum within the nation, Lagos state ministry of education" (2016), some private schools continue to operate with their own formulated curriculum which at times is contrary to the national curriculum (Osagie, Olugbamila, Adeleye & Chijoke, 2015, Olutuche, 2016, Omeji, 2017). Hence, the focus of this paper is to assess the level of implementation of



national curriculum in private primary schools in Toro Local Government of Bauchi state Nigeria.

Objectives of the Study

The main objective of the research is to assess the level of the implementation of national curriculum in private primary schools in Toro LGA, Bauchi state. Specifically, the paper is to examine:

1. The teaching qualification of teachers in the private primary schools in Toro LGA.
2. The availability of national curriculum in the private primary schools in Toro LGA.
3. The level of utilization of teaching and learning materials in the private schools in Toro LGA.

Research Questions

Three research questions were formed to guide the study, these are:

1. What is the teaching qualifications of the private schools teachers in Toro in LGA?
2. To what extent does the national curriculum is available in the private primary schools?

3. To what extent do private primary schools teachers utilizing instructional materials in the private schools?

METHODOLOGY

Descriptive survey research with a sample of 100 teachers and 150 students were selected using stratified sampling. The respondents were drawn from 11 federal wards in Toro LGA. Simple random sampling was used to select three schools from each ward giving a total of 18 private primary schools. Two Structured questionnaires, validated by curriculum expert and pilot tested by the researchers were used for the collection of data from both the teachers and the students, thus: Teachers’ Responses on Curriculum Implementation (TROCI) and Students’ Responses on Curriculum Implementation (SROCI). Data collected was analyzed using simple percentage and mean statistic (x).

RESULTS AND DISCUSSIONS

1. **Research Question 1:** What is the teaching qualifications of the private schools teachers in Toro in LGA?

Table 1: Qualification of Private School Teachers

SSCE	NCE	B. Ed	Bsc Ed	Bsc	M. Ed	TOTAL
20%	60%	10%	04%	02%	04%	100 %

Source: Field studies

Table 1, shows the percentage of teachers with respect to their qualification. The result clearly indicated that majority of the private school teachers are qualified to teach; specifically, out of 100% of the teachers, 78% have requisite qualification of teaching (NCE, B. Ed, Bsc Ed. & M.

Ed). The result further indicates that 20% were found not to possess the higher qualification as well as the requisite teaching qualification, and 02% have Bsc without minimum teaching qualification. This however, indicates that private primary schools in Toro LGA are employing qualified teachers.

2. **Research Question 2:** To what extent does the national curriculum is available in the private primary schools?

Table 2: Mean on the extent availability of National Curriculum in Private Primary School

Items	Mean
1. Schools are complying with national curriculum.	1.35
2. Schools are offering all the eleven subjects	1.70
3. All the subjects offering by the schools are from the curriculum	2.75
4. Pupils are completing their studies up to primary Six	2.20
Grand mean	2.00

Sources: field studies, 2018



From table 2, 4 items that descriptively use to ascertain the extent of the implementation of national curriculum in private schools felt below the criterion means of 3 this is a clear indication that private schools are not complying and operating with the national curriculum as indicated in a

research carried out by Adebayo in (2009) most especially in the area of number of subjects offering, years spent in the school and restricting of the use of national curriculum.

3. **Research question 3.** To what extent do private primary schools teachers utilizing instructional materials in the private schools?

Table 3: Mean responses on the extent of Utilization of Instructional Materials in Private Schools in Toro LGA

Items	Mean
1. Private schools are providing instructional materials to their teachers.	4.52
2. Teachers in private schools make good use of instructional materials.	3.87
3. Teachers make use of improvised materials in the absence of real instructional materials	3.65
Grand mean	4.03

Sources: field studies, 2018.

Table 3, shows the level of utilization of instructional materials in private primary schools, from the table, the result evidently indicated instructional materials are available, being utilized and are improvised by the private schools in Toro LGA of Bauchi State.

CONCLUSION

From the findings of the study, it is clear that private primary schools in Toro LGA are employing qualified teachers, and are using instructional materials optimally, which are the two critical agents for curriculum implementation. On the other hand, private schools are not strictly adhered to the national curriculum most especially in the area of subjects offered and years spent in school.

RECOMMENDATIONS

Based on the findings, the followings are recommended:

1. Government should ensure strong supervision in private schools as the exercise will be in accordance with the national objective of Nigerian education in postulating the national consciousness and patriotism as well as instilling the Nigerian culture and spirit in the pupils.
2. Government should consider the use of broad field curriculum to reduce the number of subjects in primary schools as well as updating the existing areas that need modification and adjustment so that Nigerian child will compete with the changing nature of the world.

3. Private schools should be considering the developmental stages the pupils.

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