

The Role of Teachers' in the Implementation of the Revised 9-Year Basic Education Curriculum on Religion and National Values in Nigeria

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Abstract

The study investigated teachers' role on effective implementation of the new 9-year Basic Education Curriculum on Religion and National Value in Nigeria. A descriptive survey design was adopted and the participants were (300) three hundred religion and National Value teachers in (30) thirty primary 1-3 and Junior Secondary School 1-3 in Edo north Senatorial district of Edo State, Nigeria. An instrument tagged "Teachers' Role on effective Implementation of the 9-year Basic Education curriculum on Religion and National Value Questionnaire was used" for data collection. The results showed that teachers have various roles to play for effective implementation of the revised 9-year BEC which are specified in table one to answer research question one. Two null hypotheses were tested using t-test and analysis of variance (ANOVA). Hypothesis one was accepted which indicate that there is no significant difference in the role of teachers' in implementation of the revised 9-year BEC on religion and national values on the basis of marital status and hypothesis two was rejected meaning there is a significant difference on the role of teachers' in implementation of the revised 9-year BEC on religion and national values on the basis of educational qualification.

Keywords – Teachers Role, Basic, Education, Religion, National, Value.

Introduction

The development of any nation is the responsibility of every citizen of the nation to contribute effectively to national development and this can only be achieve through adequate and qualitative education. Education is the most important means of developing human resources for development. According to Burtch, (2006) education is a major force in economic, intellectual, social and cultural empowerment. The value of education brings about character and attitudinal change, reshape human potentials and eradicate poverty.

The education given by the Colonial Masters was tailored towards white-cola job and this did not contribute meaningfully to Nigeria educational business venture according to the critics of the system. Hence, the introduction of the revised 9-year Basic Education whose aims are as follows:

- (i) Developing in the entire citizenry strong consciousness for education and a strong commitment to its vigorous promotion.
- (ii) The provision of free, Universal Basic Education for Nigeria child of school going age.
- (iii) Rendering drastically the radiance of drop-out from the formal school system (through improved relevance, quality and efficiency).
- (iv) Catering for young persons who for one reason or another, have had to interrupt their schooling as well as other out of school children, adolescence, through approaches for the provision as promotions of basic education.

- (v) Ensuring the acquisition of appropriate level of literacy, numeracy, manipulative and life skills as well as the ethical moral and civic values needed for laying a solid foundation for lifelong learning.

The primary school years and early first three years in Junior Secondary school that form the 9-year BEC are very important years in a child's intellectual, moral and all around development of a child. Therefore all the BEC teachers should be intellectually sound to teach the school children with diverse interests and capabilities (Akinbole, 2007).

Good teaching demands that teachers know a lot of other things but most importantly should be specialist in their chosen teaching subject. According to Hennessy (2000) specialist teachers bring a number of important dimension and greater confidence to the classroom. Religion Education and National Value needs qualified and specialised teachers in this area to bring genuinely the rudiments and moral standard of living to level of the students from the grassroots. The structure of Basic Education Curriculum is to allow for proper planning and alignment of curriculum content in a way to make learning sequence simple, logical and practical. The components are Lower Basic (Primary 1-3), Middle Basic (Primary 4-6) and Upper Basic (JSS 1-3).

Of recent, Nigeria introduced new Religion and National Value Curriculum, this curriculum was a fall out from the launching of the Universal Basic Education Programme in 1999 by the Federal Government. The new basic education Religion and National Values is for 9-year of continuous schooling. The implementation of the revised 9-year curriculum on religion and national values started September 2014 in all public, private primary and Junior Secondary schools in Nigeria.

Monitoring exercise was carried out January, 2015, to ascertain if the curriculum is properly circulated with the teachers' guide all over the Federation. However, the revised 9-year Basic Education Curriculum on religion and National Value has a 3-level structure; Lower Basic (Primary 1-3), Middle Basic Primary 4-6) and Upper Basic (JSS 1-3).

This 9-year revised curriculum subjects was subsumed compared to the initial one in which the topics and contents were very broad. The revised 9-year curriculum on religion and national values started with primary one, primary 4 and JSS one concurrently in which the old one will be face out gradually.

The philosophy of the 9-year Basic Education Curriculum according to NERDC (2012), entails that every learner who has gone through 9-year of basic education should have acquired appropriate levels of literacy, numeracy, manipulative, communicative and life skills; as well as the ethical, moral, and civil values needed for laying a solid foundation for life-long learning as a basis for scientific and reflective thinking. For effective implementation of the curriculum in schools, efforts have been geared towards teachers role on the use and selection of instructional materials, orientation and sensitization of teachers of BEC, which in no doubt teachers are the cornerstone and the bedrock upon which this foundation will stand if given proper and adequate role to play.

According to Obinnu (2011) in a recent study which he investigated the perception of Secondary School teachers on the Universal Basic Education (UBE) programme as an educational reform policy in Nigeria found out that teachers have low perception of the UBE as an educational reform policy. Teachers need to be well equipped through training and retraining to be more aware and vast in the area in which the curriculum is revised and what is required of them. No matter how well designed a curriculum is, its impact can only be felt if it is properly implemented; and this cannot be done without teachers. Teachers play a central role in curriculum implementation, though teachers may not be the central focus of curriculum plans, the modalities for successful execution fall squarely

on them (Igbokwe, 2009). No matter how laudable a curriculum plan may be, how thoroughly the teaching methods and resources have been chosen, no matter how conducive the learning environment, if the teacher is ineffective, educational goals cannot be achieved. Stenhouse (1979) refers to the teacher as a change agent. Change can only be achieved through the way and manner in which the change agent interprets, select, organises and delivers knowledge embodied in the curriculum.

Religion and National Values education helps to develop the children knowledge and understanding of him/her religion culture and other various religions beliefs, values and culture while at the same time, exploring their own beliefs regarding their religion. Religion and National Values in the 9-year BEC also help children to mature personally and socially as well as refining their psychological judgement and decision on religious, moral and social issues, preparing them for life in a secular society (Lopez-Muniz, 2006).

Religion and National Values Curriculum which has other challenging and issue driven topics has made a significant involvement principally in its centre of attention on promoting value for everyone equally. Religious Education has taken a front responsibility in fighting against injustice, unfairness and pessimistic bias. By teaching or providing religions education to children who just began primary school means you have opened the door to moral development for them. It is a preliminary point for them and fundamental way to meet their explicit requirements as this will help to caution them all the way through until they graduate to the next level. (Barnes 2001).

Going by the relevancy and general nature of religion and national value curriculum, it is deemed that religious education build up awareness of major world religious such as Christianity, Islam, African Traditional Religion (ATR) and Buddhism and as well as opening doors for individual expression and sacred maturity. If properly implemented, it will help to build the following:

- i. It will bring about the crucial significance and function of Life, faith in God, moral issues and what it means to be human.
- ii. It will boost students consciousness of religious convictions and values, education and outward appearance of expression as well as the influence of faith on persons, families, societies and traditions.
- iii. It will encourages students to study from different religions, way of Life, ethics and customs.
- iv. It will give confidence to students; help them to expand their own sense of reasoning and belonging.
- v. It will bring to light the importance in planning students role of transition into adulthood and lifelong education.
- vi. It will also facilitates students to build up value and compassion to others, especially those whose faith and way of life are dissimilar from their own (Itulua-Abumere, 2013)

Purpose of the Study

The purpose of this study is to find out the role of teachers in the implementation of the revised 9-year Basic Education Curriculum on Religion and National Values in Nigeria. To ascertain if religion has any effect or impact in the moulding of intelligence and morality in the society and to ascertain if the teachers has master the use of the revised 9-year BEC.

Research Question

What are the roles of teachers' in implementation of the revised 9-year BEC on religion education and national values?

Research Hypotheses

The following null hypotheses were formulated to guide this research:

1. There is no significant difference in the role of teachers in implementation of the revised 9-year BEC on religion and national value on the basis of marital status
2. There is no significant difference in the role of teachers in the implementation of the revised 9-year BEC on religion and national value on the basis educational qualification.

Methodology

Sample and Sampling Procedures

A descriptive survey design was adopted and the participants were (300) three hundred religion and National Value teachers in (30) thirty primary 1-3 and Junior Secondary School 1-3 in Edo north Senatorial district of Edo State, Nigeria. The information was obtained from a sample of the population, which enabled the prevailing situation to be described. The subjects used for this study consisted of teachers in public secondary schools in Edo North senatorial zone which has six local government areas (Akoko-Edo, Etsako Central, Etsako East, Etsako west, Owan East and Owan West). Thirty schools were randomly selected and purposive sampling technique was used to select ten teachers from each school. Three hundred teachers participated in the study.

Instrumentation

The instrument that was used for the study was a questionnaire tagged “The role of teachers in the implementation of the revised 9-year BEC on religion and national values questionnaire was used. The instrument was divided into two sections A and B. Section ‘A’ contains the demographic data of the respondents and section ‘B’ contains items on teachers role in the implementation of the 9-year BEC on Religion and National Values.

Method of Data Analysis

The data derived was analyzed using frequency counts and percentages fro section A (demographic data), while t-test was used to test hypothesis I and analysis of variance was used to test hypotheses 2

Result

Three null hypothesis were generated and tested for the study – the hypotheses were tested using t-test and analysis of variance (ANOVA) statistical method at 0.05 level of significance

Research Question

What are the roles of teachers’ in implementation of the revised 9-year BEC on religion education and national values?

Table 1: Mean and rank orders on roles of teachers’ in implementation of revised 9-year BEC religion and national values

S/N	Statement of Items	Mean	Rank
3	Teachers to adjust and adopt new teaching methods for the success of the revised 9-year BEC	3.58	1 st
1	Encouraged and instill in students the sense of feeling good about going to school	3.56	2 nd
2	Give adequate evaluation of students after teaching especially with their continuous assessment	3.55	3 rd
8	Keep good record and be able to provide data when needed	3.53	4 th

6	Teacher should See students as their responsibility and be prepared to impart knowledge	2.87	5 th
		2.76	6 th
9	Teachers must be prepared to monitor the students and liaise with their parents on any misconduct or unacceptable behaviour	2.70	7 th
4	Should work with the school administrators on the latest development and change in school system	2.68	8 th
10	Teachers must attend conferences to update their knowledge on their subject matter	2.66	9 th
5	Teachers must be neat, well kept to serve as a role model	2.57	10 th
7	Suggest to the school management any new area in which the school and students can improve		

Table 1 shows the rank order of the roles of teachers in implementation of the revised 9-year BEC religion and national values in Edo state. Item 3,(Teachers to adjust and adopt new teaching methods for the success of the revised 9-year BEC) with a mean score of 3.58 ranked 1st; Item 1, (Encouraged and instil in students the sense of feeling good about going to school) with a mean score of 3.56 ranked 2nd; Item 2, (Give adequate evaluation of students after teaching especially with their continuous assessment) with a mean score of 3.55 ranked 3rd; Item 8, (keep good record and be able to provide data when needed) with a mean score of 3.53 was ranked 4th; Item 6,(Teachers should see students as their responsibility and be prepared to impart knowledge) with a mean score of 2.87 was ranked 5th; Item 7,(suggest to the school management any new area in which the school and the students can improve on the implementation of the BEC) with a mean score of 2.76 ranked 6th;Item 9,(teachers must be prepared to monitor the students and liaise with their parents on any misconduct or unacceptable behaviour) with a mean score of 2.70 ranked 7th; Item 4 (work with the school administrators on the development and change in the school system) with a mean score of 2.68 was ranked 8th; Item 10 (Attend conferences to update knowledge of the subject area) with a mean score of 2.66 ranked 9th and item 5 (Neatness and be a role model) with a mean score of 2.57 was ranked 10th.

Hypothesis One: *There is no significant difference in the role of teachers' in the implementation of the revised 9 year BEC on religion and National values based on marital status*

Table 1: The t-test showing the Difference in the Role of Teachers' in the Implementation of the Revised 9 year BEC on Religion and National Values Based on Marital Status

Marital Status	N	Mean	SD	df	Cal. t-value	Crit. t-value
Married	146	60.12	6.04			
Single	154	59.65	6.41	298	0.44	1.96

Table 1 shows a calculated t-value of 0.44 and a critical t-value is 1.96. The calculated t-value is less than the critical t-value. The hypothesis is accepted. Hence, there is no significant difference in the difference in the role of teachers' in the implementation of the revised 9 year BEC on religion and National values based on marital status.

Hypothesis 2: *There is no significant difference in the role of teachers' in the implementation of the revised 9 year BEC on religion and National values based on educational qualification*

Table 2: Analysis of Variance (ANOVA) showing the Difference in the Role of Teachers' in the Implementation of the Revised 9 year BEC on Religion and National Values Based on Educational Qualification

Source	df	SS	Mean Square	Cal. F-value	Crit. F-value
Between Groups	2	312.303	156.15	8.37*	3.00
Within Groups	297	5537.277	18.64		
Total	299	5849.580			

*Significant, $p < 0.05$

Table 2 shows the F-value calculated of 8.37 and a Critical value of 3.00. The calculated F-value is greater than the critical F-value. The hypothesis was rejected. Hence, there is a significant difference in the role of teachers' in the implementation of the revised 9 year BEC on religion and National values based on educational qualification.

In order to determine the mean value(s) that caused the significant difference observed in the ANOVA results of Table 3, the Duncan Multiple Range Test (DMRT) was used as a post-hoc test. The results of the DMRT procedure are displayed in Table 4.

Table 3: Duncan's Multiple Range Test (DMRT) showing the difference in the Role of Teachers' in the Implementation of the Revised 9 year BEC on Religion and National Values Based on Educational Qualification

Duncan Groupings	N	Means	Group	Educational Qualification
A	28	72.10	3	Postgraduate
B	119	70.00	2	HND/First Degree
C	153	67.58	1	NCE

Table 3 shows the Duncan Multiple Range Test indicating the significant difference noted in the ANOVA on Table 4. Group 3 (Postgraduate) with a mean score of 72.10 differed significantly from Group 2 (HND/First Degree) and Group 1 (NCE) with a mean score of 67.58 respectively. All the groups differed from one another but the significant difference noted was as a result of the mean of Group 3 (Postgraduate), hence the significant difference noted in the ANOVA on Table 3 and thus, the hypothesis is rejected.

Discussion of findings

This study aim is to find out the role of teachers' in implementation of the 9-year BEC on religion and national values in Nigeria. The research question was answered using the items in table one on the presumed role of teachers in implementation of the 9-year BEC on religion and national values. The role were responded to positively with the mean score and rank order showed in the table.

Hypothesis one which states that there is no significant difference in the role of teachers' in the implementation of the revised 9 year BEC on religion and National values

based on marital status was accepted because the calculated t-value of 0.44 is less than the critical t-value which is 1.96. The hypothesis is accepted. Hence, there is no significant difference in the difference in the role of teachers' in the implementation of the revised 9 year BEC on religion and National values based on marital status. This reveals that marital status does not have any significant in the role of teachers' towards the implementation of the revised 9-year BEC on religion and national values. This findings was in support of Obiunu (2011) who found that marital status had no influence on the role of teachers in the implementation of the revised 9 year BEC on religion and National values as an educational policy.

Kathie, McMaugh and Pamela (2010) corroborates this findings that marital status has no influence in the roles of teachers in the implementation of BEC on religion and national values on marital status that both married and single teachers have similar role, experiences, challenges and exposure in their role towards the implementation of BEC on religion and national values.

Hypothesis two which states that there is no significant difference in the role of teachers in the implementation of the revised 9-year BEC on religion and national value on the basis educational qualification was rejected because the calculated f-value is 8.37 and the critical f-value is 3.00. Based on this the result was subjected to Duncan multiple range test to substantiate the rejection of the hypothesis. The mean difference was used to confirm the significance of the hypothesis i.e Group 1with a mean score of 72.10 differed significantly from Group 2 and 3 with a mean scores of 70.00 and 67.58 respectively. This revealed that educational qualification greatly determines the role of teachers in the implementation of the revised 9-year BEC on religion and National value in Nigeria. This study was supported by the findings of Offorma (2005) who found that parents withdrawn their wards from school on the discovering of the teachers cognitive incapacibilities and inadequacies. It is often regrettable that this is often neglected because of political and nonchalant attitudes of government, school heads and administrators (Ibiwumi,2012). In line with the above, teachers acquisition of more degrees and upgrading enhances the academic growth of students and at the same time help to build self confidence of teachers area of specialization.

Conclusion

Based on the findings of this study, the following conclusions were drawn:

The role of teachers' in the implementation of the revised 9 year BEC on religion and National values on the basis of marital status has no influence on the effective implementation of the revised 9-year BEC on religion and national values. It was also noted that both married and single had a similar role of teachers' in the implementation of the revised 9 year BEC on religion and National values .

Educational qualification was found to be germane in the role of teachers' in the implementation of the revised 9 year BEC on religion and National values, this is because teachers needs routine training and upgrading in their educational qualification to meet up with the best global practices in relation to their field and area of specialization.

Recommendation

The following recommendation are proffered based on the finding of the study:

- The development of any educational level presupposes the availability of teachers in sufficient number to promote teaching and learning as proposed. Wide spread of the curriculum reform in schools will be useless unless qualified teachers employed according to the mandate of the policy. Therefore, teachers should be adequately trained for full scale take off of the programme.

- Adequate and proper monitoring strategy must be design to ensure maximum result
- There should be adequate funding of basic education programme especially at state and local government level.
- Teachers employment should be made open to all based on how qualified they are and without any sentiment.
- Funds released should be properly monitored and to serve the purpose in which is meant for.
- There should be adequate instructional materials and well equipped libraries
- Incentives should be given to employed teachers to motivate them.

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