

TEACHERS' USAGE OF APPROPRIATE TEACHING METHODS AND GOALS ACCOMPLISHMENT OF THE BASIC EDUCATION CURRICULUM IN ASABA METROPOLIS, DELTA STATE, NIGERIA

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Abstract

This study examined the teaching methods used by basic education teachers and its influence on goals accomplishment of the basic education curriculum in Asaba metropolis, Delta State. Three research questions guided the study and descriptive survey research design was employed. The population of the study consisted of 500 teachers in Asaba metropolis, Delta State. A sample of 100 respondents was selected using simple random sampling technique. The instrument used for data collection was a questionnaire titled "Teaching Methods and Goals Accomplishment of the Basic Education Curriculum Questionnaire" (TMGABECQ). The instrument was validated and tested for reliability and found reliable with a reliability coefficient of 0.78. Data collected were analysed using descriptive statistics. The study found that most basic education teachers are not aware of the goals of the basic education curriculum. However, most teachers use both participatory and non-participatory teaching methods that are capable of facilitating the achievement of the goals of basic education. The study recommended that copies of curriculum guides and the National Policy on Education be adequately distributed to schools by the relevant education ministries. State ministries should carry out regular monitoring exercises.

Keywords: Basic education, Basic education curriculum goals accomplishment, Sustainable development, Teaching methods, Teaching-Learning process

Introduction

Education is the process or art of transmitting knowledge, skills and ideas either formally or informally. It is central to the development of a better life and better world. It raises economic development, helps in appreciating family planning, lowers infant and maternal mortality, improves the well-being of families, and ensures better prospects of education for children (Gachukia, 2019). Without education, development can neither be broad-based or sustained (Orodho, 2014). The word education is derived from the Latin "educare" meaning "to raise", "to bring up", "to train", "to rear", via "educatio/nis", Bringing Up, raising children to learn better in the environment they

find themselves (Ensiklopedi, 2013). This implies in the words of Ali (2013) that education is a deliberate effort made to create an atmosphere of learning so that learners can actively develop their potential to have self-control, positive personality, intelligence, noble character and the skills needed for themselves in the society. Education is every effort to advance the character, physical work of a child in order to advance the perfection of living life in harmony between the child's nature and society (Dewantara, 2014).

The education a child would receive that will make him/her live in harmony with the environment starts from the foundational years of the child's life. This is called basic education. Basic education is a whole range of educational activities, taking place in various settings, to meet basic learning needs as defined in the World Declaration on Education for All (Jomtien, 2010). According to the International Standard Classification of Education (ISCED), basic education comprises primary education (first stage of basic education) and lower secondary education (second stage). It also covers a wide variety of non-formal and informal public and private activities intended to meet the basic learning needs of people of all ages (Thailand, 2017).

The aims of basic education in Nigeria therefore, in line with the National Policy on Education (FRN, 2013) is to; acquire literacy, numeracy, creativity and communication skills, enjoy learning and develop the desire to continue learning, develop an ability for critical thinking and logical judgment, appreciate and respect the dignity of work, develop desirable social standards, moral and religious values, develop into a self-disciplined, physically fit and healthy person, develop aesthetic values and appreciate own and other people's cultures, develop awareness and appreciation of the environment, develop an awareness of and appreciation for other nations and international community, instill respect and love for own country and the need for harmonious co-existence.

Basic education therefore, is the foundation upon which other levels of education are built and a necessary requirement for human and national progress. It is fundamental to human and national

development because every child is entitled to have qualitative education for a more promising prospect in life. The basic education initiative was designed to ensure that adequate and qualitative education is directed towards achieving the nation's objectives. Basic education is targeted at every child having a free, universal and compulsory basic education regardless of age, sex, ethnic or religious background, language or status. Universal basic education is regarded as a priority for developing countries and is the focus of the Education for All movement led by United Nations Educational Scientific and Cultural Organisation - UNESCO. It is also included among the 17 Sustainable Development Goals set up in 2015 by the United Nations General Assembly, targeted to be achieved by 2030.

The task of executing the basic curriculum lies majorly on the shoulders of the teacher. A teacher (also called a school teacher or, in some contexts, an educator) is a person who helps students to acquire knowledge, competence or virtue. Teachers' role in any educational system cannot be over-emphasized. Teachers are the executors and implementers of the educational policies and curriculum. Hence, whether there are loopholes in the educational processes and outcome, teachers tend to receive more blame for these shortcomings than any other agent connected with educational activities. Edem (2017) stated clearly in this regard that the curriculum however well developed and however properly interpreted, will fall short of our hopes unless it is applied by teachers who are themselves the product of its philosophy.

The philosophy of the new curriculum developed for basic education curriculum in Nigeria is based on the fact that every learner who has passed through the education should have acquired appropriate levels of literacy, numeracy, creativity, communicative and life-skills, as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning as a basis for scientific and reflective thinking, as well as required relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation (NERDC Handbook, 2013).

Therefore, it is the task of the teachers to interpret this curriculum in order to help in achieving relevant sustainable development goals. To interpret the curriculum means to explain it in order that it could be understood using effective teaching methodology. Success in the task of interpreting the curriculum prescription or the prescribed curriculum depends on the intellectual ability and experiential horizon of the teachers. Edem (2017) submitted that if the curricula were to present only a host of topics and subheadings

and teachers were expected to develop the context, there would have existed the risk of excessive shallowness of subject matter in most cases and perhaps, excessive in-depth in a few cases of very brilliant teachers. Thus, the quality of treatment given to a topic would depend on the knowledge and the methodology base of the teacher.

Consequent on the above, basic education is one of the critical pathways to promote social and economic development which comprises primary and lower secondary education and seeks to build up in the learners' basic literacy, numeracy, creativity, communication and critical thinking skills among others needed for social and economic development. In Nigeria, these have been implemented over the years through the universal basic education programme. However, studies (Berliner, 2004; Edem, 2017) have shown that not much of the basic education objectives have been achieved as a non-display of the foundational skills basic education is expected to promote is recorded at a high level. Also, the role that teachers play in achieving the goals of basic education curriculum cannot be overemphasized. It could therefore be deduced that since teachers play a vital role in teaching, yet the objectives of basic education are not fully achieved, there seems to be a connection between teachers' teaching methodologies and goals accomplishment of the basic education curriculum. This study, was therefore, carried out to examine basic education teachers' teaching methodologies and goals accomplishment of the basic education curriculum using Asaba metropolitan area of Delta State as the focus area.

Purpose of the Study

This study examined basic education teachers' teaching methodologies and goals accomplishment of the basic education curriculum in Asaba metropolitan area of Delta State. The specific objectives are to:

- determine the extent to which basic education teachers are aware of the goals of the basic education curriculum;
- examine the teaching methods used by basic education level teachers; and
- determine the extent to which the teaching methods used by basic education teachers influence the achievement of the goals of the basic education curriculum.

Research Questions

The following questions were answered in this study:

- To what extent are basic education teachers aware of the goals of the basic education curriculum?
- What are the teaching methods used by basic education level teachers?

- iii. To what extent do the teaching methods used by basic education teachers influence the achievement of the goals of the basic education curriculum?

Methodology

This study used a descriptive survey research design and it sought to establish basic education teachers' teaching methodologies and their influence on goals accomplishment of the basic education curriculum. This research design is preferred in this case because in using the descriptive survey, statistical information can easily be obtained and cannot be manipulated. Also, the design allows for the use of questionnaire by the researcher as a data collection instrument and it is cost-effective. This study was carried out in Asaba metropolis of Delta State. This comprises Koka-Ibusa road, Summit, Inter-bau, Bonsac, Nnebis road and DLA road axis. The population consisted of about five hundred (500) teachers in all twenty (20) public secondary schools in the metropolitan area (deltastatemobse.net). Ten (10) schools were purposively selected as sample out of the twenty (20) public secondary schools in the metropolitan area. Simple random sampling technique was then used to select ten teachers from each school, making a total of hundred (100) teachers sampled.

The instrument used for data collection titled "Teaching Methods and Goals Accomplishment of the Basic Education Curriculum Questionnaire" (TMGABECQ), a structured questionnaire, was used to elicit data from the respondents. The questionnaire

Results

Research Question I: To what extent are basic education teachers aware of the goals of teaching the basic education curriculum?

Table 1: Mean Responses on Basic Education Teacher's Awareness of the Goals of Teaching the Basic Education Curriculum

S/N	Statements	SA	A	D	SD	X	SD	Decision
1.	Most basic education teachers are aware of the goals of basic education.	25	10	40	25	2.35	0.22	Disagree
2.	Basic education teachers teach to the goals of the basic education curriculum.	30	15	40	15	2.15	0.23	Disagree
3.	Basic education teachers are aware that part of the goals of basic education suggests that it is to acquire literacy, numeracy, creativity and communication skills.	35	35	20	10	2.95	0.24	Agree
4.	Basic education teachers are aware that the goals of basic education curriculum are only found in the National Policy on Education	30	40	15	15	2.85	0.23	Agree
5.	Basic education teachers are aware that part of the goals of basic education should include to appreciate and respect the dignity of work and develop desirable social standards, moral and religious values.	45	25	14	16	2.99	0.24	Agree
Grand Mean & Standard Deviation						2.65	0.23	Agree

was made up of two (2) sections. Section A focused on the personal data of the respondents while Section B was designed to elicit responses on teachers' awareness of the goals of the basic education curriculum, teaching methods used and the influence of those teaching methods on the achievement of the basic education curriculum. The questionnaire contained 20 items which were rated on a 4-point Likert scale of: Strongly Agree, Agree, Disagree and Strongly Disagree.

To ensure the content validity of the instrument, two educational research experts from the School of Education, Federal College of Education (Technical), Asaba validated the instrument. The researchers ensured that observations made were effected in the final draft of the questionnaire. The instrument was also tested for reliability using Cronbach Alpha analysis and found reliable with a reliability coefficient of 0.78. The researchers administered one hundred (100) copies of the questionnaire to the respondents in their respective schools. This exercise lasted for three days. The administration exercise was done under normal classroom situations; the researchers waited and collected back the copies of the instrument from the respondents. Data collected were analysed using descriptive statistics of frequency counts, mean and standard deviation. A decision rule of 2.50 mean rating response score was used. This implies that any item with mean score of 2.50 and above was accepted while items with less than 2.50 were rejected.

Table 1 shows that respondents disagreed with the statements that 'most basic education teachers are aware of the goals of basic education and 'basic education teachers teach to the goals of the basic education curriculum' with mean scores of 2.35 and 2.15 respectively. However, respondents agreed with statement 3-5 respectively. This implies that most basic teachers are not aware of the goals of the basic education curriculum and do not teach to its goals. However, they are aware that part of the goals of basic

education should be to acquire literacy, numeracy and communication skills apprenticeship and respect dignity of work and that it is found in the national policy on education. The rejection of the first two statements seem to suggest that basic education teachers are not fully aware of the goals of the basic education curriculum and by extension do not teach in line with the mindset of achieving its objectives.

Research Question II: What are the teaching methods used by basic education level teachers?

Table 2: Mean Responses on Teaching Methods used by Basic Education Level Teachers

S/N	Statements	SA	A	D	SD	X	SD	Decision
11.	Basic education teachers make use of non-participatory methods in the teaching-learning process.	26	34	24	16	2.70	0.22	Agree
12.	Basic education teachers make use of participatory methods in the teaching-learning process.	27	43	15	15	2.82	0.23	Agree
13.	Basic education teachers make use of active learning methods in the teaching-learning process.	33	37	10	20	2.83	0.23	Agree
14.	Basic education teachers make use of innovative methods in the teaching-learning process.	35	27	28	10	2.87	0.23	Agree
15.	Basic education teachers generally make use of teacher center methods in the teaching-learning process.	30	30	20	16	2.70	0.22	Agree
Grand mean and Standard Deviation						2.78	0.22	Agree

Table 2 shows that respondents accepted all the statements on methods used to teach by basic education teachers with mean scores of 2.70, 2.82, 2.83, 2.87, and 2.70 which were above the mean score average. This implies that most basic education teachers use participatory, non-participatory, active-learning, innovative and teacher-centered methods in

teaching basic education subjects in their bid to achieve the goals of the basic education curriculum.

Research Question III: To what extent do the teaching methods used by basic education teachers influence the achievement of the goals of the basic education curriculum?

Table 3: Mean Responses Influence of Teaching Methods used by Teachers on the Achievement of the Goals of the Basic Education Curriculum

S/N	Statements	SA	A	D	SD	X	SD	Decision
16.	Basic education teachers make use of non-participatory methods in the teaching-learning process to handle some topics that require undivided attention.	35	35	20	10	2.95	0.24	Agree
17.	Basic education teachers make use of participatory methods in the teaching-learning process which foster the attainment of basic education goals	30	40	15	15	2.85	0.23	Agree
18.	Basic education teachers make use of active learning methods in the teaching-learning process to enhance the attainment of basic education goals	35	35	14	16	2.89	0.23	Agree
19.	Basic education teachers make use of innovative methods in the teaching-learning process to facilitate the attainment of basic education goals.	35	27	28	10	2.87	0.23	Agree
20.	Basic education teachers generally make use of teacher center methods in the teaching-learning process which limit the effective attainment of basic education goals of basic education	30	30	20	20	2.70	0.22	Agree
Grand mean and Standard Deviation						2.85	0.23	Agree

Table 3 shows that respondents agreed with all the statements on extent to which teaching methods used by basic education teachers influence the achievement of the goals of the basic education curriculum with mean scores of 2.95, 2.85, 2.89, 2.87, and 2.70 each which were above the mean score average. This implies that teaching methods used by basic education teachers is capable of facilitating the achievement of the goals of the basic education curriculum. However, they also agree that the use of teacher center methods in the teaching-learning process limits the effective attainment of goals of basic education.

Discussion of Findings

This study found that most basic education teachers are not aware of the goals of the basic education curriculum and do not teach to its goals. However, they are partly aware of what the goals should constitute. This finding aligns with the position Berliner (2004) that basic education teachers, because of the level they teach always reflect on their practice to grow and improve and as they do so, their experience informs their intuition for decision-making, and they become better at it even when not officially acquainted.

The study found that most basic education teachers use participatory, non-participatory, active-learning, innovative and teacher-centered methods in teaching basic education subjects in their bid to achieve the goals of the basic education curriculum. This finding aligns with that of Miles (2015) that it is expected of a teacher to implement a range of instructional strategies that will bring academic success to all students. Also, it aligns with Oigara (2011) assertion that basic education teachers use teaching methods that are categorized into teacher-centered approaches and learner-centered approaches. However, teacher-centered approaches should be used less because it limits the attainment of the goals of the basic education curriculum.

This study has shown that teaching methods used by basic education teachers are capable of facilitating the achievement of the goals of the basic education curriculum. This finding does not align with that of Ibe and Nwosu (2003) and Mandor (2012) that the present methods used in teaching basic education in secondary schools in Nigeria do not produce maximum results for the acquisition of basic education process skills by students. The disparity in results may be as a result of this study focusing on the primary level of education (where the teacher can naturally not do without using participatory methodologies) and not the secondary level.

Conclusion

Findings of the study revealed that basic education teachers are not aware of the goals of teaching the basic education curriculum in Asaba metropolis, Delta state. The findings also revealed that various participatory and non-participatory teaching methods are used by basic education level teachers in Asaba metropolis, Delta State. Lastly, that to a high extent the teaching methods used by basic education teachers is capable of influencing the achievement of the goals of the basic education curriculum in Asaba metropolis, Delta state. Though, they do not teach with the intent to achieve it.

Recommendations

Based on the findings, it was recommended that:

1. Government and other stakeholders in the teaching profession should organize several awareness programmes for basic education teachers on the goals of the basic education curriculum and how to properly teach along its goals.
2. Teachers should be allowed to attend seminars and workshops to acquaint themselves with new ideas and methods of teaching for the UBE programme.
3. Teachers should be sent for in-service training to enable them to acquire more skills and competence in their job performances.
4. The state ministry of education should intensify more efforts in the effective supervision, monitoring and evaluation of the UBE programme in the state

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