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## **Curriculum Management Strategies and Effective Implementation of Universal Basic Education in Nigeria**

**Nimota Jibola Kadir Abdulillahi**

*University of Ilorin*

*Nigeria*

[abdullahi.njk@unilorin.edu.ng](mailto:abdullahi.njk@unilorin.edu.ng)

### **Abstract**

**The main goal of this research was to investigate how curriculum management strategies affected the successful implementation of Universal Basic Education. Total of 712 participants were chosen using proportional random sampling from the sampled primary and junior secondary schools in North-west, Nigeria. The findings of the study demonstrated that students' mastery goal, effective classroom instruction and evaluation all helped to improve the effectiveness of UBE implementation. Pearson product moment correlation coefficient and linear regression analysis were used to test the hypotheses. Thus, it was recommended that school managers should encourage students' mastery goal so as to help learners to better engaged in the learning process. Likewise, school managers should strive to create effective classroom instruction to help in engaging learner with concepts and process for learning. Furthermore, evaluation of curriculum and learners' activities should be done frequently in order to determine learners' competence before, during and after instruction toward effective implementation of curriculum.**

**Keywords: students' mastery goal; effective classroom instruction, evaluation; self-efficacy; curriculum.**

### **INTRODUCTION**

Today's world best practice necessitates a learning environment that prepares learners for what they will need to know and do in their daily lives. Any innovation in education entails certain teaching and learning methodologies that allow for its implementation and development. The school curriculum is a living and breathing document that evolves in response to society's needs, difficulties and goals. As a result of the input on the Universal Basic Education (UBE) implementation, the current global and national problem need to be addressed through effective curriculum management. Curriculum is a structure and construct by the administrators and school personnel to improve learners' skills and knowledge while also meeting community needs (Adesugba & Temitope, 2019).

The goal of curriculum management generally is to guarantee that all students get the most out of their education, in which learner need to derive the appropriate behaviour, attitudes, values, knowledge and skills from the curriculum for it to be meaningful. Curriculum management strategies aims to align learning objectives for all students while also making results easier for teachers. curriculum management strategies in this study refers to effective delivery of instruction, students' mastering goal and evaluation by ensuring that teachers have the training and support needed for delivering curriculum to learners.

Universal Basic education is expected to give basic education that will be completed by the end of the 9 years. It is not only for school-aged children, it is also intended to meet the educational needs of young people and adults who have not had access to sufficient and proper schooling, including nomadic education, adult education, migratory, fishermen's education, adult's education, out of school children and dropouts.

The issue of effective implementation of UBE has become a bottleneck which affect all and sundry in Nigeria. Many studies have been conducted on curriculum and implementation and educational goals. Christien et al (2021) conducted an appraisal of UBE programme and curriculum implementation in Ogoja education zone. Eze et al (2020) investigated French language curriculum content and upper basic education. Okunola et al (2017) treatise has a focus on contemporary business environment and management of curriculum in tertiary institutions. Meanwhile, Agbor (2019) embarked on factors of effective UBE programme implementation. Wali et al (2019) carried out a study on curriculum management and its impact on public and private secondary schools' performance in Khyber Pakhtunkhwa. Florah and Denis (2020) investigated curriculum development and head teacher skills in Uganda. Igbokwe (2015) focused his research light on creating changes in students through curriculum reforms. Omosidi et al (2017) studied school development planning and implementation of UBE programme. Sample of 150 principals, 450 vice principals and 900 teachers were selected for the study. The finding revealed that, teachers' teaching effectiveness improves students learning toward the implementation of UBE programme. However, none of the author sited in this study focused on curriculum management strategies and effective implementation of UBE. Also, the previous studies did not focus on student mastery goals, effective classroom instruction and evaluation as critical variables to measure curriculum management strategies. Another glaring gap that prompted this investigation is that the aforementioned extant studies location and region varied significantly from the study. Thus, this study endeavours to fill in the gaps left by the earlier scholars. The following objectives have been set to steer the study's progress:

- a) Determine the relationship between students' mastery goal and effective implementation of UBE in Nigeria.
- b) Determine the relationship between effective classroom instruction and implementation of UBE in Nigeria.
- c) Determine the relationship between evaluation and effective implementation of UBE in Nigeria.

Determine the relationship among students' mastery goal, effective classroom instruction, evaluation and effective implementation of UBE in Nigeria.

#### *Research Questions*

The following are some of the questions that were raised and answered:

- 1) Does students' mastery goal improve effective implementation of UBE in Nigeria?
- 2) Does effective classroom instruction enhance effective implementation of UBE in Nigeria?
- 3) Does evaluation bring about effective implementation of UBE in Nigeria?

## **METHOD**

### **Research Design**

In order to explore the relationship between curriculum management strategies and effective implementation of Universal Basic Education, this study used a quantitative research approach. It was chosen because it aids in the exploration of social facts by utilizing a single source of data to categorize traits and construct a statistical model to interpret the data collection that is measurable, objective, and statistically valid (Cohen et al, 2000; Bell et al, 2007).

### **Population and Sampling Procedure**

The study's target population consists of 19,436 Primary schools head-teachers, and 2,581 principals of junior secondary school (JSS) in North-west, Nigeria. With the use of the Research Advisor (2006) table of determining the sample size of a known population with a Confidence level =95%, Margin of Error =5%, sample of 712 school heads was selected. In each State, Proportional random sampling

method was used to select a sample of 377 head-teachers, and 335 principals from the population, as indicated in table 1. The participants were chosen using stratified random sampling techniques to ensure that every member of the selected samples had an equal chance of being chosen ( Dilliman et al, 2014).

*Table 1. Population Sample of Head of Schools and Teachers of Basic Education*

S/N	North-west States	Number of pri. Schools	Number of JSS	Selected teachers	head- Selected principals
1	Jigawa	1,998	424	39	55
2	Kaduna	4,225	411	82	53
3	Kano	5,732	875	111	114
4	Katsina	2,217	246	43	32
5	Kebbi	1,990	267	39	35
6	Sokoto	1,729	177	33	23
7	Zamfara	1,545	181	30	23
	Total	19,436	2,581	377	335

Source: National Personnel Audit Report (2019)

### **Instrumentation**

A self-designed questionnaire titled “Curriculum Management Strategies Questionnaire (CMSQ) and adapted questionnaire titled Effective Implementation of UBE Questionnaire (EIUBEQ) were utilized as the research instrument in this study. A total of 27 items were used to measure curriculum management strategies with three sub-construct; students' mastery goal (9 items), effective classroom instruction (9 items), and evaluation (9 items). The items of questionnaire regarding effective implementation were concluded from abdullahi (2020) on quality instruction with (6 items), Karani (2018) on self-efficacy with (6 items), and Abdullahi (2020) on achievement of educational goal. Participants responded to four Likert scale from the range of 1 representing “Strongly Disagreed” to 4 being “Strongly Agreed”. The criterion mean depicts that any item that is above or equal to the criterion mean value of 2.50 is agreed by the participants, but any item that is below the criterion mean value is disagreed (Patton, 2002; Gay et al, 2009) decided that answering on a 4-point Likert scale was quicker and easier than answering on 5- to 7-point range.

### **Validity and Reliability**

The instrument’s validity was determined by sending draft copies to two experts in test and measurement, as well as two experts in educational management, to assess the instrument’s relevance and applicability. Based on the recommendations and views of experts, the questionnaire was corrected and updated. In addition, 25 copies were distributed to participants in the sample to assess their grasp of the instructions, phrasing, and scale to see if there were any difficulties filling out the questionnaire. As a result, several of the comments given were corrected before sending the final copies. The instrument reliability was determined through Cronbach’s alpha as shown in Table 2.

*Table 2. Reliability Test of CMSQ ad EIUBEQ*

Variable	Sub-construct	N	Cronbach's Alpha	Decision
Curriculum management strategies	students' mastery goal	9	0.893	All items are suitable and reliable
	Effective classroom instruction	9	0.863	All items are suitable and reliable
	Evaluation	9	0.874	All items are suitable and reliable
Effective implementation	Quality instruction	6	0.905	All items are suitable and reliable
	Self-efficacy	6	0.922	All items are suitable and reliable
	Realization of educational goal	6	0.882	All items are suitable and reliable

Cronbach's Alpha is a measure of internal consistency, and it will be used to see if the reliability of numerous or multiple questions on the Likert scale survey. As a rule of thumb, consider the following when evaluating alpha is  $\alpha \geq 0.9$  (Excellent),  $0.9 > \alpha \geq 0.8$  (Good),  $0.8 > \alpha \geq 0.7$  (Acceptable),  $0.7 > \alpha \geq 0.6$  (Questionable),  $0.6 > \alpha \geq 0.5$  (Poor), and  $0.5 > \alpha$  (Unacceptable). Table 2 shows the reliability test for CMSQ for effective implementation of Universal Basic Education, these are students' mastery goal, effective classroom instruction, and evaluation. Cronbach Alpha value of sub-construct are 0.893 for students' mastery goal with (9 items), 0.863 for effective classroom instruction with (9 items), and 0.874 for evaluation with (9 items). Also, on effective implementation variables, the Cronbach's alpha value for sub-construct are 0.905 for quality instruction, 0.922 for self-efficacy and 0.882 for realization of educational goal. Value above 0.70 are regarded as suitable and reliable (Hesse-Biber & Leavy, 2011; Dianantopoulos et al, 2012).

#### **Data Collection Technique**

The questionnaire was sent out from January 17 to February 17, 2022 with a total of 800 responses. To achieve a high response rate, three trained research assistants and researcher gave the questionnaires to participants from the sample schools. However, due to variety of situations such as the absence of school heads or the passage of time, researchers and study assistants in certain schools were forced to collect questionnaires in a matter of days. In addition, 740 questionnaires were recovered and filled out correctly. The retrieved numbers corresponds to Research Advisor (2006) recommendation with a number of 377 and 335 making a total of 712 used in this study. Furthermore, prior to administering the questionnaire and carefully adhering to ethical considerations, participants' agreement was asked. According to Hesse-Biber & Leavy (2011) guidelines addressed ethical issues and participant safety by ensuring that participants are treated with enough respect beyond what is necessary by law.

#### **Data Analysis**

Descriptive statistics are a set of data that provides a general trend such as mean, median, variance, standard deviation, skewness, count of minimum and maximum, and are used to summarize a large pool of data into useful information for educational managers to make decision, whereas descriptive analysis is the process of transforming raw data into a form that is easy to understand and turn into useful insights. A good analysis that can tell a story will be based on good data. Good and quality data is defined as data that is accurate, complete, relevant and consistent, especially when it is legitimate and available on a timely basis. The data was analyzed using the mean and standard deviation to determine the study's goal. At the (0.5) significant level, inferential statistics such as Pearson product moment correlation and linear multiple regression analysis were utilized to evaluate

the hypotheses and determine whether they were rejected or accepted (Mayer, 2013; Dillman et al, 2014).

## RESULTS AND DISCUSSIONS

### *Demographic data of the participants*

This section uses simple percentage to discuss the demographic of the participants.

*Table 3. Demographic information of the participants*

		N= 712	Percentage (%)
Sex	Male	532	75%
	Female	180	25%
		712	100%
Age	41-50	314	44%
	51 above	398	56%
		712	100%
Years of teaching experience	15 – 25 years	383	54%
	25years and above	329	46%
		712	100%
Level of education	Bachelor’s degree	628	88%
	Master’s degree	84	12%
		712	100%

Table 3 shows the demographics of the participants in the study. Males 532 make up (75%) of the population while females 180 make up of (25%). The majority of the population is between the ages of 51 and above (56%). based on year of experience, majority 383 (54%) have 15 to 25 year experience while 329 (46%) have 25 and above experience. In terms of level of education, the majority 628 (88%) have a bachelor’s degree while 84 (12%) have a master’s degree.

### *Students' mastery goal*

#### **RQ1: Does students' mastery goal improve effective implementation of UBE in Nigeria?**

The mean and standard deviation responses of school heads on students' mastery goal are shown in Table 4:

*Table 4. Mean and Standard Deviation of Items on Student' mastery goal*

S/N	students' mastery goal	Mean	Standard Deviation
1	Helps learners to better engage in the learning process.	2.80	0.958
2	Encourages learner to display effort and persistent while study.	2.88	0.954
3	Makes learner gain an awareness of the value of communication.	2.78	1.032
4	Enhances effective thinking on the part of individual learners.	3.28	0.916
5	Enables learners to express themselves freely.	2.96	0.951
6	Provides avenue for self-identification and self-assessment.	3.12	0.966

7	Makes learner have positive attitude towards task in the classroom.	2.86	0.962
8	Makes learner have ownership in their learning.	2.92	0.954
9	Encourages learner to use adaptive learning strategies.	2.93	0.964
	Grand mean	2.95	0.962

Table 4 shows that the participants' overall perception on students' mastery goal is 'Agreed' (M = 2.92, SD = 0.962). this shows that participants agreed that students' mastery goal improve effective implementation of Universal Basic Education in Nigeria. In addition, all of the responses had mean values more than 2.50, which was the criterion value. This indicates that participants agreed that students' mastery goal i) helps learners to better engage in the learning process (M = 2.80, SD = 0.958), ii) encourages learner to display effort and persistent while study (M = 2.88, SD = 0.954), iii) makes learner gain an awareness of the value of communication (M = 2.78, SD = 1.034), iv) enhances effective thinking on the part of individual learners (M = 3.28, SD = 0.916), v) enables learners to express themselves freely (M = 2.96, SD = 0.951), vi) provides avenue for self-identification and self-assessment (M = 3.12, SD = 0.966) vii) makes learner have positive attitude towards task in the classroom (M = 2.86, SD = 0.962), viii) makes learner have ownership in their learning (M = 2.93, SD = 0.954), ix) encourages learner to use adaptive learning strategies (M = 2.93, SD = 0.964).

### **Effective Classroom Instruction**

#### **RQ 2: Does effective classroom instruction enhance implementation of UBE in Nigeria?**

Table 5 shows the participants responses on effective classroom instruction

*Table 5. Mean and Standard Deviation of Items on Effective Classroom Instruction*

S/N	Effective Classroom Instruction	Mean	Standard Deviation
10	Helps in engaging learner with concepts and process for learning.	3.22	0.974
11	Helps learner articulate what they learnt.	2.86	0.948
12	Helps in bring out hidden talents and qualities in the learner.	2.92	0.968
13	Guides learner to communicate with peers constructively.	2.86	0.979
14	Helps in fostering creativity skill among the learners.	2.96	0.951
15	Helps learner master difficult skills and concepts.	2.88	0.958
16	Influences active participation of learner in learning.	3.36	0.961
17	Gives room for proper development of attitude and perception.	3.24	0.978
18	Provides in learner the ability to use the knowledge meaningfully.	3.12	0.956
	Grand mean	3.05	0.964

Table 5 shows that the participants' overall perception on effective classroom instruction is 'Agreed' (M = 3.05, SD = 0.964). this shows that participants agreed that effective classroom instruction enhances effective implementation of Universal Basic Education in Nigeria. In addition, all of the responses had mean values more than 2.50, which was the criterion value. This reveals that participants agreed that effective classroom instruction i) helps in engaging learner with concepts and process for learning (M = 3.22, SD = 0.974), ii) helps learner articulate what they learnt (M = 2.86,

SD = 0.948), iii) helps in bring out hidden talents and qualities in the learner (M = 2.92, SD = 0.968), iv) guides learner to communicate with peers constructively (M = 2.86, SD = 0.979), v) helps in fostering creativity skill among the learners (M = 2.96, SD = 0.951)., vi) helps learner master difficult skills and concepts (M = 2.88, SD = 0.958) vii) influences active participation of learner in learning (M = 3.36, SD = 0.961), viii) gives room for proper development of attitude and perception (M = 3.24, SD = 0.956), ix) provides in learner the ability to use the knowledge meaningfully (M = 3.12, SD = 0.964).

### **Evaluation**

#### **RQ 3: Does evaluation bring about effective implementation of UBE in Nigeria?**

Table 6 presents participants responses on evaluation

*Table 6. Mean and Standard Deviation of Items on Evaluation*

S/N	Evaluation	Mean	Standard Deviation
19	Helps to determine learner's competence before, during and after instruction.	2.97	0.954
20	Provides policy on the selection of instructional materials.	2.85	0.961
21	Helps to assess the impact of instructional activities.	2.90	0.967
22	Helps to determine the effectiveness of teaching methods.	3.24	0.918
23	Encourages achievement of teaching objectives.	2.82	0.978
24	Helps to ensure success of the school system.	2.88	0.964
25	Encourages effective habits of cognition that enable complex reasoning and efficient application of that reasoning.	2.92	0.954
26	Develops a sense of guidance in learners.	2.86	0.922
27	Helps in tracking and advancing learner progress.	2.84	0.966
	Overall Mean	2.92	0.954

Table 6 reveals that the participants' overall perception on evaluation is 'Agreed' (M = 2.92, SD = 0.954). This shows that participants agreed that evaluation brings about effective implementation of Universal Basic Education in Nigeria. In addition, all of the responses had mean values more than 2.50, which was the criterion value. This reveals that participants agreed that evaluation i) helps to determine learner's competence before, during and after instruction (M = 2.97, SD = 0.954), ii) provides policy on the selection of instructional materials (M = 2.85, SD = 0.961), iii) helps to assess the impact of instructional activities (M = 2.90, SD = 0.967), iv) helps to determine the effectiveness of teaching methods (M = 3.24, SD = 0.918), v) encourages achievement of teaching objectives (M = 2.82, SD = 0.978)., vi) helps to ensure success of the school system (M = 2.88, SD = 0.964) vii) encourages effective habits of cognition that enable complex reasoning and efficient application of that reasoning (M = 2.92, SD = 0.954), viii) develops a sense of guidance in learners (M = 2.86, SD = 0.922), ix) elps in tracking and advancing learner progress (M = 2.84, SD = 0.966).

### Research Hypotheses

The following hypotheses were developed and tested:

- 1) There is no significant relationship between students' mastery goal and effective implementation of UBE in North-west zone, Nigeria.
- 2) There is no significant relationship between effective classroom instruction and implementation of UBE in North-west, Nigeria.
- 3) There is no significant relationship between evaluation and effective implementation of UBE in North-west zone, Nigeria.
- 4) There is no significant relationship between curriculum management strategies and effective implementation of UBE in North-west zone, Nigeria.

### Pearson Correlation

Pearson's R can range from -1 to +1 according to Creswell and Creswell (2017) where positive Pearson correlation means that one variable rises at the the same time as the other, whereas negative Pearson correlation suggests that one variable increases while the other drops.

**H<sub>01</sub>:** There is no significant relationship between students' mastery goal and effective implementation of UBE in North-west zone, Nigeria.

*Table 7. Pearson Correlation of students' mastery goal and Effective Implementation of UBE*

			students' mastery goal	Effective Implementation of UBE
<b>Student's Mastery Goal</b>	Pearson correlation	1		..672**
	Sig. (2-tailed)			.000
	N	712		712
<b>Effective implementation of UBE</b>	Pearson Correlation	.672**		1
	Sig. (2-tailed)	.000		
	N	712		712

The Pearson correlation (Table 7) shows a high positive correlation between students' mastery goal and effective implementation of UBE ( $r = 0.672$ ,  $n = 712$ ,  $p = .000$ ). The Extremely significant  $p < 0.01$  correlation indicate a high level of relationship and supported, which implies high level of confidence in the link (Neuman, 2013; (Choy, 2014).

**H<sub>02</sub>:** there is no significant relationship between effective classroom instruction and implementation of UBE in North-west zone, Nigeria.



*Table 8. Pearson Correlation of Effective classroom Instruction and Implementation of UBE*

		Effective Classroom Instruction	Implementation of UBE
<b>Effective classroom Instruction</b>	Pearson Correlation	1	.761
	Sig. (2-tailed)		.000
	N	712	712
<b>Implementation of UBE</b>	Pearson Correlation	.761	1
	Sig. (2-tailed)	.000	
	N	1476	1476

The Pearson correlation (Table 8) shows a high positive correlation between effective classroom instruction and implementation of UBE ( $r = 0.761$ ,  $n = 712$ ,  $p = .000$ ). The Extremely significant  $p < 0.01$  correlation indicate a high level of relationship and supported, which implies high level of confidence in the association (Mugenda & Mugenda, 2013; Creswell, 2015).

**H<sub>03</sub>:** there is no significant relationship between evaluation and effective implementation of UBE in North-west zone, Nigeria

*Table 9. Pearson Correlation of Evaluation and Effective Implementation of UBE*

		Evaluation	Effective Implementation of UBE
<b>Evaluation</b>	Pearson Correlation	1	.749**
	Sig. (2-tailed)		.000
	N	712	712
<b>Effective Implementation of UBE</b>	Pearson Correlation	.749	1
	Sig. (2-tailed)	.000	
	N	712	712

The Pearson correlation (Table 9) shows a high positive correlation between evaluation and effective implementation of UBE ( $r = 0.761$ ,  $n = 712$ ,  $p = .000$ ). The Extremely significant  $p < 0.01$  correlation indicate a high level of relationship and supported, which implies high level of confidence in the association (Miller et al, 2011; Yilmaz., 2013).

#### *Linear Regression Analysis*

#### **Objective 4: Determine the relationship between curriculum management strategies and effective implementation of UBE in North-west zone, Nigeria**

This section shows the linear regression analysis on curriculum management strategies and effective implementation of UBE in North-west zone, Nigeria.

Table 10. Linear Regression of Curriculum Management Strategies and Effective Implementation of UBE

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.881	.756	.753	.352

a. Predictors: (constants), students' mastery goal, effective classroom instruction and evaluation.

Table 10 reveals that curriculum management strategies has significant impact on effective implementation of UBE with 0.756 of R square value.

Table 11. Linear Regression Coefficient for Curriculum Management Strategies and Effective Implementation of UBE

Model	Unstandardized coefficient		Standardized coefficient	T	Sig.
	B	Std. Error	Beta		
(Constant)	.468	.108		4.209	.000
students' mastery goal	.076	.038	.081	2.856	.000
Effective classroom instruction	.068	.054	.079	2.659	.000
Evaluation	0.317	.034	.371	5.679	.000

a. Dependent Variable: Effective Implementation of UBE

Linear regression was carried out to determine whether students' mastery goal, effective classroom instruction and evaluation could significantly predict effective implementation of Universal Basic Education. The results of running linear regression model as shown in Table 11 explained that the standard regression weight of the beta coefficients value for curriculum management strategies was .468 which reveals that curriculum management strategies enhances effective implementation of UBE. Also, shown that curriculum management strategies and effective implementation of UBE indisputable correlated. T-test of 4.209 was sufficiently high with corresponding p-value of .000. Thus, in relation, evaluation has the highest effect (Beta = 0.371) follow by students' mastery goal (Beta = 0.81) and effective classroom instruction (Beta = 0.079). In summary, the findings from this multiple linear regression research affirm that students' mastery goal, effective classroom instruction and evaluation are positively related to effective implementation of UBE in North-west zone, Nigeria.

## Discussion

The findings in Table 4 reveals that students' mastery goal improve the effectiveness of Universal Basic Education implementation in Nigeria, consequently, it help learners to better engaged in the learning process, awareness of the value of communication, enhances effective thinking on the part of individual learners, enables learners to express themselves freely, provides avenue for self-identification and self-assessment, makes learner have positive attitude towards task in the classroom, makes learner have positive attitude towards task in the classroom, learner have ownership in their learning as well as encourages learner to use adaptive learning strategies. Results from hypothesis one reveals that there is close and positive relationship between students' mastery

goal and effective implementation of UBE in Nigeria. The finding agreed with Alexander et al (2014) that mastering oriented learners are more engaged and put up more effort in the learning process that resulting in improved achievement. The finding concurred with Nolan (2016) that mastery-oriented classroom enhances effective realization of education goal. In addition, this finding supports the Joseph and Alyssa (2011) that mastery goal help to reduce or prevent anxiety student experience in classroom.

Table 5 findings shows that effective classroom instruction enhance implementation of Universal Basic Education in Nigeria. As a result, it helps in engaging learner with concepts and process for learning, learner articulate what they learn, bring out hidden talents and qualities in the learner, guides learner to communicate with peers constructively, fostering creativity skill among the learners, master difficult skills and concepts, influences active participation of learner in learning, gives room for proper development of attitude and perception, as well as provides in learner the ability to use the knowledge meaningfully. Result from  $H_{02}$  shows that there is a close and positive relationship between effective classroom instruction and implementation of UBE in Nigeria. The finding agreed with Dike (2014) that producing curriculum is not enough, it is also necessary to put in place equipment to ensure that its deals are implemented through effective classroom instruction. Also, the finding is in line with Omosidi et al (2017) that effective classroom instruction enhances effective implementation of UBE.

Table 6 reveals that evaluation brings about effectiveness of Universal Basic Education implementation in Nigeria. As a result, it helps to determine learner's competence before, during and after instruction, provide policy on the selection of instructional materials, help to assess the impact of instructional activities, determine the effectiveness of teaching methods, encourages achievement of teaching objectives, ensure success of the school system, encourages effective habits of cognition that enable complex reasoning and efficient application of that reasoning, develops a sense of guidance in learners as well as helps in tracking and advancing learner progress. Hypothesis three results shows that there is close and significant correlation between evaluation and effective implementation of UBE in Nigeria. This finding concurred with Abdullahi (2016) that curriculum evaluation help to measure overall curriculum and programme effectiveness. Also, the finding is in line with Agbor (2019) that evaluation enhances effective and efficient implementation of UBE programme. Furthermore, the finding agreed with (Idehen and Izevbigie, 2000; Saurayi, 2000) that poor evaluation adversely affect the successful implementation of UBE programme.

Regression analysis reveals that there is strong relationship between curriculum management strategies and effective implementation of Universal Basic Education in Nigeria. The findings concurred with Chris and Isaac (2013) that implementation of UBE programme in Nigeria is unsatisfactory due to inadequate human resource, funding, overcrowding, poor instructional materials dilapidated buildings that will enhance quality instruction, self-efficacy and achievement of educational goals. Also, this finding is in line with Okunola et al (2017) that curriculum management has significant relationship with implementation of educational policy.

## **LIMITATION AND IMPLICATION OF THE STUDY**

The fact is that while this study sheds light on the significance of curriculum management strategies in the successful implementation of Universal Basic Education, it also identified a few research limitations that should be addressed in future studies. Aside from the variables employed in this study, other variables can be used to assess curriculum management strategies. Senior secondary schools and higher institution can also be used in carried out similar study. This finding will assist the government and educational administrators in demonstrating concern for improve the effective implementation of UBE. This discovery could also be used as a reference point for future educational research.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the findings, the current study has conceptualized the relationship between independent variables such as students' mastery goal, effective classroom instruction and evaluation, all of which are promising variables for encouraging the effective implementation of UBE. All of the research objectives and questions were supported while analyzing the findings.

### Suggestions

School managers should encourage students' mastery goal so as to help learners to better engage in the learning process, awareness of the value of communication, enhances effective thinking on the part of individual learners, enable learners to express themselves freely, provides avenue for self-identification and self-assessment, make learner have positive attitude towards task in the classroom, make learner have positive attitude towards task in the classroom, learner have ownership in their learning as well as encourage learner to use adaptive learning strategies. Likewise, school managers should strive to create effective classroom instruction to help in engaging learner with concepts and process for learning, articulate what learner learn, bring out hidden talents and qualities in the learner, guide learner to communicate with peers constructively, foster creativity skill among the learners, master difficult skills and concepts, influence active participation of learner in learning, give room for proper development of attitude and perception, as well as provide in learner the ability to use the knowledge meaningfully. Furthermore, evaluation of curriculum and learners activities should be done frequently in order to determine learner's competence before, during and after instruction, provide policy on the selection of instructional materials, help to assess the impact of instructional activities, determine the effectiveness of teaching methods, encourage achievement of teaching objectives, ensure success of the school system, encourage effective habits of cognition that enable complex reasoning and efficient application of that reasoning, develop a sense of guidance in learners as well as helps in tracking and advancing learner progress towards effective implementation of UBE.

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