

THE 9-3-4 SYSTEM OF EDUCATION AND ITS EFFECT ON EDUCATIONAL
STANDARD IN OSUN STATE OF NIGERIA: AN EMPIRICAL STUDY
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Abstract

Education is the right of every child and government is to ensure that every child has access to quality education in order to have a developed and decent society. This empirical study assessed the 9-3-4 system of education and its effect on educational standards in Osun State in order to engender areas of improvement. Using the purposive sampling technique, 6 private schools, 3 of which were private primary schools and 3 private secondary schools, 5 public primary schools, 5 public middle schools and 5 public high schools were selected from each of the three selected local government areas making a total of 61 schools. 5 members of staff including the head mistress/masters at the primary level, principals and at least one vice principal at the secondary level and two senior teachers were purposively selected from each of the schools and copies of questionnaire were administered to them. Interviews were also conducted in order to elicit information about the 9-3-4 system of education in Osun State of Nigeria. The study revealed that the system was fully implemented across the public secondary schools in the State while it was moderately implemented across the private schools that were sampled in Osun State. Also, the study revealed that the system had no positive effect on students' and teachers' performances and most of the mandates of the 9-3-4 system of education were not fulfilled. The study therefore concluded that there is no relationship between standard of education in Osun State and the 9-3-4 system of education. The study recommended that the state government should make adequate funds available to the coordinating agencies and recruit more qualified teachers to teach students in the various primary and secondary schools in the State

Keywords: Education, Public policy, 9-3-4 system of education, Osun State

Introduction

Education has been described by many to be the grand gate to success. One of the notable responsibilities of government worldwide is to develop its educational sector in order to provide its citizenry at all levels qualitative education. Socialization is an important aspect of human society, it encourages growth and development in all its forms. People learn about societal norms, values, orientations and culture through the formal, informal and non- formal processes of education. Omokhodion (2008) asserts that educating people could take various dimensions, what we learn at home, and our daily experiences through the apprenticeship system or from the formal school system which could be the pre-primary, primary, secondary or at tertiary levels of education all contribute towards developing a child from the infant

stage to adulthood.

Yesufu (2000) argues that nations with educated people will naturally prosper because educated people are socialized in ways that can increase their productivity and performances in all that they do. Oyelola (2015) also reveals that education is the bedrock to national and human development as all the relevant skills needed for surviving in this changing world are acquired through education. In all nations of the world, education is generally accepted to be a key development index, in order to provide qualitative education all over the world, formulation of educational policies has been high on the agenda of governments. A lot of attentions are usually placed on the outcomes of educational policies and on the implication it has on economic prosperity and human development.

Successive government in Nigeria in cognizance of the importance and role that education plays in the society has introduced some policies or systems through which schools and educational institutions had been organized in the country. The Nigerian educational system was developed during the colonial period and it has been dynamic since then. The dynamism has led Nigeria from a 6-6-2-3 system where students are expected to undergo six years of primary school education, 6 years of secondary education, 2 years for A' levels and 3 years in the tertiary institutions to a 6-5-2-3 system where students have to undergo 5 years of secondary school as against the 6 years of the previous system.

After years of implementing the 6-5-2-3 system of education, Nigeria government introduced a new system or policy known as the 6-3-3-4. Under this system, students are expected to undergo 6 years of primary education, 3 years of junior secondary education and another 3 years in the senior secondary school as well as 4 years in the tertiary institution. Finally, the Nigerian government having identified the inadequacies associated with the 6-3-3-4 system of education decided to introduce another policy on education which is known as the 9-3-4 system of education which expects a student to undergo 9 years of primary and compulsory education, which has been regarded as the basic education and 3 years in the senior secondary school and 4 years in tertiary institution.

At the same time, the curriculum to be operated under the new system included certain subjects like Information and Communication Technology (ICT) and subjects and courses that can help to build the students' entrepreneurial and vocational skills and prowess in order to promote innovation and creativity. All these efforts and innovations were all in a bid to improve the quality of services been provided by the educational sector and in turn producing graduates who will be self-reliant and be able to assist the State and nation in achieving the Millennium Development Goals (MDGs) and by extension, the Sustainable Development Goals (SDGs). According to scholars like Oyedele (2015), Omokhodion (2008), Amadioha (2008), the objectives of the 9-3-4 system of education is quite good and lofty but its implementation has been discovered to be a very difficult task due to all the issues and challenges associated with it.

In Osun State, Nigeria, the policy was enforced and implemented by the state

government in all primary and secondary schools across the State during the administration of the former governor, Rauf Aregbesola. The former governor of the state reformed the school system by dividing all secondary schools in the State into middle and senior schools. Before the implementation of the 9-3-4 system in the state, what was in operation was that a school accommodates both junior and senior school students but with the introduction of the new system, some of the schools were made to be middle schools which accommodates only students in Junior Secondary School (JSS) 1-3. So instead of moving into a school for another 6 years where they are to start from Junior Secondary School (JSS) 1-3 and Senior Secondary School (SSS) 1-3, a middle school was created for them to acquire the remaining basic and compulsory education for 3 years which will now complete the 9 years of primary and basic education as dictated by the 9-3-4 system of education. After the completion of the basic primary education, students then proceeds to the Senior Secondary School for another 3 years where they could either be a science, art or commercial student depending on their choices and interest after which they can proceed to the tertiary institutions of their choice.

The expectations of the government and the general Osun State populace was that the introduction of the 9-3-4 system of education will help to improve the standard of education in Osun State and produce fully baked students who will be self-reliant and able to drive the economy of the State and that of the Nigerian economy. Above all, it was also believed that these students will assist the State in achieving the MDGs by the year 2020. However, this policy or system seems not to have yielded the expected results, most schools that implemented the system are reverting back to the previous system (6-3-3-4) and there has been a lot of problems and complains during the implementation of the policy. It is on this premise that this empirical study is predicated, to assess the 9-3-4 system of education and its effect on educational standards with the aim of ascertaining areas of improvement in order to produce self-reliant students and better ways of organizing the educational sector in Osun State in particular and Nigeria in general.

Literature Review

Public Policy

According to Fatoki (2019), government formulate policies in order to solve societal problems, for instance, the 9-3-4 system on education was introduced in order to find solutions to some associated challenges of the 6-3-3-4 system of education. According to Thomas Dye Public policy is “whatever government chooses to do or not to do”. From a broader perspective, public policy entails the activities government engages in to maintain order in the society as well as provide the needs of its people through means defined in its constitution. Public policy is aimed at solving problems streaming from political, educational, economic, cultural or social in nature. Policy making involves both technical and political processes of articulating and matching actors' goals and means. Policies are thus actions which contain goal(s) and the means to achieve them.

Every policy of government is expected to pass through the policy process. According to Adamolekun (1983), the policy process entails specifically three stages- the policy formulation, implementation and evaluation. Every policy must definitely pass through the formulation stage. This simply means that before a policy is formulated, the policy maker must first and foremost identify the problem that is about to be solved as well as identifying various ways (Alternatives) through which the problem can be solved, analysing the various alternatives and selection of the best alternative. The term “policy implementation” has been defined by many scholars from various perspectives. Makinde (2011) said that policy implementation refers to the process of converting inputs such as financial, material, technical, human etc. into outputs- goods and services. It is also described as the stage where the earlier preparations and designs, plans and analysis are tested in the harsh light of reality and where policy content and the impact on people could be substantially altered or even negated by the political and administrative process. What is called public policy must have to be implemented and its success depends on how well its implementation is. In order to get feedback from members of the target groups as regards the success of a programme, all government policies, agricultural policies inclusive, must be evaluated. When the policy process is viewed as a sequential pattern of activities, its final stage is the policy evaluation process. The stage entails the estimation, assessment or appraisal of a policy, including its content, implementation, goal attainment level and other effects. Under this stage, factors that contributes to the success or failure of a policy is also analyzed.

Education

Education is widely seen as the key to success and the most important measure for gauging progress; as a result, the more educated the people of a nation is, the more developed it is (Uwaifo & Uddin 2009). Thus, education may be seen as the process through which individuals acquire knowledge, skills, attitudes, talents, competence, and cultural norms of a society in order to pass on this life to the following generations in order to promote the society's ongoing development (Uwaifo & Uddin, 2009). Ochoyi and Danladi (2008) state that education is generally concerned with the transmission of good values such as abilities, information, and organized activities that might increase learners' capacity for societal growth. Adeyanju (2010) highlighted that without education, neither growth nor peace or security can take place. According to him, education is one of the most effective tools for escaping poverty on a personal level because it increases a person's chances and quality of growth. According to the Nigerian National Policy on Education (2007), education is for

- i. The development of an individual into a morally sound, patriotic and effective citizen.
- ii. The total integration of the individual into the immediate community, the Nigerian society and the world as a global village
- iii. The inculcation of national consciousness, values and national unity and

- iv. The development of appropriate skills, mental, physical and social abilities/competencies and of empowering the individual to live in and contribute positively to society.

However, according to a World Bank report quoted by Adeyanju (2010), Nigerians are not receiving high-quality, career-relevant education. Quality education, according to Omotayo, Ihebereme, and Maduewesi (2008), can be seen as a specific standard of education that is attainable in comparison to the current international standard. Such instruction must be useful. According to education experts, functional education stresses technological advancement, self-employment, independence, nation-building, job performance, competency, life skills, and lifelong learning (Akubailo, 2008). Qualitative education is also viewed as functional by Fafunwa (1986). According to him, a quality education is one that equips students with the fundamental knowledge, skills, and talents needed to contribute to society. As a result, education is quality to the extent that it works to accomplish national goals and equips students for success in the real world.

The Universal Basic Education Programme/ 9-3-4 System or Policy on Education

The growth of the individual and the nation depends on basic education. It serves as the cornerstone for all other educational levels and is essential to the advancement of both the individual and the nation (Tahir, 2006). According to Ochoyi and Danladi (2008), the provision of basic education for all individuals has been a global goal that Nigeria, like several other nations, sets out to attain through the Universal Basic Education (UBE) program. The need for such an intervention program in the country's educational system stems from awareness of the importance of education in a person's life and in advancing social, political, and economic growth in every country.

Omokhodion (2008) asserts that no country can progress beyond its level of education. Prior to the implementation of the UBE/9-3-4 System or Policy, it was discovered that the government's previous education policy and program contributed to distortions, a high dropout rate, a limited range of subjects covered in the curriculum, and graduates who fell short of society's expectations. In order to solve these issues, the UBE/9-3-4 System or Policy was established, which offers free, universal, and required basic education to all students, regardless of their sex, age, ethnicity, religion, language, or socioeconomic situation. Additionally, it will house a comprehensive adult literacy program. The scheme is therefore designed to ensure adequate and qualitative education that is directed towards the achievement of the nation's objectives.

The UBE consists of 9 years of continuous education, with 3 years of junior secondary school and 6 years of primary school. Continuous evaluation is used to evaluate the automatic transition between classes. The UBE program aims to improve the execution of the National Policy on Education by removing distortions

and inconsistencies in the delivery of basic education. It is also to provide greater access to basic education and ensure its quality throughout the country. Omokhodion (2008) in assessing the preparedness of Nigeria for her Universal Basic Education which is meant to be the 9 years of primary and basic education identified the problems of facing the implementation of universal basic education in Nigeria to include lack of adequate infrastructure, personnel and even cultural problems. The study discovered that most people who had been trained to teach are not interested in the profession and those who are even interested are been discouraged because of poor conditions of service and poverty. The study recommends that for the 9-3-4 system of education to be properly implemented in Nigeria, there must be a radical review of teachers' conditions of service and there should timely supply of facilities for the schools. Most of the challenges identified by Omokhodion (2008) to be facing the 9-3-4 system of education was also identified by Oketunbi and Oshin (2018) as the problems facing the 6-3-3-4 system of education in Nigeria. Hence, one can conclude along this line that, the problem is not with the system of education been operated or practiced rather, it's mostly institutional problems.

In another dimension, Oyedeki (2015) reveals that in terms of policy making, Nigeria has been able to formulate laudable policies in the area of education but the problem is that the investment of government in the sector has been inadequate and this has been the reason for the decline in the standard of education over the years. The findings of the study further revealed that the decline in education standard in Nigeria has been as a result of poor or ineffective implementation of educational policies and faulty policy processes. The implementation process has been faulty because most of the policies been adopted for implementation are indigenous, they are alien to the implementers of the policies. At the same time, the implementation strategies adopted by the government are not always adequate to achieve the goals and objectives of the policy and most importantly, the stakeholders like teachers and school management are not involved in the course of formulating and implementing the policy among other lapses. This also corroborates the fact that the system of education been practiced is not responsible for the fall in the standard of education, the problem has always been that of implementation.

In the same vein, Dosomah and Edosomwan (2011) discovers in their study that the Nigerian educational system has been experiencing a lot of problems and these problems had created a lot of multiplier effects in various sectors of the economy. The 9-3-4 system of education was introduced to solve the problems that had lingered for so long, but it was revealed that "the Nigeria's 9-3-4 is not functional and is in danger of being obsolete by full transition of its annual sequential class additions unless drastic measures are taken to solve the problems. Uwaifo and Uddin (2009) in their paper assessed the performance of 6-3-3-4 system of education in Nigeria and discovered that the system failed due to some problems the policy encountered at the implementation level. The paper revealed that the problem of implementation is partly due to inadequate personnel, fund, facilities and administrative will. The paper concluded by proffering various options towards

solving the identified problems in the 6-3-3-4 system, so that the goals of the newly introduced 9-3-4 system will be attainable.

Objectives of the Study

The broad objective of this study is to assess the implementation of the 9-3-4 system of education in Osun State with the aim of ascertaining areas of improvement to engender a better education sector. The specific objectives are to:

- i. examine the implementation strategies put in place to implement the 9-3-4 system of education in Osun State;
- ii. determine the extent to which private schools in Osun State participated in the implementation of the system;
- iii. assess the effect of the system on the educational sector and standard in Osun State; and
- iv. analyze the challenges facing the implementation of the system in Osun State, Nigeria

Methodology

The population under which the 9-3-4 system of education and its effect on educational standards in Osun State of Nigeria were assessed and it comprised all the administrative staff in the Ministry of Education in Osun State and that of the Universal Basic Education Board of the State. Also included are the members of staff of the selected primary and secondary schools across the three senatorial districts of Osun State. The selected local government areas in Osun State are Ife Central Local Government Area, under Osun East Senatorial District; Ede South Local Government Area, under Osun West Senatorial District and Osogbo Local Government Area, under Osun Central Senatorial District. This population includes the head masters/mistress, their assistants and all teachers in the primary schools, the principals, vice principals and teachers of the selected schools in Osun State.

Using the purposive sampling technique, 6 private schools, 3 of which were private primary schools and 3 private secondary schools, 5 public primary schools, 5 public middle schools and 5 public high schools were selected from each of the three selected local government areas making a total of 61 schools. 5 members of staff including the head mistress/masters at the primary level, principals and at least one vice principal at the secondary level and two senior teachers were purposively selected from each of the schools. Three hundred and five (305) Copies of questionnaire were administered to them in order to elicit information from them about the implementation of the 9-3-4 system of education in Osun State. Finally, the Permanent Secretary and Director in the ministry of education and the Chairman of Universal Basic Education Board in the State were interviewed in order to complement the information that has been gathered through questionnaire administration.

Data were gathered through the administration of questionnaire to the selected primary and secondary schools, ministry of education in Osun State and that

of the Universal Basic Education Commission (UBEC). A total of three hundred and five (305) copies of questionnaire were administered in order to elicit information on the implementation of the 9-3-4 system of education in Osun State and 196 (64%) copies of the questionnaire were successfully retrieved from the respondents and that was what the researcher worked with. Also, socio demographic characteristics of the respondents as well as variables on each of the research objectives, which were used to assess the implementation of the 9-3-4 system of education in Osun state, were discussed. Remarkably, the respondents reacted to all assertions set out in all the sections of the questionnaire. Data were analysed by SPSS and presented in frequency, and percentage as well as inferential statistics.

Results

To analyze this, two methods were employed. Firstly, the responses of the respondents to a particular Part of the questionnaire which addressed the effects of the system on the educational standard were subjected to frequency count and percentages. The Relative Significant Index was used to rate the importance of each item in relative to others. The result is presented in Table 1

Table 1: Effects of the 9-3-4 System of Education on Educational Standard in Osun State Public Schools

S/N	Items	SA	A	D	SD	Rank	RSI
1.	The 9-3-4 system of education enhanced the teaching/learning processes in Osun State schools	29 (14.8%)	89 (45.4%)	55 (28.1%)	19 (9.7%)	0.667	6
2.	The implementation of the system brought about better funding of schools in the State	25 (12.8%)	67 (34.2%)	72 (36.7%)	27 (13.8%)	0.618	12
3.	The 9-3-4 system hinders students' from performing excellently in the external examinations unlike previous experiences under the 6-3-3-4 system	38 (19.4%)	77 (39.3%)	51 (26.0%)	24 (12.2%)	0.670	5
4.	The 9-3-4 system of education when implemented enhanced students' movement from lower to higher class	23 (11.7%)	97 (49.5%)	53 (27.0%)	19 (9.7%)	0.661	7

S/N	Items	SA	A	D	SD	Rank	RSI
5.	The implementation of the system had brought about better management of schools in Osun State	21 (10.7%)	71 (36.2%)	73 (37.2%)	23 (11.7%)	0.620	11
6.	Students acquire the basic and compulsory education with ease due to the implementation of the 9-3-4 system	29 (14.8%)	73 (37.2%)	72 (36.2%)	17 (8.7%)	0.649	8
7.	The implementation of the 9-3-4 system destabilized the school structures and organization thereby leading to inefficiencies and poor performances	52 (14.8%)	81 (41.3%)	37 (18.9%)	21 (10.7%)	0.715	2
8.	Teachers were made to follow strictly the curriculum and syllabus that has been drawn out by the Ministry of Education due to the implementation of the system	47 (24.0%)	117 (59.7%)	22 (11.2%)	06 (3.1%)	0.767	1
9.	The 9-3-4 system of education has helped to ensure a better school system in Osun State	20 (10.2%)	76 (38.8%)	71 (36.2%)	24 (12.2%)	0.620	10
10.	Teachers are better monitored and supervised under the 9-3-4 system of education	31 (15.8%)	96 (49.0%)	50 (25.5%)	14 (7.1%)	0.688	4
11.	The students are better assessed under the system than that of the 6-3-3-4 system	25 (12.8%)	83 (42.3%)	62 (31.6%)	11 (11.2%)	0.645	9
12.	The schools were better equipped with facilities and infrastructures due to the implementation of the system	27 (13.8%)	67 (34.2%)	53 (27.0%)	44 (22.4%)	0.601	13

S/N	Items	SA	A	D	SD	Rank	RSI
13.	Some schools were closed as a result of the implementation of the 9-3-4 system of education	51 (26.0%)	80 (40.8%)	36 (18.4%)	23 (11.7%)	0.709	3

Source: Field Survey, 2022

Table 1 presented the effects of the 9-3-4 system on the educational standard in Osun State public schools. From the table, the item “Teachers were made to follow strictly the curriculum and syllabus that has been drawn out by the Ministry of Education due to the implementation of the system” ranked 1st, followed by “The implementation of the 9-3-4 system destabilized the school structures and organization thereby leading to inefficiencies and poor performances” which ranked as 2nd. The item “Some schools were closed as a result of the implementation of the 9-3-4 system of education” ranked as 3rd, while “Teachers are better monitored and supervised under the 9-3-4 system of education” ranked as 4th, while the item “The 9-3-4 system hinders students' from performing excellently in the external examinations unlike previous experiences under the 6-3-3-4 system” ranked as 5th. Also from the table, the item “The implementation of the system had brought about better management of schools in Osun State” ranked as 11th, followed by the item “The implementation of the system brought about better funding of schools in the State” which ranked as 12th and the item “The schools were better equipped with facilities and infrastructures due to the implementation of the system” which ranked as 13th.

Secondly, the responses were summed together to constitute respondents' measure on the effects of the implementation of the 9-3-4 system on public schools. The mean and standard deviation were 32.58 and 6.93 respectively, while the minimum and maximum scores were 13 and 46 respectively. On the scale, scores that ranged between the minimum obtained score and the mean score minus one SD (13-26) were regarded as 'negative' effect, while scores greater than the mean minus one SD but lesser than the mean plus one SD (27-37) were taken as 'neutral' effect and scores that ranged between the mean plus one SD and the maximum obtained score (38-46) were regarded as 'positive' effect. Data obtained from the categorization were then analyzed with the use of frequency count and percentage and the result is presented in Table 2

Table 2: Effects of the Implementation of the System on the Educational Standard in Osun State Public Schools

Effects of Implementation	Frequency	Percent
Negative	27	13.8
Neural	123	62.8
Positive	46	23.5
Total	196	100.0

Source: Field Survey, 2022

Table 3: Effects of the System on the Educational Standard in Osun State Private Schools

S/N	Items	SA	A	D	SD	Rank	RSI
1.	The 9-3-4 system of education enhanced the teaching/learning processes in Osun State schools	08 (14.0%)	32 (56.1%)	11 (19.3%)	05 (8.8%)	0.692	3
2.	The implementation of the system brought about better funding of schools in the State	08 (8.8%)	21 (36.8%)	20 (35.1%)	10 (17.5%)	0.594	11
3.	The 9-3-4 system hinders students' from performing excellently in the external examinations unlike previous experiences under the 6-3-3-4 system	04 (7.0%)	18 (31.6%)	24 (42.1%)	08 (14.0%)	0.583	12
4.	The 9-3-4 system of education when implemented enhanced students' movement from lower to higher class	11 (19.3%)	26 (45.6%)	15 (26.3%)	01 (1.8%)	0.722	2
5.	The implementation of the system had brought about better management of schools in Osun State	06 (10.5%)	25 (43.9%)	18 (31.6%)	05 (8.8%)	0.648	7
6.	Students acquire the basic and compulsory education with ease due to the implementation of the 9-3-4 system	08 (14.0%)	26 (45.6%)	13 (22.8%)	04 (7.0%)	0.686	4
7.	The implementation of the 9-3-4 system destabilized the school structures and organization thereby leading to inefficiencies and poor performances	09 (15.8%)	17 (29.8%)	17 (29.8%)	10 (17.5%)	0.618	8
8.	Teachers were made to follow strictly the curriculum and syllabus that has been drawn out by the Ministry of Education due to the implementation of the system	15 (26.3%)	24 (42.1%)	13 (22.8%)	01 (1.8%)	0.750	1

S/N	Items	SA	A	D	SD	Rank	RSI
9.	The 9-3-4 system of education has helped to ensure a better school system in Osun State	06 (10.5%)	27 (47.4%)	15 (26.3%)	05 (8.8%)	0.660	6
10.	Teachers are better monitored and supervised under the 9-3-4 system of education	09 (15.8%)	19 (33.3%)	22 (38.6%)	02 (3.5%)	0.668	5
11.	The students are better assessed under the system than that of the 6-3-3-4 system	06 (10.5%)	20 (35.1%)	18 (31.6%)	09 (15.8%)	0.608	9
12.	The schools were better equipped with facilities and infrastructures due to the implementation of the system	04 (7.0%)	20 (35.1%)	22 (38.6%)	07 (12.3%)	0.599	10
13.	Some schools were closed as a result of the implementation of the 9-3-4 system of education	04 (7.0%)	17 (29.8%)	17 (29.8%)	15 (26.3%)	0.547	13

Source: Field Survey, 2022

Table 3 presented the effects of the 9-3-4 system on the educational standards in Osun State private schools. From the table, the item “Teachers were made to follow strictly the curriculum and syllabus that has been drawn out by the Ministry of Education due to the implementation of the system” ranked 1st, followed by “The 9-3-4 system of education when implemented enhanced students' movement from lower to higher class” which ranked as 2nd. The item “The 9-3-4 system of education enhanced the teaching/learning processes in Osun State schools” ranked as 3rd, while “Students acquire the basic and compulsory education with ease due to the implementation of the 9-3-4 system” ranked as 4th.

Secondly, the responses were summed together to constitute respondents' measure on the effects of the implementation of the 9-3-4 system on private schools. The mean and standard deviation were 32.54 and 7.20 respectively, while the minimum and maximum scores were 13 and 44 respectively. On the scale, scores that ranged between the minimum obtained score and the mean score minus one SD (13-25) were regarded as 'negative' effect, while scores greater than the mean minus one SD but lesser than the mean plus one SD (26-40) were taken as 'neutral' effect and scores that ranged between the mean plus one SD and the maximum obtained score (41-57) were regarded as 'positive' effect. Data obtained from the categorization in terms of

were then analyzed with the use of frequency count and percentage and the result is as presented in Table 4

Table 4: Effects of the Implementation of the System on the Educational Standard in Osun State Private Schools

Effects of Implementation	Frequency	Percent
Negative	7	12.3
Neutral	46	80.7
Positive	4	7.0
Total	57	100.0

Source: Field Survey, 2022

Table 4 showed the effects of the implementation of the 9-3-4 system in Osun State private schools. From the table, most (80.7%) of the respondents postulated that the implementation had neutral effects, 12.3% opined that the implementation had negative effects on private schools, while 7.0% postulated that the implementation had positive effects on private schools in Osun State.

From the data gathered through the interview sessions, findings revealed that the State educational system has suffered a lot of setback and disadvantages. A model has been used to describe and analyze this challenges and it is presented in figure 1

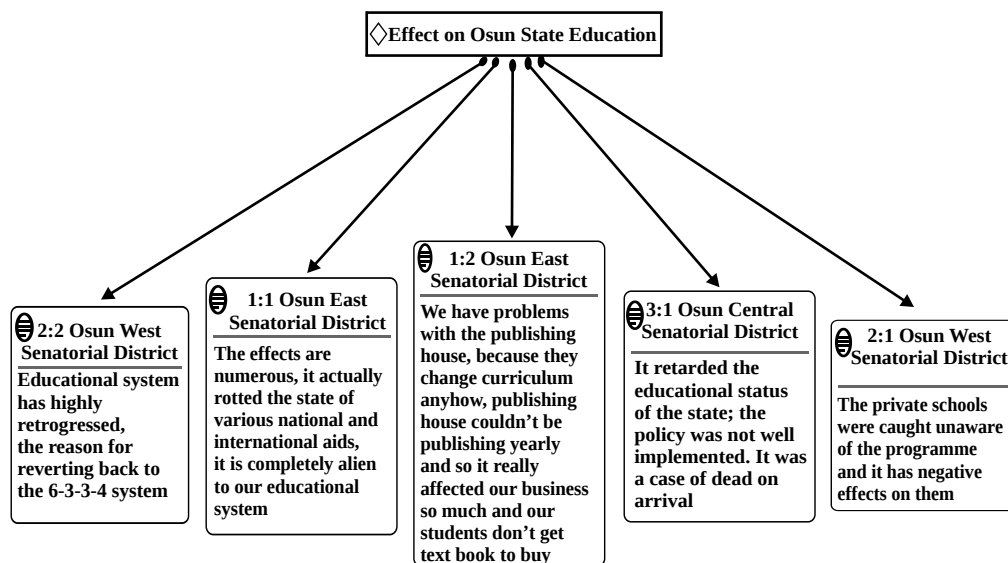


Fig 4.1 Effect of the 9-3-4 system on Osun State Educational sector and standard of education in schools

Source: Field work (2022)

Discussion of Findings

Educational system in Osun State faced a lot of set back as a result of policy put in place by the Ogbeni Rauf Aregbesola's administration (2010-2018). Some of the effects according to some respondents are retrogression of educational system. Some of the equipment and facilities essential for the system are very expensive, not readily available locally and the resources required are not made available from the government. The private schools were caught unaware and this caused a lot of setback for them too, some of them were not running the system. The 9-3-4 was operated by the public schools while majority of the private were running the former 6-3-3-4.

Conclusion

The 9-3-4 system of Education, based on the finding of this study has no significant effect on the standard of education been provided by both private and public schools in Osun State of Nigeria. Many school administrators and teachers has testified about its inadequacy in transforming positively the educational sector in the State. Findings also revealed that many of the private schools in the State only participated in the implementation of the system moderately. Thus, the 9-3-4 system of education is not a veritable system or policy on education as it has faced numerous challenges and unable to fulfil most of its mandates.

Recommendations

- In respect of the findings from the study, the following recommendations are offered to help the 9-3-4 system of education tackle most of its aforementioned challenges. The state government should make adequate funds available to the coordinating agencies- The Ministry of Education and the Universal Basic Education Commission as at when due in order to be able to purchase necessary facilities, build classrooms, train and motivate teachers in order to ensure smooth implementation of the policy or system. If the government of Osun State can release more money to the coordinating agencies, the problems of lack of unconducive learning environment, lack of teaching aids, materials and infrastructures will all be surmounted and the policy will be more effective and efficient.
- Government of Osun State should try to recruit more qualified teachers to teach students in the various primary and secondary schools in the State. They should also introduce a policy that will mandate all private school owners to employ teachers who meet some certain requirement in order to ensure that students are taught the right thing at the right time. The coordinating agencies too should be equipped with qualified and dedicated staffs in order to ensure that there is proper monitoring of schools, teachers and administrators.

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