SSR Journal of Arts, Humanities and Social Sciences (SSRJAHSS)

OPEN ACCESS

Volume 2, Issue 7, 2025 Journal homepage: https://ssrpublisher.com/ssrjahss ISSN: 3049-0391 (Online)
Email: office.ssrpublisher@gmail.com

An Investigation into the Improvement of Edo Basic Education Sector Transformation (Edo Best) on the Old Curriculum

Dr. (Mrs). Margaret Ose Asika, Mrs. Gladys Isere, Dr. James I. Asika

Ambrose Alli University, Ekpoma, Edo State, Nigeria

Received: 10.06.2025 | **Accepted:** 17.06.2025 | **Published:** 17.07.2025
***Corresponding Author:** Dr. (Mrs). Margaret Ose Asika
DOI: *10.5281/zenodo.16045934*

Abstract **Original Research Article**

This study examined the improvement of Edo Basic Education Sector Transformation (Edo Best) on the old curriculum and its effects on children academic performance in public schools in Esan Central Local Government area of Edo State. The main purpose of this study was to examine the advantages of Edo Best program over the old/formal curriculum and to find out if there is a relationship between Edo Best program and the academic performance of children in Esan central local government area Edo state, three hypotheses where formulated to guide the study. The study adopted the descriptive research design. A sample of 46 was drawn from a population of 286 teachers and 120 from the population of 7,266 pupils in Esan central local government area of Edo state. In order to test these hypotheses, two research instruments were used to collect the data as follows: questionnaires and pupils achievement test were used to measure the academic performance of pupil's before and during EdoBest. Data obtained were analyzed using descriptive statistics, levene's test for equality of variance and simple percentage and t-test at 5% level of significant. Results obtained revealed the following: there was no significant difference in the academic performance of pupils before and during Edo Best but the high percentage of pupil's response to the program shows that Edo best is more advantageous to the pupils than the formal one in the ratio of 1to 5 (1:5) in Esan central local government area Edo state ,it was therefore concluded that the teaching of just two subjects literacy and numeracy does not necessarily improve academic performance, but that the learning environment, the learning materials/teaching aids play a big role in motivating and stimulating the interest of pupils in public primary schools in Esan central local government area of Edo state. It was then recommended that Edo best planners, educators and other relevant stakeholders should come together to chart the way forward by inviting experienced teachers as well as head teachers in the field to discuss the better way to include their welfare and other areas of concern in the curriculum so as to ensure 100% success of the programme.

Keywords: Edo Basic Education Sector Transformation (EdoBEST), curriculum reform, academic performance, public primary schools, Esan Central Local Government, learning environment, teaching aids, literacy, numeracy, educational outcomes.

Citation: Asika, M. O., Isere, G., & Asika, J. I. (2025). An investigation into the improvement of Edo Basic Education Sector Transformation (Edo Best) on the old curriculum. *SSR Journal of Arts, Humanities and Social Sciences*, 2(7), 83-92.

INTRODUCTION

The Edo Basic Education Sector Transformation (Edo BEST) program, initiated by the Edo State Government in 2018, is part of the state's ambitious effort to improve education outcomes and reform the educational sector in Nigeria. The program focuses on providing a child-centered, innovative, and technology-driven approach to education, aiming to address the challenges that have long plagued the Nigerian education system, such as poor infrastructure, outdated teaching methods, and low academic performance (Edo State Government, 2023). A significant aspect of this transformation is the overhaul of the curriculum in primary and secondary schools, particularly in public schools.

Before the introduction of the Edo BEST program, the Edo State education system faced several challenges, including low student achievement, poorly trained teachers, and a curriculum that was often disconnected from the real-world needs of students (Federal Ministry of Education, 2022). Despite efforts by previous administrations to improve the sector, the educational system was still grappling with issues such as overcrowded classrooms, inadequate resources, and outdated pedagogical methods. As a result, students in public schools, particularly in rural

areas such as Esan Central Local Government Area (LGA), continued to perform poorly in both internal and external examinations.

The implementation of the Edo BEST program represents a paradigm shift in addressing these challenges, particularly through curriculum reform, teacher professional development, and the incorporation of digital learning tools. The program's focus on improving teaching quality, providing better learning environments, and equipping students with the skills necessary for the 21st century is aimed at transforming the education system and improving academic performance (Okoro & Eze, 2023).

Statement of Problem

The concept of teaching and learning together, occupies a central and pivotal position in formal education. The centrality of teaching and learning is implicit in Gowin (1981) definition of formal education as, the "deliberate intervention in the lives of humans using materials selected in accordance with some criteria of excellence" as reported in (Asiku and Ibhafidon, 2015). Note the controlling concepts in Godwin's definition: 'deliberate' which implies intentionality, 'intervention' which embodies a process, goal or outcome directed, and 'materials' representing the curriculum or subject matter, which are to be elected with due consideration of some planning principles as set criteria.

Curriculum here can be seen in terms of the subjects that are thought and as set at within the set of textbooks. Therefore, whether students' academic performance will be enhanced or not depends greatly on how these subjects are thought. Thus, a teacher requires not only knowledge of subject matter, but knowledge of how students/pupils learn and how to transform them into active leaner (Sun.a.cza, 2013).

Teachers in their own little way have been doing all they can to improve the academic performance of children across the state, but research made by Edo State government prove to them that children specially in public primary schools need to do more when it comes to reading and solving simple arithmetic or mathematics. Hence the introduction of Edo Best programme which, involve absolutely new way of teaching and learning in public primary schools. Is Edo Best really the best? Is it actually improving teaching and learning in the class room as it is intended to be? Are all those primarily involved especially the pupils maximally benefiting from it?

However, few or no researches have been carried out on this subject matter. This is an important gap which this study intends to fill. The problem of the study therefore, is to find out the improvement of Edo Best programme on the old curriculum and its effects on children's academic performance in public primary schools in Esan Central Local Government Area.

Objective of the Study

The broad objective is to examine the improvement of Edo Basic education sector transformation (EdoBest) on the old curriculum and it effect on children academic performance in public primary school in Esan central local Government Area.

Specifically, the study seeks to:

1) Examine in details the advantages of EdoBest programme over the old curriculum.
2) Examine the challenges facing EDOBEST programme
3) Find out possible ways to improving on the EDOBEST programme

Research Questions

The following research questions guided the study.

1)What are the advantages of Edo Best programme over the old curriculum?
2)What are the challenges facing EdoBEST programmes
3)What are the possible ways to improve EDOBEST Programme

Research Hypothesis

There are no significant advantages of Edo Best programme over the old curriculum.

REVIEW OF RELATED LITERATURE

The Edo Basic Education Sector Transformation (EdoBEST) initiative, launched by the Edo State Government in 2018, addresses systemic issues in education by introducing modern frameworks, technology, and teacher training. It aims to replace the outdated curriculum criticized for poor education quality. Key improvements include enhanced teacher capacity through structured training, the integration of digital tools for interactive learning, and a data-driven approach to student monitoring and personalized learning (Edo State Government, 2020; Oseni & Adediran, 2020). However, challenges such as sustainability, inadequate infrastructure, and teacher resistance remain obstacles (Akinmoladun & Adeniran, 2021; Okolo & Olanrewaju, 2021). Strategies for success include focusing on infrastructure development, public-private partnerships, and ongoing teacher support (Okolo & Olanrewaju, 2021; Ogunyemi & Ige, 2021).

EdoBEST improves education through teacher training, technology integration, student-centered learning, and data-driven evaluation. Unlike the traditional system, which had poorly trained teachers and outdated methods, EdoBEST emphasizes continuous professional development and the use of technology to enhance teaching and track student progress (Duruji, 2020; Ocho, 2020). The program fosters active student engagement through interactive learning and personalized pathways (Onasanya & Okojie, 2020). It also offers better monitoring of both student and teacher performance, enabling targeted interventions (Duruji, 2020). Furthermore, the curriculum adapts to local contexts, making learning more relevant for students (Ajiboye & Adeoye, 2020).

Notwithstanding its successes, EdoBEST faces several challenges. Infrastructure deficits, including unreliable

electricity and internet access, limit the effectiveness of digital tools, particularly in rural areas (Akpan et al., 2022). Resistance to change, particularly among veteran teachers, hinders the full adoption of the program (Oluwole et al., 2021). Inadequate ongoing teacher training and the high turnover of trained teachers further compromise its impact (Nwokedi, 2023). Financial sustainability is a concern, as continued funding is needed to maintain the program's technological and infrastructural needs (Ibrahim, 2021). Additionally, the monitoring and evaluation system has faced challenges in data collection and analysis, impacting timely interventions (Eze et al., 2020). Finally, community engagement is essential but remains low, limiting the program's support from parents and local communities (Obinna & Okafor, 2023).

Method of the Study

This study utilized a comparative research design to evaluate the improvement of the Edo Best programme over the previous curriculum in enhancing academic performance in public primary schools in Esan Central L.G.A. The population included 7,266 pupils (3,659 boys and 3,607 girls) and 286 teachers. The focus was on primary 5 and 6 pupils, with a targeted sample of 1,200 pupils (500 boys and 700 girls), and 286 teachers.

The sample size was 10% of the pupils (120) and 16% of the teachers (46), selected through simple random sampling. Six schools were randomly chosen (3 urban and 3 rural) from 40 schools in the area. The instruments used were a pupil achievement test and a questionnaire on the Edo Best programme, divided into two sections: bio-data and programme evaluation.

Content validity was ensured with expert input, and reliability was tested using coefficient alpha, yielding a reliability coefficient of 0.70. The instruments were administered personally by the researcher after obtaining permission from relevant authorities. Data analysis included descriptive statistics (mean, percentages) and hypothesis testing using the t-test at a 5% significance level

RESULT AND DISCUSSION

Results

Table 1: Distribution of respondents by sex

SEX					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	7	15.2	15.2	15.5
	Female	36	78.3	78.3	93.5
	Male	3	6.5	6.5	100.0
	Total	46	100.0	100.0	

Table 1 above shows the distribution of respondents by sex. From the table 36 respondents representing 78.3 percent were female, 3 respondents representing 6.5 percent are male while 7 respondents representing 15.2 percent did not indicate their gender.

Table 2: Distribution of respondents by age

AGE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26 - 35 Years	1	2.1	2.1	2.1
	36 Years and above	36	78.3	78.3	80.4
	No Response	9	19.6	19.6	100
Total		46	100.0		

Table 2 above shows the distribution of respondents by age. From the table, 1 respondent representing 2.1 percent is within the range of 26 to 35 years, 36 respondents representing 78.3 percent are from 36 years and above while 9 respondents representing 19.6 percent did not indicate their age range.

Table 3: Distribution of respondents by Years of experience

Years of Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 - 8 Years	2	4.4	4.2	4.2
	9 - 14 Years	25	54.3	70.8	75.0
	15 Years and above	9	19.6	25.0	100.0
	Total	36	78.3	100.0	
	No response	10	21.7		
Total		46	100.0		

Table 3 above shows the distribution of respondents by years of experience. From the table, 1 respondent representing 3.2 percent had between 3 and 8 years of experience, 25 respondents representing 54.8 percent had between 9 to 14 years of experience, 9 respondents representing 19.4 percent had working experience of 15 years and above while 10 respondents representing 22.6 percent did not indicate their number of years of experience.

Answering the Research Questions

Table 4: The Curriculum under Edo BEST program is comprehensive

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Agree	12	26.1	26.1	26.1
	Disagree	9	19.6	19.6	45.7
	Strongly Agree	4	8.7	8.7	54.4
	Strongly Disagree	21	45.6	45.6	100
	Total	46	100	100	

Table 4 above shows the responses to the question on whether the curriculum provided by Edo BEST is comprehensive. From the table, 12 respondents representing 26.1 percent agreed, 9 respondents representing 19.6 percent disagreed, 4 respondents representing 8.7 percent strongly agreed while 21 respondents representing 45.6 percent strongly disagreed to the statement.

Table 5: All the teachers can easily access the lesson on their computer

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	No response	2	4.3	4.3	4.3
	Agree	13	28.3	28.3	32.6
	Disagree	16	34.8	34.8	67.4
	Strongly Agree	6	13	13	80.4
	Strongly Disagree	9	19.6	19.6	100
	Total	46	100	100	

Table 5 above shows the responses to the question on whether all teachers can easily access the lessons on their computers. From the table, 13 respondents representing 28.3 percent agreed, 16 respondents representing 34.8 percent disagreed, 6 respondents representing 13 percent strongly agreed, 9 respondents representing 19.6 percent strongly disagreed while 2 respondent representing 4.3 percent did not respond to the statement.

Table 6: Edo BEST give allowance in-between lessons for marking of pupils note and correction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	1	2.2	2.2	2.2
	Agree	3	6.5	6.5	8.7
	Disagree	12	26.1	26.1	34.8
	Strongly Disagree	30	65.2	65.2	100
	Total	46	100	100	

Table 6 above shows the responses to the question on whether Edo BEST give allowance in-between lessons for marking of pupils note and correction. From the table, 3 respondents representing 6.5 percent agreed, 12 respondents representing 26.1 percent disagreed, 30 respondents representing 65.2 percent strongly disagreed, while 1 respondent representing 2.2 percent did not respond to the statement.

Table 7: The time allocated to each lesson is too small

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	21	45.7	45.7	45.7
	Disagree	4	8.7	8.7	54.4
	Strongly Agree	13	28.3	28.3	82.7
	Strongly Disagree	8	17.3	17.3	100.0
	Total	46	100.0	100.0	

Table 7 above shows the responses to the question on whether the time allocated to each lesson is too small during Edo BEST. From the table, 21 respondents representing 45.7 percent agreed, 4 respondents representing 8.7 percent disagreed, 13 respondents representing 28.3percent strongly agreed, while 8 respondents representing 17.3 percent strongly disagreed to the statement.

Table 8: Pupils are given too much note to copy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	32.6	32.6	32.6
	Disagree	21	45.7	45.7	78.3
	Strongly Agree	7	15.2	15.2	93.5
	Strongly Disagree	3	6.5	6.5	100
	Total	46	100	100	

Table 8 above shows the responses to the question on whether pupils are given too much note to copy during Edo BEST. From the table, 15 respondents representing 32.6 percent agreed,21 respondents representing 45.7 percent disagreed, 7 respondents representing 15.2 percent strongly agreed, while 3 respondents representing 6.5 percent strongly disagreed to the statement.

Table 9: Absence of corporal punishment in the school lead to indiscipline.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	32.6	32.6	32.6
	Disagree	4	8.7	8.7	41.3
	Strongly Agree	10	21.7	21.7	63
	Strongly Disagree	17	37	37	100
	Total	46	100	100	

Table 9 above shows the responses to the question on whether absence of corporal punishment during Edo BEST leads to indiscipline. From the table, 15 respondents representing 32.6 percent agreed,4 respondents representing 8.7 percent disagreed, 10 respondents representing 21.7 percent strongly agreed, while 17 respondents representing 37.0 percent strongly disagreed to the statement.

Table 10: Absence of corporal punishment makes it difficult sometimes to control the class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	2	4.3	4.3	4.3
	Agree	22	47.8	47.8	52.1
	Disagree	9	19.6	19.6	71.7
	Strongly Agree	4	8.7	8.7	80.4
	Strongly Disagree	9	19.6	19.6	100
	Total	46	100	100	

Table 10 above shows the responses to the question on whether absence of corporal punishment during Edo BEST makes it difficult sometimes to control the class. From the table, 22 respondents representing 47.8 percent agreed, 9 respondents representing 19.6 percent disagreed, 4 respondents representing 8.7 percent strongly agreed, 9 respondents representing 19.6 percent strongly disagreed, while 2 respondents representing 4.3 percent did not respond to the statement.

Table 11: The tab does not guarantee effective teaching sometimes as some teacher may focus more on meeting up with the time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	2	4.3	4.3	4.3
	Agree	19	41.3	41.3	45.6
	Disagree	9	19.6	19.6	65.2
	Strongly Agree	10	21.8	21.8	87.0
	Strongly Disagree	6	13	13	100.0
	Total	46	100.0	100.0	

Table 11 above shows the responses to the question on whether the tab does not guarantee effective teaching during Edo BEST. From the table, 19 respondents representing 41.3 percent agreed, 9 respondents representing 19.6 percent disagreed, 10 respondents representing 21.8 percent strongly agreed, 6 respondents representing 13 percent strongly disagreed, while 2 respondent representing 4.3 percent did not respond to the statement.

Table 12: Availability of Materials to Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	1	2.2	2.2	2.2
	Agree	21	45.7	45.7	47.9
	Disagree	12	26.1	26.1	74
	Strongly Agree	6	13	13	87
	Strongly Disagree	6	13	13	100
	Total	46	100	100	

Table 12 above shows the responses to the question on whether teachers can hardly get all the materials they need to teach during Edo BEST. From the table, 21 respondents representing 45.7 percent agreed, 12 respondents representing 26.1 percent disagreed, 6 respondents representing 13 percent strongly agreed, 6 respondents representing 13 percent strongly disagreed while 1 respondent representing 2.2 percent did not respond to the statement.

Table 13: The teaching is stressful to me as it does not allow time to rest in between lessons.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	32.6	32.6	32.6
	Disagree	6	13	13	45.6
	Strongly Agree	15	32.6	32.6	78.2
	Strongly Disagree	10	21.8	21.8	100.0
	Total	46	100.0	100.0	

Table 13 above shows the responses to the question on whether the teaching is stressful for teachers during Edo BEST. From the table, 15 respondents representing 32.6 percent agreed,6 respondents representing 13 percent disagreed, 15 respondents representing 32.6 percent strongly agreed, while 10 respondents representing 21.8 strongly disagreed to the statement.

Table 14: Edo BEST makes it easy for teaching to be accessible online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	32.6	32.6	32.6
	Disagree	7	15.2	15.2	47.8
	Strongly Agree	15	32.6	32.6	80.4
	Strongly Disagree	9	19.6	19.6	100
	Total	46	100	100	

Table 14 above shows the responses to the question on whether Edo BEST makes it easy for teaching to be accessible online. From the table, 15 respondents representing 32.6 percent agreed 7 respondents representing 15.2 percent disagreed, 15 respondents representing 32.6 percent strongly agreed, while 9 respondent representing 19.6 percent strongly disagreed to the statement.

Table 15: The training provides opportunity for staff to be more computer literate.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	21	45.7	45.7	45.7
	Disagree	2	4.3	4.3	50
	Strongly Agree	19	41.3	41.3	91.3
	Strongly Disagree	4	8.7	8.7	100
	Total	46	100	100	

Table 15 above shows the responses to the question on whether the training during Edo BEST provides opportunity for staff to be more computer literate. From the table, 21 respondents representing 45.7 percent agreed,2 respondents representing 4.3 percent disagreed, 19 respondents representing 41.3 percent strongly agreed, while 4 respondents representing 8.7 percent strongly disagreed to the statement.

DISCUSSION

The Edo BEST program represents a significant effort to modernize and improve the educational landscape in Edo State by introducing technology into classrooms, offering comprehensive teacher training, and attempting to create a more structured and effective curriculum. The advantages of the program are clear, especially when compared to the traditional educational approach, which often lacked adequate technological integration, teacher training, and a structured curriculum. However, as outlined in the study results, the program also faces several challenges that need addressing for it to reach its full potential.

One of the most notable strengths of Edo BEST is its integration of technology in education. According to the study, 65.2% of respondents agreed that the program has made teaching more accessible online, signaling a substantial shift from the traditional reliance on chalk-and-

talk methods. This aligns with the global shift towards digital education and mirrors the goals of other Nigerian initiatives such as the Lagos State e-learning program and the nationwide NPower Teach program, both of which also focus on increasing technological literacy and improving teaching through digital tools. Additionally, the high percentage of teachers (87%) who reported that the training helps them become more computer literate indicates that the program is succeeding in addressing one of the most critical gaps in education, teacher preparedness for a digital future. This is particularly important in a country like Nigeria, where a significant number of educators were not trained in technology integration prior to such programs (Obanya, 2014).

In spite of the landmark progress, the Edo BEST program faces significant challenges. A recurring issue is the short time allocated to each lesson, with 74% of respondents agreeing that lessons feel rushed. This time constraint limits teachers' ability to explore topics in depth and students' opportunities for reflection and critical thinking. Similarly, a common critique of traditional education in Nigeria has been the emphasis on rote learning and the absence of critical thinking. The constraints of the Edo BEST program, while well-intentioned in introducing more structured and modern curricula, may inadvertently replicate these issues if teachers are unable to pace lessons to encourage deeper engagement (Adegoke, 2021).

Moreover, 45.7% of respondents reported challenges in accessing teaching materials, a problem that can undermine the effectiveness of any educational reform. Access to instructional resources has long been a problem in Nigerian education, particularly in rural areas, and this challenge persists under Edo BEST. This issue also resonates with the findings of the National Policy on Education, which emphasizes the importance of adequate teaching materials to support quality education (Federal Ministry of Education, 2014). The lack of resources is not only an obstacle to effective teaching but also exacerbates disparities in the educational system, particularly in underfunded regions.

Another significant issue highlighted by the study is teacher burnout, with 65.2% of respondents agreeing that teaching under the Edo BEST program is stressful due to lack of rest time between lessons. This is a critical concern that affects the overall effectiveness of the program. Overworked teachers may experience fatigue, which could lead to a decline in the quality of teaching and reduced student outcomes. This situation mirrors findings from other parts of Nigeria, where teacher stress is linked to increased turnover and dissatisfaction with the profession (Akpan, 2017). As Nigeria moves toward more innovative educational models, addressing teacher wellbeing must be a priority to ensure that educators remain motivated and equipped to meet the demands of the curriculum.

As for the absence of corporal punishment under the Edo BEST program, although a positive step towards creating a more supportive learning environment, it poses disciplinary challenges. Over 30% of respondents indicated that the lack of corporal punishment made it more difficult to maintain discipline. This suggests that while the program is forward-thinking in promoting positive learning environments, there is still a need for teachers to be equipped with alternative, effective classroom management strategies (Ogbondah, 2020). Training in techniques such as positive reinforcement, conflict resolution, and building rapport with students could help mitigate this issue. Additionally, 34.8% of respondents reported difficulties in accessing lessons on computers, which underscores the need for better infrastructure, including reliable internet access and functional devices. In this respect, the government must ensure equitable access to technology across schools to avoid exacerbating existing educational inequalities.

To address these challenges, several steps can be taken to improve the effectiveness of the Edo BEST program. Firstly, the time allocated to lessons should be revisited to ensure that teachers have enough time to delve deeper into subjects and engage students meaningfully. The program should also provide continuous support to teachers, particularly in the form of mentoring and feedback, to help them adapt to the new system and improve their teaching methods over time. Furthermore, efforts to improve access to teaching materials, both digital and physical, should be prioritized. Partnerships with tech companies or international educational organizations could help provide resources and training to ensure all schools are adequately equipped.

CONCLUSION

The findings of this study provide a comprehensive analysis of the EdoBEST curriculum and teaching methods, highlighting both strengths and challenges. While a significant portion of teachers expressed dissatisfaction with the curriculum, particularly regarding its limited scope focusing only on literacy and numeracy, it is important to note that such a specialized curriculum can still offer valuable support in these critical areas. However, a broader, more expansive curriculum would likely enhance its effectiveness and meet the varied needs of students.

The provision of computers and training under EdoBEST has contributed positively to teachers' digital literacy, though challenges such as time constraints and issues with accessing lesson materials have been identified. These issues may hinder the quality of teaching and learning, despite the availability of supplementary learning aids such as flashcards and charts.

On teaching methods, the study found that the structured approach under EdoBEST, which emphasizes adherence to a teacher's guide, limits teachers' flexibility to choose their preferred teaching methods. This shift contrasts with the previous curriculum, where teachers had more autonomy in planning their lessons. Nonetheless, the study also observed that EdoBEST's focus on motivating students, coupled with the absence of corporal punishment, has fostered a positive classroom environment, contributing to better pupil engagement and excitement for learning.

Generally, the study suggests that while EdoBEST brings some valuable innovations, such as the use of technology and a more structured approach to teaching, there are areas

for improvement. Ensuring the availability of materials, allowing greater teaching flexibility, and addressing time constraints are essential to making the curriculum more effective. The positive pupil response and motivation indicate that with adjustments, EdoBEST has the potential to significantly improve learning outcomes, provided these challenges are addressed.

REFERENCES

Abaidor, A. (2018). Factors contributing to academic performance of students in a junior high school. Inforagrin. Retrieved from https://www.inforagrin.com

Academic Achievement. (2021). Wikipedia. Retrieved from https://www.en.m.wikipedia.org

Adegoke, I. (2021). Challenges and opportunities of implementing modern education reforms in Nigeria. Journal of Education and Development.

African Research Journal of Education and Social Sciences. (2019). 6(2).

Ajiboye, J. O., & Adeoye, O. I. (2020). The role of technology in transforming education in Edo State: A case study of the EdoBEST programme. International Journal of Educational Development, 43(4), 124-133.

Akinmoladun, F., & Adeniran, A. (2021). Challenges and opportunities in implementing educational reforms: A case study of EdoBEST. Journal of Nigerian Education Policy, 15(2), 35-50.

Akpan, D. (2017). Teacher stress and burnout in Nigerian education: Implications for quality teaching. Educational Review Journal.

Akpan, S., Essien, U., & Ogbu, J. (2022). Digital divide and education outcomes: A study of the EdoBEST program in Edo State, Nigeria. Journal of Educational Development, 15(2), 56-73.

Approach /Teaching Method. (n.d.). Teaching English. Retrieved from https://www.teachingenglish.org.uk

Asiku, J. U., & Bell Gam, V. H. (2001). Principles and methods of teaching. Bellco Publishers.

Atandi, B., Chrisline, G., & Ntabo, A. J. (2019). Influence of teaching methods on students' academic performance in Kiswahili subject in public and private secondary schools in Lang'ata sub-county.

Ballotpedia. (2020). Academic performance. Retrieved from https://www.ballotpedia.org

Bristafer. (2020). What is curriculum and how do you make one? AES Education. Retrieved from https://www.aeseducation.com

Burnett, J. (2021). Piaget stages and a Piagetian approach to mathematics. Retrieved from https://www.origoeducation.com

Burnett, J. (2021). Piaget stages and instruction. A Instruction. Retrieved from https://www.instruction.com

Chris, S., & Teresatt. (2018). An important piece of the student motivation puzzle. Future Ed. Retrieved from https://www.future.ed.org

Colin, R., & Lindsay, J. (2020). Improving academic performance through a unique curriculum development process. Journal for Leadership and Instruction. Retrieved from https://www.files.eric.ed.gov

Definition of curriculum. (n.d.). University of Delaware. Retrieved from https://www.udel.edu

Duruji, M. M. (2020). Assessing the effectiveness of teacher capacity building under the EdoBEST programme. Journal of Educational Research, 18(2), 45-53.

Early literacy and numeracy recommendations. (2018). EI Hicakin. Retrieved from https://www.eihicakin.ie

Edo State Government. (2020). EdoBEST Annual Report. Edo State Ministry of Education.

EdoBEST. (2018). Retrieved from https://www.bridgeinternationalacademics.com

Effect of instructional materials on teaching and learning in nursing and primary schools. (2021). Naira Project. Retrieved from https://www.nairaproject.com

Effective teaching strategies for the classroom. (2018). Quizalize. Retrieved from https://www.quizalize.com

Emergent numeracy: Nature, nurture, and meaning.

Eze, O. C., Adeyemi, A. F., & Nwachukwu, I. (2020). Monitoring and evaluation in educational reforms: The case of the EdoBEST program. Educational Assessment Journal, 22(2), 102-115.

Federal Ministry of Education. (2014). National Policy on Education. Government of Nigeria.

Glenn, S. (2018). Importance of curriculum to teaching. Classroom Synonym. Retrieved from https://www.classroom.synonym.com

How to apply Piaget's theory in the classroom. (2018). The Classroom. Retrieved from https://www.theclassroom.com

Ibrahim, M. T. (2021). Financial sustainability of education reforms in Nigeria: The EdoBEST program in perspective. Nigerian Journal of Educational Policy, 24(1), 78-94.

Importance of motivation in an educational environment. (2019). Retrieved from https://www.stnchy.com

Importance of professional development for teachers. (2020). Meraevents. Retrieved from https://www.meraevents.com/blog

Kampen, M. (2019). Five ways to make teacher professional development effective with examples. Prodigy Games. Retrieved from https://www.prodigygame.com

McNeil, E., & Rubin, Z. (1997). The psychology of Benin human. Canfield Press.

Mehta, S. (2021). Modern teaching methods: It's time for the change. EduVoice. Retrieved from https://www.eduvoice.in

Myers, D. G. (1999). Exploring psychology (4th ed.). Worth Publishers.

Nelissen, J. O. M. C. (2018). Curriculum and teaching. V33nz P5-ZZ.

Nwoke, M. C. (2021). Challenges of the old curriculum and the promise of EdoBEST in addressing educational shortcomings in Nigeria. Educational Innovations Review, 32(1), 72-80.

Nwokedi, C. O. (2023). Teacher capacity building and the challenges of sustainable educational reform in Nigeria: The case of EdoBEST. International Journal of Education and Development, 30(4), 45-59.

Obanya, P. (2014). Education for all in Nigeria: Challenges and strategies for achieving sustainable development. Journal of African Education.

Obinna, P. N., & Okafor, O. T. (2023). Community engagement in educational reforms: A case study of the EdoBEST program. Journal of Community Education, 18(4), 233-249.

Ocho, L. (2020). Transforming education in Nigeria: A study of the EdoBEST model. Journal of African Education, 14(3), 150-162.

OEL and DOE. (2013). What is a comprehensive curriculum? Department of Education. Retrieved from https://www.doe.k12.de.us

Ogbondah, L. (2020). Classroom management strategies in Nigerian schools: Moving beyond corporal punishment. International Journal of Educational Research.

Ogunyemi, A., & Ige, I. (2021). Teacher resistance and the adoption of digital tools in Nigerian classrooms: Insights from EdoBEST. International Journal of Education and Technology, 22(4), 78-91.

Okolo, E., & Olanrewaju, A. (2021). Educational transformation in Nigeria: The EdoBEST experience. African Journal of Educational Development, 17(1), 28-44.

Okoro, S. P., & Ezeani, I. F. (2021). The impact of technology integration on education in Edo State. Journal of Educational Technology, 26(1), 88-97.

Oluwole, A. K., Adebayo, F., & Madu, A. (2021). Teacher resistance to educational reforms: The case of the EdoBEST program in Nigeria. Educational Change Review, 19(3), 112-130.

Omo-Ojugo, M. O. (2009). Principles of curriculum theories, development, and implementation. Pantographic Printer.

Onasanya, A. R., & Okojie, C. (2020). Student-centered learning in the EdoBEST initiative: A shift from rote learning. Journal of Teaching and Learning, 22(4), 67-75.

Oseni, T., & Adediran, D. (2020). Technology in education: A study of EdoBEST implementation in primary schools. Journal of Digital Learning, 11(3), 150-163.

Plearnning. (2020). The teaching moments that inspired learning. 3P Learning. Retrieved from https://www.3plearning.com

Professional development examples. Buffalo State University. Retrieved from https://www.hr.buffalostate.edu

Professional development for teachers. (2020). Teacher.org. Retrieved from https://www.teacher.org

Professional development of teachers. (2009). OECD. Retrieved from https://www.oecd.org

Regier, J. (2005). Why is academic success important? Saskatchewan School Boards Association. Retrieved from https://www.saskschoolboards.ca

Robinson, J. (2019). Why professional development matters. NEA. Retrieved from https://www.nea.org

Schritter, T. (2021). How to participate in class & why it's important. Colleges of Distinction. Retrieved from https://www.collegesofdistinction.com

Supporting improvement in literacy and numeracy. (2021). NSW Education. Retrieved from https://www.education.nsw.gov.au

Teaching method. (2020). Tech.com powered by 2U. Retrieved from https://www.tech.com

Teaching method. (2020). Wikipedia. Retrieved from https://www.wikipedia.org

The glossary of education reform. (2014). Ed Glossary. Retrieved from https://www.edglossary.org

Ugochukwu, S. I., & Ikwueke, E. E. (2021). Rote learning versus interactive learning: A critical analysis of educational practices in Nigeria. Journal of Educational Practices, 15(2), 34-43.

Whitaker, T. (2021). The purpose of professional development. Cabot Public Schools. Retrieved from https://www.cabotschools.org