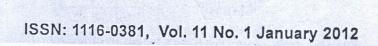# JOURNAL OF SOCIOLOGY AND EDUCATION IN AFRICA

SPECIAL EDITION

The Mode of Public University Education Curriculum Implementation in Oyo State

A.O. U. Onuka & Esther O. Durowoju
Institute of Education, University of Ibadan, Ibadan, Nigeria
adamonuka@yaho.com, ada.otuoze@gmail
durowojuesther@yahoo.com, wojujumoke@fastermail.com

Abstract

This study investigated the mode of higher education curriculum implementation among higher education teachers in Oyo State, Nigeria. The research adopted survey design and three research questions were asked. The population for the study consisted of all the lecturers in universities in Oyo State. Multistage sampling technique was used in this study. One federal and one state universities were purposively selected because they were the only federal and state universities in Oyo state. From each university, four faculties were randomly chosen. From each faculty four departments were randomly selected making a total of sixteen departments. 5 lecturers and 10 students were randomly chosen from each department totaling 80 lecturers and 160 students. Mode of Implementing Higher Education Curriculum Scale (MIHECS) and Students' Perception of Problem Associated with Curriculum Implementation and Possible Solution Scale (SPPCIPSS) were developed to generate data for the study. The research questions were answered using Descriptive statistics. Results revealed that 25% of the lecturers always have access to the content of the curriculum, while 50% disclosed that they often do. Also, 95% of the students and 68% of the lecturers agreed that the lecture rooms are not conducive for the teaching-learning process while 05% of the students and 32% of the lecturers disagreed. 69% of the lecturers and 75% of the students suggested that workshops on curriculum implementation should be mounted for lecturers, while 56% of the lecturers and 88% of the students said that head of

units/departments should always seek for feedback from students on their lecturers' performance. Recommendations were: workshops on curriculum implementation should be floated for lecturers at the national and state levels, while curriculum should be effectively implemented with the use of relevant instructional materials. Also, lecturers and students should learn how to and indeed utilize ICT facilities to enhance teaching and learning process.

Key Words: Curriculum implementation, Higher Education, Workshops, Students, Lecturers

Introduction

Higher education is the education obtained by an individual after secondary education at the college of education, polytechnics, monotechnics, research institute, university and other institutions which offer correspondence courses at that level. University education is the apex of tertiary education in any nation and it serves as the solid rock upon which any society can develop economically, socially, religiously and politically. According to the National Policy on Education document of the Federal Republic of Nigeria [FRN] (2004), university education is shouldered with the responsibility of making optimum contribution to national development of this country through the following:

1. Intensifying and diversifying its programme for the development of high level-manpower within the context of the needs of the nation;
2. Making professional courses to reflect our national requirements
3. Making all learners, as part of a general program of all-round improvement in university education, to offer general study courses, such as history of ideas, philosophy of knowledge and nationalism.

Section 8, pp 55 and 56 of the National Policy on Education (FRN, 2004) also stated that university research should be relevant to the nation's development goals and its teaching should seek to inculcate community

spirit in the students through projects and action research. It is important to mention that for the university system to achieve the above mentioned goals, it is expedient that the values, norms, language, belief, philosophy, goals, and aspiration of the nation as well as the citizens be taken into consideration when designing its curricular. The university curriculum is expected to develop students to become useful to themselves, their families, communities, nation and the world at large.

Curriculum can be regarded as series of activities put together towards the actualization of institution's educational aims and objectives. Campell (2008) opined that academic curriculum is a strong resource to institutions of higher learning. According to her, it is also referred to as the academic content of programmes in a university. Amadi (2011) referred to curriculum as all programmes offered in the school especially at higher education level where the diversity of curriculum might be an attractive point to potential students. It is worth mentioning that every input into an institution is meant to support effective implementation of the curriculum which would result into development of gifts and talents, acquisition of skills, competency and knowledge as well as improved intellectual, emotional and social abilities. Danladi, Anene and Aina (2012) asserted that implemented curriculum is the translation of curricular intentions into reality in classrooms, laboratories, workshops, playgrounds and other settings for learning. According to them, knowledge, skills, attitudes and values developed by learners after implementation of the curriculum are referred to as the achieved curriculum.

Danladi et al reported that curriculum analysis shows that on paper, the learning experiences that are provided for the development of the Nigerian child from basic through higher education are rich and varied and capable of meeting the immediate and future needs and aspiration of the children. However, it is imperative to mention that the mode of implementing higher education curriculum to a large extent determines the extent to which the aims and objectives of developing the curriculum will be achieved. To corroborate this, Campell (2008) submitted that the method or mode by which curriculum is implemented will determine the

survival of the university in the long run. The university that effectively implement it curriculum will produce graduates who are highly proficient and such university will attract high rate of enrollment compared to a university with poorly implemented curriculum. Danladi (2010) in Danladi, Anene and Aina (2012) also submitted that the differences found in mankind in terms of their manners and ability owes more to the education they received than anything else. This implies that the mode of implementing higher education curriculum, to a great extent, determines the type of graduates that higher institutions will turn out and the strength of the nation's workforce.

Implementation of higher education curriculum is multi-faceted in nature. It involves correct interpretation of the curriculum by those who are to implement it and relating the content of the curriculum to the students' immediate environment; the use of recent and appropriate curriculum content materials; availability and utilization of instructional materials to teach the curriculum; accessibility to internet facilities and utilization of downloaded internet materials in teaching; utilization of ICT facilities in teaching and continuous assessment of learning to ascertain the degree or extent to which students have gained in the curriculum as well as the techniques of assessing students performances among others. From the above, it can be deduced that lecturers are instrumental to the implementation of curriculum in higher institutions. The activities of lecturers before, during and after the teaching-learning process or at the implementation phase, to a large extent, determine the success or failure of the curriculum as well as of higher education in general. In support of this, Akinlua (2008) submitted that most of the problems causing curricula failure in Nigeria could be traced to the mode of curriculum practice or implementation in Nigeria.

Researches have shown that availability, adequacy and usability of curriculum content and instructional materials, ICT; library are predictors of quality assurance in higher education in terms of curriculum implementation. Adeogun and Osifila (2008) in Adeogun (2011) asserted that content and instructional materials increase teachers' effectiveness at

implementing the curriculum. Adeogun and Osifila (2008) reported that the degree of availability and utilization of instructional resources make teaching more beneficial; give instruction a more scientific base; make teaching and learning more original and personal; make instruction more robust and immediate and make achievement of curriculum objectives much easier. Adedoyin, Akinnuwesi and Adegoke (2008) reported that despite the potentials of ICT to enhance the activities of teaching, learning and research, the application of ICT in Nigerian tertiary institutions is less than five percent. In consonance with this, Adeogun and Osifila found that 93.3% of the respondenst (lecturers) of their study agreed that provision of personal computers is grossly inadequate. They also found that 66.7% of the lecturers agreed that materials for teaching were fairly available and adequate, 53% agreed that books for lecturers use were quite available and fairly adequate; 70% had negative response toward availability, adequacy and usability of departmental library while 60% submitted that teaching aids/ equipment were fairly available and fairly adequate also. From the above, it could be concluded that once the above mentioned predictors are fairly available and also fairly adequate, the effective implementation of curriculum could be unrealistic. Another predictor of quality assurance in higher education in terms of curriculum implementation is continuous assessment.

Onuka (2008), and Onuka and Junaid (2007) and Nwana (2003) submitted that continuous assessment tools are teacher-made tests, standardized tests, oral questions, field work, discussion, projects, direct classroom observations, assignments, quizzes, tests, take-home assignments, group work, hands-on practicals, and self cum peer assessment. On the other hand, Onuka and Durowoju (2011) found in their study that the frequently continuous assessment procedures utilized to measure students academic performances in the higher institutions of learning are tests, individual assignment, and term paper while other procedures such as verbal (non-oral) quiz, classroom observation, group assessment were rarely used and peer assessment are never used. Their findings agreed with the finding of Ajuonuma (2008) that lecturers in the universities do not assess their students using a wide variety of

continuous assessment techniques other than testing. From studies such as Emeke (1999) and Obanya in Bruce- Agogidi (2005), it has been discovered that the practices of continuous assessment at all levels of educational system Nigeria has not fulfilled the purpose of establishing this policy. It is imperative to stress that continuous assessment which is supposed to be conducted systematically, comprehensively, continuously to improve students' learning outcomes, provide guidance service to students and also serve as a gauge to determine the extent to which curriculum objectives have been achieved is being conducted once or twice in a term or semester for grading purpose.

However, Amadi (2011) opined that there can be improvement in the implementation of curriculum in higher education through re-structuring of schooling environment with good facilities that will support effective learning, construction of meaningful physical plant in the tertiary institutions, such as buildings, workshops, conference rooms, modern lecture rooms, lecture halls with public address systems and other communication gadgets. She further stressed that there should be constant review of curriculum contents and delivery every five years with comparative studies to balance and update curriculum practice through standards and benchmarks obtained all over the world. In addition, she submitted that formation of policies that will make higher education learning more pragmatic; meaningful and effective should be put in place. For example, renown local artisans; craftsmen; technicians and other professional could be contracted to teach their trades in the institutions and could be allowed to take students to their work places outside the institution for 'on the job' leaning. Sotonwa (1995) submitted that since curriculum is based on the National Policy on Education, which stated the country's educational philosophy, objectives and values aimed at developing individuals into become a sound and effective citizen, teachers (lecturers) should acquaint themselves with the said Policy, so as to understand the goal of the country.

In view of the above, the study investigated the current mode of implementing curriculum by lecturers in the Nigerian public university

system. The study also examined the problems of implementing higher education curriculum and the ways of overcoming the identified problems.

Research Questions

The following three research questions were addressed in the course of this study.
1.   What is the mode of implementation of higher education curriculum in Oyo State?
2. What are the problems associated with effective implementation of curriculum in higher education   as perceived by the lecturers and students?
3.   What are the possible solutions to the problems associated with effective implementation of higher education curriculum?

Methodology
Procedure

The study design is a survey research adopting ex-post facto procedure to collect data for the study.

Population, Sampling and Sample

The population of the study comprised all public universities in Oyo state. Multistage sampling technique was used in this study. One federal and one state universities were purposively selected because they were the only federal and state universities in Oyo state. From each university, four faculties were randomly chosen. From each faculty four departments were randomly selected making a total of sixteen departments. 5 lecturers and 10 students were randomly chosen from each department totalling 80 lecturers and 160 students.

Instrumentation

Instrument

1. Mode of Implementing Higher Education Curriculum Scale (MIHECS)
2. Students' Perception of Problem associated to Curriculum Implementation and Possible Solution Scale (SPPCIPSS)

Instrumentation

One of the instruments used for this study was named Mode of Implementing Higher Education Curriculum Scale (MIHECS) was designed and validated by the researchers. The instrument was made up of four sections: section A elicited information about the background of the respondents, section B contains 21 items on mode of implementing higher education curriculum by lecturers while section C contained 10 items which elicited information on problems associated with curriculum implementation as perceived by the lecturers. Section D elicited information on possible ways of in which higher education curriculum can be effectively implemented in this country as suggested by the lecturers. Cronbach alpha was used to determine the psychometric property of the instrument, which yielded reliability coefficient of 0.78 while a content validity index of 0.80 was produced

Students' Perception of Problem Associated to Curriculum Implementation Scale (SPPCIPSS) which consisted of three sections. Section A elicited information about the bio-data of the students, section B contained 10 items on the problems associated with implementation of curriculum in higher education while section C obtained information on possible solutions to the problems associated to effective implementation of curriculum in higher education. Cronbach alpha was used to determine the reliability which resulted in a coefficient of 0.71 and a content validity index 0.79 was also obtained.

Data Collection Procedure

Two trained research assistants, one each for each of the institutions were employed to collect data in the universities chosen for the study. The Mode of Implementing Higher Education Curriculum Scale (MIHECS) was administered on the lecturers in the various departments while Students' Perception of Problem Associated to Curriculum Implementation Scale (SPPCIPSS) was administered on students of the selected Departments

Data Analysis

Data were collated, scored and analysed using percentages.

Results and Discussion

Research Research 1

Table 1a: Mode of implementation of higher education curriculum in Oyo State

S/N	DESCRIPTION	NT/NA	ST/S	FTM/F	AT/A
1	I have access to the content of the curriculum that I use in teaching	10 (12.5%)	10 (12.5%)	40 (50%)	20 (25%)
2	I have firm grasp of the content of the curriculum I teach my students	0 (0%)	05 (6.3%)	60 (75%)	15 (18.8%)
3	I have correctly interpreted the content of the curriculum I use in teaching	05 (6.3%)	12 (15%)	53 (66.3%)	10 (12.5%)
4	I have access to the relevant materials needed to implement the	03 (3.8%)	21 (26.3%)	46 (57.5%)	10 (12.5%)

	content of the curriculum				
5	I utilize the relevant materials needed to implement the content of the curriculum	12 (15%)	12 (15%)	46 (57.5%)	10 (12.5%)
6	I have access to relevant instructional materials needed to teach the curriculum	43 (53.8%)	07 (8.8%)	23 (28.8%)	07 (8.8%)
7	I utilize the relevant instructional materials to teach the curriculum	44 (55%)	11 (13.8%)	19 (23.8%)	06 (7.5%)
8	I do relate the content of the curriculum to the students immediate environment	20 (25%)	03 (3.8%)	44 (55%)	13 (16.3%)
9	I have access to internet facilities	20 (25%)	20 (25%)	31 (38%)	09 (12%)
10	I utilize downloaded internet materials to teach my students	16 (20%)	30 (37.5%)	18 (22.5%)	16 (20%)
11	I do find it easy to utilize ICT facilities in teaching	44 (55%)	12 (15%)	04 (05%)	20 (25%)
12	I usually present my lectures in power points	60 (75%)	10 (12.5%)	3 (3.8%)	7 (8.8%)
13	I use multimedia facilities to teach	55 (68.8%)	12 (15%)	11 (13.8%)	2 (2.5%)
14	I do assess my students three times or more in a semester	40 (50%)	15 (18.8%)	15 (18.8%)	10 (12.5%)

15	I do assess my students twice in a semester	27 (38.8%)	25 (31.3%)	19 (11.3%)	10 (12.5%)
16	I do assess my students once in a semester	40 (50%)	10 (12.5%)	16 (20%)	14 (17.5%)
17	I use test alone to assess my students	28 (35%)	03 (3.8%)	22 (27.5%)	27 (33.8%)
18	I use test and assignment alone to assess my students	44 (55%)	14 (17.5%)	11 (13.8%)	11 (13.8%)
19	I use other continuous assessment techniques apart from test and assignment to assess my students	44 (55%)	21 (26.3%)	12 (15%)	03 (3.8%)
20	I usually give my students feedback and remediation after each assessment	29 (36.3%)	22 (27.5%)	23 (28.8%)	06 (7.5%)
21	I do vary my teaching method based on students performances to facilitate learning	28 (35%)	24 (30%)	22 (27.5%)	6 (7.5%)

Keys:

**Access to: A = Always, F = Fairly, S = Seldom,
NA = Not at All**

**Others: ATM = Always True of me, FTM = Fairly True of me, ST
=Seldom True of me, NT = Not True of me,**

Operation Definition of the Response Format

Always: *This means the lecturers have access to... 'at all times' i.e. at every lecture.*
Fairly: *This means the lecturers have access to ... 'to some extent' i.e. at intervals*
Seldom: *This means the lecturers 'rarely' have access to... i.e. once in a while*
Not at All: *This means the lecturers 'do not' have access to...*

From the above table, the responses of lecturers about the mode of implementing curriculum were presented. The result revealed that 25% of the lecturers always have access to the content of the curriculum that they use in teaching while 50% asserted that they fairly did. 18.8% of the lecturers stated that they always have firm grasp of the content of the curriculum they teach but 75% of them fairly did so. 10% of the lecturers asserted that they always interpreted the content of the curriculum correctly but 66.3% of them claimed that it was fairly true of them. 57.5% of the lecturers submitted that they fairly have access to the relevant materials needed to implement the content of the curriculum while 10% of the lecturers confirmed that they always did so. Furthermore, 57.5% of the lecturers claimed that they fairly utilize the relevant materials material need to implement the content of the curriculum while 10% of the lecturers said that it was always true of them. 07% of the lecturers claimed that they always have access to relevant instructional materials needed to teach the curriculum but 28.8% of them asserted that they fairly did. In addition, 10% of the lecturers always assess their students twice in a semester while 11.3% claimed that they faily do. 14% of them always assess their students once a semester while 20% of the lecturers fairly did so. 27% of the lecturers asserted that they always use test alone to assess their students but 22% of them fairly did so. Finally, 12% of the respondents claimed they fairly use other continuous assessment techniques apart from test and assignment to assess their students while 03% of them said they always did that.

The above findings corroborate the observation of Adedoyin, Akinnuwesi and Adegoke (2008) that despite the potentials of ICT to enhance the activities of teaching, learning and research, the application of ICT in Nigerian tertiary institutions is less than five percent. They are also consonance with what Adeogun and Osifila found in the same vein that 93.3% of the respondents (lecturers) agreed that provision of personal computers is grossly inadequate and that 66.7% of the lecturers agreed that materials for teaching were fairly available and somehow adequate, 53% agreed that books for lecturers' use were fairly available and just adequate; 70% had negative response about availability, adequacy and usability of departmental library while 60% submitted that teaching aids/ equipment were fairly available and just adequate.

Furthermore, this finding confirms that of Onuka and Durowoju (2011) that the most frequently utilized continuous assessment procedures in the higher institutions of learning in Nigeria are tests, individual assignment, and term paper while other procedures such as verbal (non-oral) quiz, classroom observation, group assessment were rarely used and peer assessment are never used. The finding equally agrees with the finding of Ajuonuma (2008) that lecturers in universities do not assess their students using a wide variety of continuous assessment techniques apart from testing. The findings in this study are in tandem with the submission of Emeke (1999) and Obanya in Bruce- Agbogidi (2005) that the practices of continuous assessment at all levels of educational system in Nigeria have not fulfilled the purpose of establishing this policy.

Based on the foregoing, it can be concluded that though most of the lecturers submitted that they often implement the curriculum based on the expected standard very few of them always ensure effective implementation of the curriculum and this has implication on the quality of higher education products/output in terms of proficiency of the graduates in their various careers. The ineffective implementation could be attributed to lack of lecturers' competency in the use of ICT to facilitate teaching-learning, unavailability of relevant materials needed to implement the curriculum content, inadequate provision of schooling environment

(Amadi, 2011). The resultant of effect of these include turning out of half-baked graduates, the realization of national, universities and curriculum objectives will be a mirage. Also, ineffective implementation of curriculum would make it impossible for a national to boast of a viably strong, progressive and productive work force needed to promote national development and sustainability.

Research Question 2

Table 2: Problems associated with Implementation of Curriculum in Higher Education as perceived by the students and lecturers

S/NO	Descriptions	Students		Lecturers	
		A	D	A	D
1	The lecture rooms are not conducive for teaching-learning process	143 (89%)	17 (11%)	62 (78%)	18 (22%)
2	There are no enough seating facilities for students use	117 (73%)	43 (27%)	50 (66%)	30 (34%)
3	There are no relevant and updated books in the library for students use	125 (78%)	35 (22%)	48 (63%)	32 (37%)
4	Students have no access to internet facilities	70 (43%)	90 (57%)	55 (71%)	25 (29%)
5	Inadequate funding of education	134 (83%)	26 (17%)	52 (68%)	28 (32%)
6	Resistance to change in terms of the use of ICT for teaching-learning process by lecturers	117 (73%)	43 (27%)	48 (63%)	32 (37%)
7	Most times lecturers attend conference not necessarily to update their knowledge so as to improve their pedagogy but for the sake of publishing papers	90 (57%)	70 (43%)	50 (66%)	30 (34%)
8	Lecturers don't attend classes	93	67	35	45

	regularly because they engage in other activities that fetch them money.	(58%)	(42%)	(49%)	(51%)
9	Lecturers don't establish positive lecturer-student relationship	94 (58%)	64 (42%)	34 (48%)	36 (52%)
10	inadequate infrastructure in terms of lecture rooms, laboratories, workshops	88 (55%)	72 (45%)	50 (66%)	30 (34%)

From the table above, 89% of the students and 78% of the lecturers agreed that the lecture rooms are not conducive for teaching-learning process while 11% of the students and 22% of the lecturers disagreed. 73% of the students and 66% of the lecturers agreed that there are no enough seating facilities for students use but 27% of the students and 34% of the lecturers were not in agreement. 22% of the students and 37% of the lecturers disagreed that there are no relevant and updated books in the library for students use while 78% of the students and 63% of the lecturers were in agreement. Furthermore, 43% of the students and 71% of the lecturers were in support of the statement that students have no access to internet facilities but 57% of the students and 29% of the lecturers disagreed. 57% of the students and 66% of the lecturers were in support of the statement that most times lecturers attend conference not necessarily to update their knowledge so as to improve their pedagogy but for the sake of publishing paper but 43% of the students 34% of the lecturers were not in support. 67% of the students disagreed that their lecturers do not attend classes regularly because they engaged in other activities that fetch them money on the other hand 33% of them agreed but 49% of the lecturers were not in agreement that lecturers do not attend classes regularly while 51% agreed. In addition, 83% of the students and 68% of the lecturers affirmed that inadequate infrastructure in terms of lecture rooms, laboratories and workshops are problems associated with curriculum implementation but 17% of the students and 34% of the lecturers were in disagreement.

The above results are in support of Puyate (2008), who found in his study that the constraints to the effective implementation of vocational education program in private secondary schools in Port Harcourt local government area were a dearth of professional and qualified teachers for the teaching of vocational/technical subjects; inadequate infrastructure and equipment in schools; insufficient instructional materials and books in schools; and that schools are generally poorly financed.

Consequent upon the result, it can be concluded that over 66% of the students and 55% of lecturers agreed that there are problems associated with effective implementation of the curriculum in higher education. This implies that students are not benefiting maximally from higher education curriculum as expected.

Research Questions 3
Table 3: Possible Solutions to Problems associated to effective implementation of higher education curriculum

S/N	Description	No of Respondents (lecturers)	No of Respondents (Students)
1	Workshops on curriculum implementation should arranged for lecturers at the national and state level	55 (69%)	120 (75%)
2	Head of units/department should always seek for feedback from students on their lecturers performances	45 (56%)	140 (88%)
3	Curriculum should be effectively implementation with the use of relevant instructional materials	60 (75%)	148 (93%)

The above results are in support of Puyate (2008), who found in his study that the constraints to the effective implementation of vocational education program in private secondary schools in Port Harcourt local government area were a dearth of professional and qualified teachers for the teaching of vocational/technical subjects; inadequate infrastructure and equipment in schools; insufficient instructional materials and books in schools; and that schools are generally poorly financed.

Consequent upon the result, it can be concluded that over 66% of the students and 55% of lecturers agreed that there are problems associated with effective implementation of the curriculum in higher education. This implies that students are not benefiting maximally from higher education curriculum as expected.

Research Questions 3
Table 3: Possible Solutions to Problems associated to effective implementation of higher education curriculum

S/N	Description	No of Respondents (lecturers)	No of Respondents (Students)
1	Workshops on curriculum implementation should arranged for lecturers at the national and state level	55 (69%)	120 (75%)
2	Head of units/department should always seek for feedback from students on their lecturers performances	45 (56%)	140 (88%)
3	Curriculum should be effectively implementation with the use of relevant instructional materials	60 (75%)	148 (93%)

4	Highly interactive teaching-learning environment should be provided	40 (50%)	100 (63%)
5	Relevant ICT facilities should be made available by the university authorities	65 (81%)	130 (81%)
6	Qualified teachers that can handle the curriculum effectively for quality service delivery should be recruited	45 (56%)	138 (86%)
7	The curriculum should be synchronized with the National objectives	48 (60%)	100 (63%)
8	Lecturers should ensure that curriculum content is tailored towards achieving stated learning objectives	40 (50%)	120 (75%)
9	Curriculum planners should take along those meant to implement curriculum when designing the curriculum	58 (73%)	80 (50%)
10	Lecturers should assess their students on regular basis in order to determine the degree of learning that has taken place.	45 (56%)	90 (56%)
11.	Adequate infrastructure such as classrooms, laboratories, workshop should be provided	58 (73%)	120 (75%)
12	Lecturers should promote	40 (50%)	130 (81%)

positive teacher-student relationship in order to teaching-learning process		

From the above table, 69% of the lecturers and 75% of the students suggested that workshops on curriculum implementation should arranged for lecturers at the national, 56% of the lecturers and 88% of the students said that head of units/department should always seek for feedback from students on their lecturers performances, and 75% of the lecturers and 93% of the students opined that curriculum should be effectively implementation with the use of relevant instructional materials. 50% of the lecturers and 63% of the students recommended that highly interactive teaching-learning while 81% of the students as well as 81% of the lecturers proposed that relevant facilities should be made available by the university authorities. Furthermore, 85% of the students and 56% of the lecturers advised that qualified teachers that can handle the curriculum effectively for quality service delivery should be recruited, 60% of the lecturers and 63% of the students advocated that the curriculum should be synchronized with the National objectives while 75% of the students and 50% of the lecturers put forward that lecturers should ensure that curriculum content is tailored towards achieving stated learning objectives. In addition, 73% of the lecturers and 50% of the students suggested that curriculum planners should take along those meant to implement curriculum when designing the curriculum and 56% of the lecturers and 56% students submitted that lecturers should assess their students on regular basis in order to determine the degree of learning that has taken place.

The above findings agreed with the assertions of Amadi (2011) that there can be improvement in the implementation of curriculum in higher education through re-structuring of schooling environment with good facilities that will support effective learning, construction of meaningful physical plant in the tertiary institutions, such as buildings, workshops, conference rooms, modern lecture rooms, lecture halls with public

address systems and other communication gadgets. The findings are very much consonance with her observation that there should be constant review of curriculum contents and delivery every five years through comparative studies to balance and update curriculum practice through acceptable global standards/benchmarks. It also substantiates the observation of Sotonwa (1995) that since curriculum is based on the National Policy on Education, teachers (lecturers) should acquaint themselves with the Policy, so as to understand the goal of the country which in turn will enable them to effectively implement educational curriculum.

It can be inferred from the study that it is apparent that the lecturers and students are of the opinion that relevant mechanism should be put into place to evolve appropriate solutions to the problem associated with effective implementation of curriculum in the university system in Nigeria. This implies that the need to ensure successful implementation of curriculum cannot be over-emphasised. Hence, stakeholders should jointly work toward ensuring effective implementation of curriculum in higher education institutions by providing all the necessary wherewithal for realizing the goal and objective of the University curriculum.

Conclusion

Conclusion can be made to the effect that the study revealed that very few of Nigerian lecturers deliberate endeavoured to ensure effective implementation of the curriculum, because they seldom pay attention to the details of curriculum implementation. Furthermore, the study disclosed some of the problems associated with effective implementation of curriculum and also various ways in which curriculum planners, lecturers and institutions can ensure that curriculum is well implemented from the perspectives of both lecturers and the students. These include lecturers and learners not having comprehensive knowledge of what curriculum implementation, curriculum content not entirely based on needs assessment, planners and executors do not sufficiently interact before the curriculum is implemented; the need to exposed teachers who

245

are the actors in the implementation to emerging techniques in curriculum implementation and the need to synchronise curriculum development with industry's needs.

The findings of the study imply that higher education institutions owners, curriculum planners, school authorities and lecturers should ensure that necessary materials and infrastructures are made available for proper implementation of the curriculum. Lecturers should constantly update their knowledge in the use of ICT facilities and also be regularly exposed to emerging trends in curriculum implementation.

Recommendations

Consequent upon the above findings, the following recommendations were made:-

- That training workshops on curriculum development and implementation should be constantly organised for lecturers at both national and state levels, while effective curriculum implementation should include the use of relevant instructional materials in its delivery.
- That lecturers should ensure that curriculum implementation has constant conduct of continuous assessment imbedded into so as to determine students' learning outcomes and their learning needs as well as the defects in curriculum implementation, while the use of variety of continuous assessment must be undertaken to keep the implementation to be on course.
- That highly interactive teaching-learning environment should be provided by owners of universities and other tertiary institutions while lecturers should take full advantage of such a conducive environment to engender effective implementation of the curriculum through well-managed lecturer/learner interaction, while relevant facilities should be made available by the university authorities for effective implementation of the curriculum at the university and indeed higher education level.

- That quality and highly exposed lecturers should be engaged to handle the curriculum implementation effectively for quality service delivery in the Nigerian higher education system and they should also be constantly exposed to emerging techniques in curriculum implementation.
- That curriculum development and implementation must be synchronized with the National objectives and with the relevant industry's needs
- That curriculum design should involve all relevant stakeholders in order to effectively capture the need of the people and of employers of labour.
- That heads of unit/department should always seek feedback from students on the lecturers' performance in their units/departments and effectively supervise curriculum implementation in their respective units. Units should ensure the use of relevant ICT facilities by both lecturers and students by adequately providing such equipment.
- That Governments, Non-Governmental Organisations (NGOs), philanthropist, school authorities and parents should all jointly provide adequate infrastructures needed in the University system for effective implementation of the curriculum.
- That parents should endeavour to provide necessary and relevant reading materials for their wards to aid effective curriculum implementation at the university system.

References

Adeogun, A. A. and Osofila, (2008). Adequacy of educational resources for quality assurance in public Colleges of Education in Lagos State. In Babalola, J.B., Popoola, L, Onuka, A, Oni, S, Olatokun, W. & Agbonlahor, R. (Eds) Towards Quality of African Higher Education *pp. 59 – 75* A publication of HERPNET

Ajuonuma, J. O. (2008). A survey of the implementation of continuous assessment in Nigeria universities. In Babalola, J.B., Popoola, L, Onuka, A, Oni, S, Olatokun, W. & Agbonlahor, R. (Eds) Reforming Higher Education in Africa pp. 85 – 91 A publication of HERPNET

Akinlua, A. A. (2008). *Driving curriculum content and practice in Higher education in Nigeria towards relevance.* In Babalola, J.B., Popoola, L, Onuka, A, Oni, S, Olatokun, W. & Agbonlahor, R. (Eds) Reforming Higher Education in Africa) pp . 93 – 102 A publication of HERPNET

Akinnuwesi, B., Adedoyin, A. A., and Adegoke, M. A. (2008). A framework of information and communication technology (ICT) policy for education in Nigeria. *Eastern African Journal of Higher Education Research and Policy Vol. 1 pp 33 -45.b*

Amadi, M. A. (2011). *Current issues and trends in Nigerian higher education.* Vitaman Educational Books, 1/3 Ali Street, Lagos.

Bruce-Agbogidi, E. T. (2005). Continuous assessment: implementation by secondary school teachers in Port Harcourt. An unpublished M.ED. Thesis in Institute of Education, University of Ibadan.

Campbell, O. A. (2008). Mobilization, allocation and utilization of resources in higher education in Nigeria. *Eastern African Journal of Higher Education Research and Policy Vol. 2 pp 69 -89.*

Danladi, E. N.; Anene, J. N. and Aina, E. O. (2012). Curriculum implementation in tertiary institutions in Nigeria for quality assurance. *International Journal of Social Science Tomorrow Vol. 1 No. 5*

Emeke, E. A. 1999. Psychological dimensions of continuous assessment implementation on teachers and students in secondary schools in Oyo State. In Obemeata et al (Eds.) Evaluation in African in honour of E. A. Yoloye Ibadan: Stirling-Horden Publishers (Nig.) Ltd.

Federal Republic of Nigeria (2004). National Policy on Education, 4th Edition

Nwana, O. C. (2003). Minimum standards and accountability in the Nigerian educational system - keynote address. In A. Osilaye (Chair). *Minimum standards and accountability in the Nigerian educational system*. 18th Annual Congress of the Nigerian Academy of Education, University of Port Harcourt, Port Harcourt, 10th - 14th November, 2003.

Onuka, A.O.U. and Junaid, I. O. (2007). Influence of feedback mechanism on students' performance in Economics in Kogi State, Nigeria. *In International Journal of Distance Education (IJODE) 2.56-61.*

Onuka, A O. U. (2008). Teacher-initiated student peer-assessment: a means of improving learning-assessment in large classes. A paper presented at the West African Examinations Council Monthly Seminar, Lagos: Research Division April 30, 2008.

Onuka, A. O. U. and Durowoju, E. O. (2011). Continuous assessment for improved higher education learning achievement in Business Management. *Journal of Pedagogical Thought vol. 4 pp 35 - 52*

Puyate, S. T. (2008). Constraints to the effective implementation of vocational education program in private secondary schools in Port

Harcourt local government area. *Asia-Pacific Journal of Cooperative Education, 2008, 9(1), 59-71 60*

Sotonwa, O. O. (1995). *Issues in curriculum development and instruction.* Ijebu-Od: El-shaddai Dats Publications, .