



CURRICULUM ISSUES, HIGHER EDUCATION IN AFRICA: A CASE STUDY OF NIGERIA UNIVERSITIES

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Abstract

This paper is an exploratory study that focuses on the issues surrounding curriculum in higher education in Nigeria. Higher education in many developing countries including Nigeria confronts many problems. Curricula are often dominated by liberal subjects thereby making education provided by higher education institutions in the country more of liberal education than vocational, technical and other forms of entrepreneurship education. The high number of unemployed graduates in the country is becoming unbearable by the day. The cause of this is not unconnected with issues surrounding curriculum in Nigeria universities. This paper reviews those aims and objectives of higher education that have to do with curriculum issues and development. The definition and concept of higher education, problems facing higher education in Nigeria, concept of curriculum and some of the challenges facing implementation of university curriculum are considered. The paper then submits that if the higher institutions in the country operate within the content of education policy, there would be unprecedented improvements in the skill acquisition among the Nigeria graduates. Recommendations on ensuring productive implementation of university curriculum are consequently made.

Keywords: Curriculum issues, higher education; Nigeria universities

Introduction

Education is an experience and part of human life. Some scholars see it as a way of life and the process of transmitting, advancing and consolidating culture as the process of education (Jaja, 1996). According to Jaja (2013), the national education system transmits art, music, custom, tradition, the language and the skills of the society to the younger generation with a view of perpetuating and advancing the culture of the people. This paper therefore set to underscore the curriculum issues and higher education in Africa especially Nigeria universities.

Education is the process of acquiring knowledge, skills and other capabilities. Education could be formal with clearly intended consequences and informal with unintended consequences. It is a universal aspect of any society. Although it is a universal feature of society, educational systems vary according to organizational structures, pedagogical practices, and philosophical and cultural organizations (Kunle and Wale, 2006).

This may be readily observed when one examines educational systems in a variety of cross-cultural settings, (and even among the myriad of public, private, parochial, and alternative educational networks). What is to be learned, how the learning is designed to a great extent, is a function of culture. For instance, in pre-colonial Africa, the pattern of learning was chiefly informal with the family playing the major role. It was not only the responsibility of the immediate nuclear family, but also that of the extended family and community at large to educate the younger generation (Jaja, 1996).

There were particularly no systems of organized educational training. The acquisition of skills and language was achieved through the simple process of observation and imitation with little or no overt instructions. However, there were also elements of deliberate learning in specialized occupations such as gold-smiting, weaving, carving and specialized religious acts and functions. This was the result of prolonged training based primarily on decent i.e. the younger understanding the older (Chukwu, 2008).

Nigerian University Education in Historical Perspective

Nigeria is a multi-ethnic and multi-religious country. Before the 18th century, there was little or no difference between Europe and Africa, but the slave trade coupled with the industrial revolution in Europe changed the socio-economic equation. Africa became the trading subordinate of Europe and later its colony. A review of the Nigerian educational system from 1842 to 1959 revealed that there was absolutely nothing in the Nigerian educational system that promoted “national consciousness”, “national unity”, “patriotism” or the like (Fafunwa, 2003). In fact, the colonial government never pretended to build a Nigerian nation. The citizens were either British subjects or British protected persons whose loyalty was supposed to be for the British Empire and the King or Queen of England. The consequent effect of this was that instead of training the people in the area of technology, majority of the citizens were educated in the area of civics as they were meant to assist the British colonizers in some administrative duties (Fafunwa, 2003).

The first higher educational institution in Nigeria, the Yaba Higher College, was established in 1932. The agitation of Nigerians for a more comprehensive higher education provision led to the constitution of the Asquith and Elliot Commission on Higher Education. Their reports in 1943 favoured the establishment of universities in Nigeria. Consequently, in 1948, the University College Ibadan was founded as an affiliate of the University of London. The University College continued as the only university institution in Nigeria until 1960 (Jubril, 2003).

In April 1959, the Nigerian government commissioned an inquiry (Ashby Commission) to advise it on the higher education needs of the new nation for its first two decades of independence. Before the submission of the report on 2nd September 1960, the Eastern Region government established its own university at Nsukka, the University of Nigeria Nsukka, 1960. The recommendations of the Ashby report include:

- i. the Federal Government should give support to the development of new universities in Nigeria;
- ii. a university should be established in the North using the old site of the Nigerian College in Zaria as its base;
- iii. a university should be established in Lagos to handle courses in business, commerce and economics;
- iv. University College Ibadan should widen its curriculum and develop into a full university;

- v. a National Universities Commission should be set up to have undisputed control over the affairs of the universities, particularly in terms of finance, staff and courses.

So, the University of Nigeria, Nsukka was founded in 1960 while the Obafemi Awolowo University, Ile-Ife (formerly, the University of Ife) was established in 1961. Ahmadu Bello University Zaria and University of Lagos were both established in 1962 while the University College transformed into a substantive university also in 1962. In 1970, the newly created Bendel State established a university, known as University of Benin. Consequently, the six universities established during this period 1960-1970 became known as first generation federal universities.

Also, between 1975 and 1977, seven new universities were established which was to reflect the then 19 state structure. These second generation universities as they were referred to include the University of Calabar (1975); the University of Ilorin (1976); the University of Jos (1975); the University of Sokoto (1977); the University of Port Harcourt (1977); and Bayero University, Kano (1977). These universities became federal universities by virtue of Decree 46 of 1977 which provided for Federal Government take-over of all universities in Nigeria (Jubril, 2003). The 1979 constitution transferred university education from the exclusive to the concurrent legislative list which meant that state governments were free to establish state-owned universities if they so desired. Based on this, a number of universities were established between 1979 and 1983. They include, Bendel State University (now Ambrose Alli University) Ekpoma; Anambra State University of Technology, Enugu; Imo State University, Owerri; Ogun State University, Ago-Iwoye; Ondo State University, Ado-Ekiti; Rivers State University of Science and Technology, Port Harcourt; Cross River State University, Uyo and Lagos State University, Ijanikin.

Nigeria currently operates the 9-3-4 system of education which is part of the Universal Basic Education, UBE, which came as a replacement for Nigeria's Universal Primary Education Scheme of the 6-3-3-4 system of education. Students spend six years in secondary school that is 3years of JSS (Junior Secondary School) and 3years of SSS (Senior Secondary School). First-year entry requirements into most universities in Nigeria include: Minimum of SSCE/GCE Ordinary Level Credits at maximum of two sittings; Minimum cut-off marks in Joint Admission and Matriculation Board Entrance Examination (JAMB) of 200 and above out of a maximum of 400 marks are required. Candidates with minimum of Merit Pass in National Certificate of Education (NCE), National Diploma (ND) and other Advanced Level Certificates with minimum of 5 O/L Credits are given direct entry admission into the appropriate undergraduate degree programmes. Higher educational Institutions in Nigeria include Universities, Polytechnics and Colleges of Education. There are currently 129 approved universities in Nigeria comprising 40 Federal Universities, 39 State Universities and 50 Private Universities (NUC, 2014). Also, Nigeria has a total 128 approved polytechnics and 117 approved Colleges of Education in Nigeria, making it the largest higher education system on the African Continent (Adesulu, 2013).

Although Public Universities have dominated the higher education landscape in Nigeria for several decades, their failure to cope with admission pressure became more compelling from the 1990s. In 1990 about 250,000 candidates applied for admission and less than 50,000 constituting (20%) of the candidates were admitted. In 1992, close to 300,000 applied for admission and about 50,000 amounting to 17% got admitted while in 1994, out of the 400,000 that applied for admission, less than 50,000 totaling 13% got admitted into different universities in Nigeria (Obasi & Eboh, 2001). Moja (2000) affirmed that "Access to higher education and the lack of the capacity of the system to absorb the numbers of students

seeking admission to higher education institutions continues to pose a serious problem. For example, it is estimated that out of 400,000 JAMB candidates seeking admission to university education, more than 320,000, which is about 80% are not able to gain admission to any of the 37 Nigerian universities". Also, Onyekakeyah (2005) stated that, "The Joint Admission and Matriculation Board (JAMB) figures clearly show that the situation has not improved. According to JAMB figures, out of about 800,000 candidates that sat for the 2005 examination, only 147,000 were offered places in the existing universities, representing only 18.4 percent".

Another major problem facing higher education especially Federal and State Institutions is funding. Enrolments have increased more quickly than government's capacity to finance these institutions. This has hampered education delivery, monitoring, inspection and other quality assurance activities. Government has made efforts at addressing this problem; for example, in 1993, the Education Tax Decree was enacted to provide 2% of the profits of companies registered in Nigeria to be collected by government and paid into a fund called the Education Tax Fund (ETF) now (Education Trust Fund). Despite increase in funding from over 11 billion naira in 1999 to over 90 billion naira in 2008, funding still remains a major challenge (Dawodu, 2010).

This was the trend in Nigeria such that the admission crisis became more critical after 2001. The access rate had fallen by 2002 to less than 13 percent (Okebukola 2002). Based on this fact, the expansion of access through the establishment of Private Universities became one of the most reasonable policy options (Obasi, 2005). According to Aluede, Idogho & Imonikhe (2012), of the number of candidates applying for admission every year in Nigeria, only about 5.2 percent to 15.3 percent get admitted every year, meaning that about 84.7 percent to 94.8 percent of the candidates seeking admission never get admitted. The emergence of private provision of higher education in Nigeria came with the inauguration of a democratic system of government under President Olusegun Obasanjo in 1999. The National Universities Commission was empowered to receive applications, examine and validate the facilities of serious applicants of private Universities across the country. And so, in 1999, three private universities emerged namely, Igbinedion University, Okada, Edo State; Babcock University, Ilesha Remo, Ogun State and Madonna University, Okija, Anambra State. In 2001, Bowen University, Iwo, Oyo State was established while Covenant University, Ota, Ogun State was established in 2002.

Concept of Higher Education

Higher education refers to the western type of education which is organized after secondary school education. Higher education also refers to all organized learning activities at the tertiary level. There are rules and regulations formulated and administered by the Ministries of Education. Policies are drawn up to guide and direct such institutions by government. In the higher education laws are to be found rules and regulations guiding the type of buildings, facilities, equipments required in the institution, the entry qualifications of students, their ages, the curricula, the rules guiding the students movement, the qualifications of the teachers, their workloads, their conditions of service and the students certification and graduation. There is usually quality control mechanism, in the case of Nigeria it is the universities and the National Universities Commission (NUC) that is saddled with that responsibility. It became obvious that for Nigeria to effectively grow and develop it needed the universities, and in the observation of Curle (1970) in Jaja (2013), for a country to develop, the citizens must be educated, he declared:

... in order to develop; a country must have a very considerable proportion of trained citizens, not only to act as doctors, engineers, teachers and agriculturists but also to establish its own values of justice, selection on merit, flexibility, empiricism and efficiency.

The National Policy on Education (2004) defined tertiary education to include, universities, colleges of education, polytechnics and monotechnics. Tertiary education is aimed at:

1. To contribute to national development through high-level relevant manpower training.
2. To develop and inculcate proper values for the survival of the individual and society.
3. To develop the intellectual capability of individual to understand and appreciate their local and external environment.
4. To acquire both physical and intellectual skills; this will enable individuals to be self-reliant and useful members of the society.
5. To promote and encourage scholarship and community services.
6. To forge and cement national unity; and
7. To promote national and international understanding and interaction.

Problems Facing Higher Education in Nigeria

There are lots of problems facing the education system in Nigeria. Indeed, over the years, education in Nigeria has suffered much neglect manifested in the form of inadequate funding, inconsistent policy changes; lack of infrastructure and disruption of the school system. These problems in the education system have been very disturbing. In fact, budgetary allocations to education in Nigeria have been grossly inadequate leading to agitations by Academic Staff Union of University (ASUU) and students about obsolete equipment, old and outdated textbooks and journals including poor remuneration for lecturers especially at the tertiary level, which have also heightened the level of brain drain in the country as many of them moved to different parts of the world in search of greener pastures.

According to Iruonagbe, Imhonopi and Egharevba (2015) there have been complaints by employers of labour within and outside the country that most graduates from Nigerian Universities are not properly trained to fit into the world of work in terms of desirable knowledge and skill. In developed countries, especially in Europe and America, most Nigerian graduates are seen as half-baked due to such issues as constant strikes, conflicts, disruption of academic calendar and cultism which have destroyed the quality of education in Nigeria including the dearth of qualified and experienced lecturers.

Education is the vehicle that moves the growth and development of a nation. Some developing countries, especially in Asia, have been able to transform their economies and their people. Countries such as Japan, Korea, India and China did not necessarily wait for the transfer of technology as observed from most African countries like Nigeria but were committed to a system where they copied, adapted and fabricated foreign technology through an inward-looking strategy to suit their own cultures, environment and needs. This is where the country failed to understand that education must be pragmatic in nature if it is to create any meaningful impact in the life and living conditions of the people.

The role of education in the development of a society and the pathetic stories about Nigeria's university education has been vastly documented in higher education literature. It suffices to note here that the state of education is one of the crucial indicators of the seriousness of a society in its quest for national development because the quality of education in a society determines the quality of its leaders and the pace of social development. Universities (higher institutions) in advanced and well-organized societies are the centre of social activities and

the environment provides good settings for research, teaching and learning. Unfortunately, the culture of corruption has prevented Nigeria from providing good quality education to the youth to prepare them for the challenges of the 21st century economy (Iruonagbe, Imhonopi & Egharevba 2015).

Concept of Curriculum

Curriculum is the set of courses and their contents offered at a school or university. A curriculum is prescriptive and is based on a more general syllabus, which merely specify what topics must be understood, and to what level to achieve a particular grade or standard. That is, a curriculum may be referred to as all courses offered at a school (Ali & Ajibola, 2015).

According to Kelly (2008), "Curriculum is all the learning which is planned and guided by the school, whether it is carried out in groups or individually, inside or outside the school". In other words, curriculum specifies in advance what we are seeking to achieve and how we are to go about it. Offorma (2005) sees curriculum as a planned learning experience offered to a learner in school, adding that it is a programme of studies made up of three components; programme of studies, programme of activities and programme of guidance. Hence the meaning of the term curriculum has also been changed to meet the needs of education of different courses of studies.

Blenkin (2012) defined curriculum as a body of knowledge contents and or subjects. That is, curriculum is the process by which knowledge and skills are transmitted or delivered to learners by the most effective methods that can be devised. Curriculum is an organized plan of course outlined with the objectives and learning experience to be used for achievement of these objectives. In a wider perspective, it is a way of preparing individuals to become productive citizens and useful member of the society to which they belong. Thus, curriculum is a tool of education to educate and humanize the whole man. Akinsola and Abe (2006) see the curriculum as all the knowledge and experience got by a child in and out of the school walls, either on the time table or outside it i.e. the experiences the learner has regardless of when or how they take place.

Jeffs and Smith (2010) argued that the notion of curriculum provides a central dividing line between formal and informal education. Recognizing the fact that some informal educators adopted curriculum theory and practice as a desire to be clear about content, and the approaches to the curriculum which focus on objectives and detailed programmes appear to be compatible with all round development of the learner.

Having recognised various contributions of different scholars regarding the concept of curriculum, this paper sees curriculum as totality of knowledge to be transmitted to the students by the instructors in and outside the school setting in order to achieve the stated objectives. With all the analysis so far in term of curriculum concept, there is need to look into issues surrounding curriculum in Nigeria universities.

Curriculum Issues in Nigeria Universities

Curriculum is the nucleus that surrounded by all level of education in the world. A curriculum is designed to ensure that knowledge is conveyed in a systematic and planned way so as to impart a combination of knowledge and skills that are determined to be appropriate and necessary to the society and the time. It is indeed an instrument for possible education. Alade (2005) defines curriculum as a programme of education prepared for definite group of learners within a time frame in order to achieve the intended behavioural outcomes.

Okundaye (2003) in his description of curriculum sees it as the inner engine which propels education to achieve for both the individual and the society what they hold up as prize. Curriculum is the medium through which educational institutions seek to translate the societal values into concrete reality. Through it, educational institutions actualize what the society considers as desirable learning. Curriculum straddles all societies from the literate, pre-literate to the illiterate. It is the heartthrob of development and progress. As education is central to society so is curriculum the heart and life wire of education. The implication is that as no society can rise above the level of its educational system, so can no educational system tower above the level of the values inherent in its curriculum. The foregoing inherently denote that curriculum should be reasonable, complete, has objectives, the subject matter, learning activities and evaluation techniques as components which unitedly are instrumental in training prospective school-going-youths for acquisition of knowledge, skills, attitudes and habits approved by the society which established the educational institutions. Its review therefore from time to time is to bring it in line with current thinking or emphasis in education as demanded by the populace (Alade, 2011).

The issue of curriculum content and practice in Nigeria is surrounded with a lot of stories. Much has been done over the years within the context of curriculum dynamics there had been improvement, development, innovations, adjustments, changes and all sorts without realizing the developmental goals in education. One could easily recall that curriculum content and practice in Nigeria at every level of education parade some major developments and milestones in the view of Ehindero (1986). There is hardly any difference noticeable among these levels; whether primary, secondary and tertiary; they all speak about failures and disappointments.

According to Akinlua (2006), these major developments and milestones could be subsumed under three important headings: That is, (1) Curriculum content and practice in the pre-colonial period (2) Curriculum content and practice in the colonial period and (3) Curriculum content and practice in the post-colonial period.

The pre-colonial period was marked majorly by the absence of formal schooling and hence unwritten curriculum. Generally, traditional or indigenous education (i.e. the educational system in operation before the advent of colonial masters) had no written curriculum. The major approach, for achieving the educational objectives was social learning in which children learn informally in their home, through religious societies/ceremonies, the age-grade system as well as the apprenticeship system e.t.c. Since there were no written syllabi, children at that time, learned through imitation/modeling, the various contents of the curriculum that have been informally designed to produce an integrated citizenry. In the South Western part of Nigeria (as well as in the other parts of Nigeria) farming was the predominant occupation. However, one major lesson to be learned in indigenous education is that it produced well-integrated citizenry. The curriculum was appropriate to the needs of the primarily agricultural communities where life was simple. Moral training was given both at home (by the parents) as well as other adult members of the family and community – again through the informal passing on of knowledge.

When the colonial Government came, following the period of the Missionaries they came in with similar approaches to educating the citizenry, but the objectives were different. Their main objective was aimed at achieving their own political colonization goals. By 1888, they produced an educational policy document tagged “The First Education Ordinance”. By 1920, the Phelps Stoke’s Commission was set up precisely in 1920 to critically examine the process of education in Africa. The Commission came out with a blueprint stressing the need to

make education relevant to the needs of the society. The Commission's submissions were however later found to be defective as it did not include the need for science subjects and failed to recommend the implementation strategy of vocational and technical education in the school curriculum. Formal schools were established but the curriculum was meant to produce teachers, clerical officers, and middle level administrative officers that would serve the British Colonial master. Thus, the curriculum during the colonial period was narrow and could not be very useful in the rapid transformation of the country in an age of science and technology.

After the colonial era, that was the time Nigeria became an independent country on October 1, 1960, and a full Republic in 1963. As a young nation, it became necessary to determine what curriculum should be designed for schools in order to accelerate her growth and development as a nation. In order to achieve this objective, a team of curriculum experts was invited from Harvard University in the United States of America (USA), to examine Nigeria's educational system and school curriculum that were then in use and make appropriate recommendations. The findings of the experts according to NOUN (2017) were as follows:

1. The missionaries who introduced formal education the first place, neither followed nor use any written curriculum plan, nor had an educational policy to guide proper curriculum planning. Each school operated independently in accordance with its own specific needs.
2. The prescribed learning activities were old-fashioned and meant to serve the interests of the colonialists. The Educational objectives and orientation were not applicable to the Nigerian context.
3. As a pluralistic society, there are peculiar problems in each section of the country. For example, what was considered important by a group could be irrelevant in another culture? Besides, the Nigerian Arts and Culture, and Nigerian Languages were neglected.
4. There were irregularities in the time of opening and closing of the school sessions.
5. School learning tends to concentrate on mental processes (or cognitive skills) to the detriment of other processes.
6. There is much emphasis on rote learning and passing of terminal examinations.

These teams from the USA were invited as external experts who could make appropriate recommendations. This resulted in the new curriculum in which, for example, subject such as Geography and African History were introduced as part of the curriculum. French Language replaced Latin, and British History, which was a major subject, gave way to African/Nigerian History. The then, Nigerian Educational Research Council (NERC) (now known as Nigerian Educational Research and Development Council (NERDC), as well as Comparative and Scientific Adaptation Centre (CESAC), were assigned the responsibility of implementing the recommendations of the US experts from Harvard University (NOUN, 2017).

In spite of these changes, and because of the upsurge of interest and global growth and development in Technology, Nigerian's educational planners did not rest as there was yet another call to revise the curriculum. The response to this call resulted in the National curriculum Conference held in 1969, out of which has grown a more acceptable National Policy on Education first published in 1977, and is being revised from time to time since then. It was this document that brought about the educational system now referred to as the 6-3-3-4 system which was later changed to 9-3-4 that is currently in use.

The aspiration and drive for national development informed the philosophy and objective of education in Nigeria (Ajibola, 2008). The curriculum was expanded and modified, to place education as agent of social change as well as reflect the dynamics process of nation-building (Woolman, 2001). Education was meant to foster the frontier of knowledge, formulate ideas for national development, train and develop manpower to man various institutions of society and to inculcate national values, morals and character necessary for national unity and development (Emeh & Agba, 2010).

Despite government intention to use education as vital instrument for national transformation, there remain systemic short comings that bedevil the realization of development plan of Nigeria. Consequently, the country is still trapped in the vicious cycle of underdevelopment. Social mayhem such as security challenges, poverty, food insecurity, health crisis, dead infrastructure, high crime rate and poor sanitation characterized the Nigerian federation (Agba, Coker & Agba, 2009). Others are unemployment, ethno-religious crisis, political thuggery. These social upheaval threatened national unity and could extinct the Nigerian federation even at nearly 60 years of nationhood.

Although the causes of these social mayhems are multidimensional, effective and functional education could serve as remedy; since such education stimulates other sectors of society and trained social thinkers who would proffer solution to societal problems (Emeh & Agba 2010). Effective design and implementation of curriculum is therefore vital for functional education and nation building (Marinho, 2009). Nwilo and Badejo (2002) posit that when curriculum is inadequate to propel the wheels of effective education it should be modernized or reviewed to meet the demands and dynamics of society.

Some of the Challenges Facing the Implementation of University Curriculum

The achievement of objectives of any level of education depends largely on effective implementation of its planned programme. Onyeachu (2008) observed that no matter how well a curriculum of any subject is planned, designed and documented, implementation is important. This is because the problem of any programme arises at the implementation stage. According to Adeleke (2007), education in Nigeria has suffered the plight of inadequate instructional materials, inadequate qualified teacher, poor funding syndrome, inadequate instructional facilities and lack of motivation among others. Stressing further that, there is every need to resolve issues surrounding functional education system in Nigeria. In other words, if university curriculum will achieve its intended objectives, the following issues demand urgent attention. They are:

Inadequate Instructional Facilities: Instructional facilities are basic structures and facilities necessary for effective teaching and learning in the university. Facilities are plants,

laboratories, libraries, equipment, lecture buildings, furniture which enable lecturers to deliver effective lecture thereby leading to attainment of behavioural objectives. Facilities are not adequately provided. Most of the lecture-rooms are congested to extend that students will be forced to stand for about two hours lecture especially in general courses. On this aspect, Academic Staff Union of the Universities (ASUU) had been agitating for improving infrastructural facilities as part of the 2009 agreement with the Federal government of Nigeria. This has led to incessant strike action in the universities over the years.

Inadequate Qualified Staff: This is vital area in the implementation of universities curriculum. For any programme of the curriculum to be properly implemented, the implementer must be adequately qualified. In Nigeria today, recruitments into lecturing position in most of the universities are being politicise to the extent that even if one is qualified and do not have any back-up, he/she may likely not getting the job. This scenario has paralysed the whole achievement of university education.

Poor Funding: As observed by Nwagwu (2004), one impressive feature of educational institutions in Nigeria since independence has been the phenomenal increase in number of students and students' population. For this magnitude of expansion and development to be effective, there must be massive investment of resources in the form of funds. Unfortunately, all indicators point to a chronic gross under-funding at the universities system. This is a serious issue in curriculum implementation in the university. For instance, due to lack of political will and determination in providing quality education for citizens, from 2009-2013 budgetary allocation to education shows that Nigerian government had not met the required 26% of education budget recommended by UNESCO for education (see table 1 below)

Table 1: Federal Government Expenditure on Education (in billion naira)

Year	Total Allocation	Percentage (%)
2009	33.63	6.4
2010	295.3	7.5
2011	306.3	7.9
2012	400.15	8.43
2013	426.53	8.7

Source: Education Sector Status Report, Federal Ministry of Education

Lack of Motivation: Ofoegbu (2011) described teacher motivation as those factors that operate within the school system which if not available to the teachers would hamper performance, cause stress, discounted and frustration all of which subsequently reduce student quality output. That is, in order to improve performance on the part of undergraduates, lecturers must be motivated. Non-motivation of lecturers affects their performances. When their entitlements are not given to them or inadequate, they will find

alternative means of supplementing their monthly incomes by engaging in various part-time lecturing in various universities thereby affecting their performances in the institution where they were primarily employed.

Recommendations and Conclusion

In the face of the numerous challenges facing the implementation of university curriculum, the following recommendations are suggested for improvement:

- i. There is need for concerted efforts by government to providing instructional facilities to our federal and state universities in Nigeria. Also, well-meaning Nigerians who are rich should complement government effort in this regards.
- ii. Governments and management of the university should stop politicising lecturing recruitment process in order to get the best qualified lecturers for effective implementation of university curriculum.
- iii. Enough funds should be allotted for university education through Tertiary institutions Trust Fund (TETFUND) so that lecturers will have access to research funds whenever the need arise.
- iv. Lecturers' salaries allowances, entitlements and other remunerations should be given to them on time. Government should listen to the lecturers' cry concerning revitalisation of university education in Nigeria. This will stop incessant strike experience in our university.

In conclusion, the central theme in this paper is curriculum issues in higher education especially Nigeria universities. The paper attempts at expounding the Nigeria universities in historical perspective, concept of higher education, curriculum issues in Nigeria universities and some of the challenges facing the implementation of university curriculum.

It is worthy to note that, higher education should be better planned and controlled by quality, in terms of curriculum issues; emphasis should be more in science/technology and the professions. These are areas of great need for a country like Nigeria. Emphasis should also be in the acquisition of knowledge and skills in agriculture, mining, building, construction, manufacturing, industrialization, health, education among others. Less attention should be placed on politicking on campus as politicking is more, dangerous than politics itself. There is no doubt that if the university authorities could overcome the challenges that seem to have held her captive, and faithfully purge itself, then the road to genuine transformation and development is indeed much brighter. Then the universities role of training of qualified professionals, inculcating, right attitude, norms and values as well as developing human and social capacity, which are the bedrock of societal and economic development, will greatly be

affected. Unless the curriculum issues in Nigeria universities are addressed, the socio-economic transformation of Nigeria is yet to be out of the woods.

Lastly therefore, the continuous relevance of the university system depends on its ability to carry out its responsibility to society; only then can the continuous existence and relevance of the universities be appreciated by society.

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