

Curriculum Contents for Quality Education Delivery and Sustainable National Development in Nigeria

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ABSTRACT

This study "Curriculum contents for Quality Education Delivery and Sustainable National Development in Nigeria" investigated public opinion and other Education stakeholders' reservations to the provision of quality education delivery across Nigeria. Three hundred and eighty-two (382) respondents, 268 males and 114 females were randomly selected and used as a sample of the study across six (6) geo political zones in Nigeria. The samples cut across teachers, family members, educational administrators, policy makers, university lecturers, and politicians. Survey research design was employed for the study. Cluster sampling technique was used to identify the sample of the study. Self-developed questionnaire was used to generate information for the study. Chronbach's reliability coefficient of .701 after test re-test was obtained. Simple percentage count was used to report the demographic variables of the study while descriptive statistics was used to answer the research questions, the hypotheses were tested using z test and Analysis of Variance (ANOVA) at 0.05 level of significance. The Findings of the study have showed there is need to reform the Nigeria Basic education curriculum to provide elements of skills acquisition. All education stakeholders should team up to provide conducive learning environment for teaching and learning. No significant gender difference was found across the sample that the perceived curriculum impacted sustainable National Development at $z = 2.7$, Quality teacher production need to be revisited by the Nigeria National Commission for Colleges of Education (NCCE). Based on the findings the writer offers some recommendations; the Nigeria National Curriculum Reviewers should reflect National development through education. School plants should be revisited to provide befitting structures, teaching and learning materials as a means for individual and community overall development. There is need to improve salary of teachers to avoiding attrition from schools. Stigmatisation of teachers should be avoided as a means of improving performance of teachers.

Keywords: Curriculum, curriculum contents, quality education, education delivery, sustainable development

INTRODUCTION

Teachers are central to translating curriculum policy of any government worldwide. It is the responsibility of Teachers to draft and operate Educational Curriculum in accordance with the National Philosophy of Education in any country. For a curriculum to be purposeful it must be essentially indigenous and follows certain basics of relevance, coherence, equity and excellence. A curriculum should also emphasize on the role of various representative groups in ensuring a socially relevant curriculum, Armstrong (1989). In education, curriculum is broadly defined as the totality of students' experiences that occur in the educational process Jon (2008). In Nigeria the philosophy of education as stated in the National Policy on Education (NPE) 6th edition section 1 subsection 3 states that:

- a. education is an instrument for National Development,
- b. education is vital for the promotion of a progressive and united Nigeria,
- c. education maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society,
- d. education is compulsory and right of every Nigerian in respective of gender, social status religion, colour, ethnic background and any peculiar individual challenges, and
- e. education is to be qualitative, comprehensive, functional, and relevant to the needs of the society.

The last item of section 5 in the NPE is realization of land of bright opportunities for all citizens. Without which the National Development would not have been realized through Education sector. To achieve the objective of the National philosophy the country has to embed all the National goals through education. The teachers' effort toward teaching and how far they infer the result of instructional delivery through quality and level of employability as well as performance during civil responsibility in international competitiveness count a lot in curriculum excellence. To give quality education there is need for a country to have quality curriculum which in turn provides quality teachers for teaching at all levels of education in Nigeria. Based on this, teachers are positioned to understand the National Curriculum, nature of operation and tell whether it will promote sustainable

National Development or otherwise. The challenges of most curriculum developments are non-preparation and inclusiveness of teachers. This is because teachers have never been part of development but play the role of implementing the curriculum. It is being produced by policy makers and finally be used by other professional teachers at the lower level. Quality Education is simultaneously delivered along with befitting school structure, despite the careful placement of Education at basic level at the hand of local government which is the third tier of government in Nigeria. The joint account being operated by state and local governments have left the schools in very difficult conditions or at least not a learner friendly school environment. Renovations often become very difficult and construction of classes is hard come by because of financial constraints. The common features of Basic Education structures are blown away roofs, worn out doors and windows, lack of adequate learning facilities such as books (texts and exercises), charts, writing and other extracurricular facilities for students sporting and gymnastic games are in adequate or lacking.

The contradicting policy of free and compulsory education has been on and off depending on the outgoing government and incoming government interest in sustaining the policy which left the schools poorly stocked with many facilities that can help the children to learn effectively. Inability of government as the owner of schools to build new structures there- by leveraging on existing facilities to upgrade schools from Basic, Post Basic, Secondary, Higher Institutions or University has drastically affected provision of quality education to most part of Nigeria. The National Policy regards teaching qualification in Nigeria as National Certificate in Education (NCE) as teaching qualification in Nigeria. This is post-secondary school certificate which the Curriculum content is aimed to equip and provides manpower for teaching at the Basic Education schools. The duration for the study is three years and five years in case of spill over examinations. In the 2022 curriculum reforms all courses that are non-Basic Education were removed to ensure that students have mastery of learning contents. The older curriculum as observed by Foreign, Commonwealth and Development Office (FCDO) and United States Aid (USAID) made the teaching and learning too cumbersome to handle as the students are exposed to studies like inferential statistics which Masters and Ph.D students are struggling to learn. In Business

education topics like Short hand and type writing were also removed from the syllabus the later was change to word processing. Courses that are relevant to Basic Education only were contained in the new reform which is normally reviewed in every five years. This has now reduced serious stress and the syllabus now offered students to 24 credits in each of the four subjects they are studying ie English, Social Studies, and Education; making 96 credits per session instead of the former 120 credits per session. This approach commences operation in 2022 and the hope is to provide subject mastery which is central to Instructional delivery. Another challenge to teachers is lack of motivation which makes schools as transit for other job opportunities. Despite rural posting allowance, science teaching allowance among others the monthly take home pay for teachers can not cover their family expenses. These affect teachers' performances and force them to either abandon their classes most especially in the afternoon or spend a whole day without going to the schools. In the yester years when opportunities are open for teachers to attend workshops, conferences, and host of another scholarly forum. Teachers' performances were well appreciated and confidences are restored in most public schools. Scholarships for further studies are given but enabling environment for further practice after the studies often become hard. Those who work in the metropolitan schools can be posted to a difficult terrain area as compensatory for further education.

Education for National Development

National development can therefore be described as the overall development or a collective socio-economic, political as well as religious advancement of a country or nation. This is best achieved through development planning, which can be describe as the country's collection of strategies mapped out by the government. Naomi (1995) believes that development is usually taken to involve not only economic growth, but also some notion of equitable distribution, provision of health care, education, housing, and other essential services with a view to improving individual and collective quality of life. Naomi (1995) and Chrisman (1984) views development as a process of societal advancement, where improvement in the wellbeing of people is generated through strong partnerships between all sectors, corporate bodies, and other groups in the society. It is reasonable to know that development is not only an economic exercise, but also involves socio-economic and political

issues and pervades all aspects of societal life. The Nigerian government has aspired to achieve development through the use of various types of development plans, namely short term (Annual Budget), medium and long term plans (Marcellus, 2009). Most development strategies ever adopted for use in Nigeria have been the same, with slight differences in their objectives, they are just mere nomenclature, and that is why the problem of development had persisted. We are often pursued with myriad of question as why Nigeria remained on a point, Nations that came into international scene few years back had been able to sort themselves out by overcoming the challenges of underdevelopment.

Education is a crucial sector in any nation. Being a major investment in human capital development, it plays a critical role in long-term productivity and growth at both micro and macro levels. This explains why the state of Education in Nigeria continues to be our national discourse at all levels. Consequently, the implication of the declining quality of education at all levels has far reached negative impact on a nation's moral, civic, cultural, and economic sustainability. Samalia and Murtala (2010) state that something urgent has to be done in the educational sector to ensure quality Education is provided for National Development. But the problem with Nigeria is that there is no difference between an educated president and the non enlightened ones in terms of their leadership. Irrespective of the above observation, the main focus of this paper remains the contributions of education to national development.

Education and National Development

Instructional delivery normally operated under difficult and tense conditions, is probably the reason behind multiple strikes by almost all personnel in Nigeria tertiary institutions. Book supply is not regular lecture halls filled by growing students' population, inability to repair classes, laboratories, gross shortage of teaching and learning facilities, equipment as well as lack of remunerations for academic and non-academic staff. Both students and staff cannot convince the government to supply teaching and learning materials. This has caused the entire nation to lose more than three academic sessions to industrial actions. The focus of this paper is to look at the contribution of education to National Development. Prominent among the points to be

considered is that education supplies the needed manpower for national development. Afolabi and Loto (2012) support this argument by stating that a developed or educated policy is the one that has enough manpower and each person occupies his or her rightful position to enhance the growth of the society. To support this, Ajayi and Afolabi (2009) also remarked that education is largely perceived in Nigeria as an indispensable tool which will not only assist in meeting the nation's social, political, moral, cultural, and economic aspirations but will also inculcate in individual knowledge, skills, dexterity, character, and desirable values that will foster national development and self-actualization. From the definitions of Education given above, it is clear that education trains an individual to be useful in the society and to meet up the need of the society for national development.

Therefore, it should be clear that without education, a nation cannot get the needed manpower for material advancement and enlightenment of the citizenry. The trained engineers, teachers, medical doctors, inter alia are all the products of education, this explains why the quality of a nation's Education determines the level of its National Development. From the above, it is clear that education has a critical function in national development. But in the Nigerian, context, education has not fully played its roles in the regard. This is as a result of certain inherent problems in the Nigerian education system. First among these problems is inadequate funding. Education is no doubt, directly linked with the processes of nation building and development. Education in Nigeria has not been properly funded and this leads to poor infrastructure developed in the universities, secondary and primary schools. This poor infrastructure makes the environment very hostile. This explains why highly placed Nigerians like senators and other legislators were not happy with the publication of *European Scientific Journal* October 2013 edition vol.9, No.28 which leads to fighting each other in their legislative houses. Following statistics shows that Federal Government percentage budgetary allocation to education in 1999, 2000, 2001, 2006, 2008 and 2009. Year Allocation (%); 1999 (11.12), 2000 (8.36) 2001 (7.00), 2006 (8.77) 2008 (10.02), 2009 (8.08), Abubakar and Murtala, (2010). The statistics above shows how insufficient Nigeria's allocation to education has been when compared with United Nation (UN) 15% bench mark. Corollary to the above is the question of quality in our educational programs. This shows that

products of this underfunded educational sector will be very poor and teachers will not be adequately remunerated to perform their duties effectively. The incessant strike actions embarked upon by Academic Staff Union of Universities; could be attributed to the fact that pupils and students in the school system sit on bare floor, under sheds and trees to receive lessons or lectures. As the sector is not properly funded, it cannot efficiently contribute to national development. This explains why Jega (1997) calls Nigerian funding of her educational sector “Much ado about nothing”. The above situation emanates from our disregard for quality education which is informed by poor funding resulting in the crisis of credibility which appears to affect the academic qualifications obtained in Nigerian universities today.

Research Questions

This study was guided by the following three research questions:

1. Does Nigeria Education Curriculum provide avenues for National Development?
2. What are the National Development indicators found in the National Curriculum?
3. Are the National Development indicators enough to move the nation forward through Education?

Hypotheses

Hypothesis 1: There is no significant difference across the nation on the perceived national development through education among education stakeholders in Nigeria

Hypothesis 2: There is no significant difference between teachers’ level of education and perceived curriculum impact on national development.

Hypothesis 3: There is no significant gender difference on perceived curriculum impact on National development.

Methodology

Descriptive survey research design was selected for this research study. Descriptive research design is a type of research design aims to systematically obtain information to describe a phenomenon, situation, or population of the

study. More specifically, it helps answer what, when, where, and how questions regarding a research problem rather than why (Bichi, 2006). A descriptive approach to research allows researchers to thoroughly investigate the background of a research problem before further research can be carried out. It can be used in social science research to explore and document the nature and scope of a problem, to identify trends and patterns, and to provide a basis for subsequent research (Best, 2011). The designed was used following the questionnaire distributed to generate data for the study from teachers and other education stake holders based on their opinion on whether the existing education policy facilitate national development in Nigeria.

The population of the study consisted all public schools practicing teachers in Nigeria. The population of the teachers as 2021 was recorded at 1,612,955. Three hundred and eighty-two (382) teachers were selected to form the sample of the study. The sample was drawn across the six geo-political zones of the country based on Wiseman's 1999 table of sampling size. Self-developed questionnaire entitled "Education for National Development Questionnaire" (END-Q) was used to generate information for the study. The questionnaires were developed using five sub-scales on Likert type five with Chronbach's reliability coefficient of .701 after test re-test, this has indicated the items has poses internal consistency for data generation. Descriptive statistics was used to answer the three research questions while Analysis of Variance (ANOVA) and z test were used to test the hypotheses of the study. A decision mean of 2.5 was used to provide basis for decision making of the research question on whether the phenomena exist or otherwise.

Findings

The result of the study was analysed and interpreted as shown below. The interpretation was made based on the simple percentage count which was used to explain the demographic variables, descriptive statistics was also used to answer research questions and analysis of variance whereas z test were used to test the null hypotheses.

Research question 1: Does Nigeria education curriculum provide avenues for national development? Descriptive statistics was used to answer this research question

Table 1: Nigeria Education Curriculum and National Development

Variables	Sum	Mean	Std
All development indicators are clear in Nigeria National Curriculum	382	2.7	1.42
National education curriculum provides national development at All school levels	382	3.0	1.21
Organized learning experiences promotes national development	382	3.0	1.11
National curriculum not well translated by education personnel	382	3.1	1.11
Is not an ideal to separate schools/ subjects for national development	382	2.8	1.13

Source: field Data (2023)

Table 1 above presents responses to the items on the question Does Nigeria education curriculum provide avenues for national development? All items arranged to answer this research question were recorded with a mean score more than the decision mean of 2.5, this showed developmental indicators are well spelt out in Nigeria national curriculum. The National curriculum provides national development topics at all levels, organized learning experiences promote national development, curriculum is not well translated by education personnel and it is not ideal to separate schools and subjects for national development.

Research question 2: What are the National development indicators found in national curriculum? Descriptive statistics was used to answer this research question

Table 2: National Development Indicators in Nigeria Curriculum

Variables	Sum	Mean	Std
Skills acquisitions aimed to promote national development	382	2.9	1.19
Entrepreneurship courses are basis for national Development as in human & capital resources investment	382	2.8	1.16
Entrepreneurship and skills acquisition teachers are not adequate in schools	382	2.6	1.23

Improve of standard of living or percentage income	382	2.4	1.31
Content of GDP in school syllabus schools are not enough across the federation	382	3.0	1.02
National Assembly do not follow up level of infrastructural national development strategies	382	2.4	1.19

Source: Field Data (2023)

Table 2 above presents responses of the sample on the national development indicators found in national curriculum. The respondents indicated four out of six responses were scored above 2.5 decision mean this showed Skills acquisitions aimed to promote national development with a mean score of 2.9, Entrepreneurship courses are basis for national development have a mean of 2.8, Entrepreneurship and skills acquisition teachers are not adequate in schools was recorded with a mean score of 2.6, content of Gross Domestic Product GDP schools’ syllabus are not enough across the federation with a mean of 3.0. respondents indicated items below decision mean of 2.5 are Improve of standard of living or percentage income courses for national development with a mean of 2.4 while National Assembly do not follow up level of infrastructural national development strategies was scored with a mean of 2.4. four out of six indicators having scored more than the decision mean indicated development indicators are found in national curriculum in Nigeria

Research question 3: Are the National Development indicators enough to move the nation forward? Descriptive statistics was used to answer this research question

Table 3: National Development Indicators as Means of Moving Nation Forward

Variables	Sum	Mean	Std
I’am comfortable with state of arts of training young	382	2.4	1.15
Community sees me as a contributor to nationaldevelopment	382	2.4	1.18
I hope to retire in my profession as a teacher	382	2.7	1.03
Economics/commerce teachers do not get opportunities to			

contribute to national development	382	2.6	1.15
Cooperative topics are not well stated in national curriculum	382	3.0	1.07

Source: field Data (2023)

Table 3 above presents report of the respondents on whether the National Development indicators are enough to move the nation forward. Three out of five items showed their mean were counted below the decision mean ie, I’m comfortable with the state of arts of training young was scored with a mean of 2.4, Community sees me as a contributor to national development was scored as 2.4, while responses counted more than 2.5 decision mean were I hope to retire in my profession as a teacher with a mean score of 2.7, Economics/commerce teachers do not get opportunities to contribute to national development showed a mean of 2.6 while Cooperative topics are not well stated in national curriculum were scored with a mean of 3.0. Since three out of five items were scored above the decision mean, we can conclude that the National development indicators are enough to move the nation forward.

Hypothesis 1: There is no significant difference across the nation on the perceived national development through education among education stakeholders in Nigeria Analysis of variance was used to test this hypothesis.

Table 4: National Development among Education Stakeholders in Nigeria

Variables	Sum of squares	df	Mean squares	F	sig	p-val	Decision
Between group total	114.1	5	22.8				
Within group total	4085.7	376	10.8	2.1	.06	0.05	H ₁ accepted
Total	4199.8	381					

Source: Field Data (2023)

Table 4 above present’s test of difference across sampled states on curriculum impacted national development. The test showed f- cal value 2.1 at .06 level of significance this concludes that the sample did not significantly differ at 0.05 level significance. The null hypothesis which states that there is no significant difference between perceived national developments through education among education stakeholders in Nigeria is therefore accepted.

Hypothesis 2: There is no significant difference between teachers’ level of education and perceived curriculum impact on national development. Analysis of variance was used to test this hypothesis.

Table 5: Teachers’ Level of Education and Perceived Curriculum Impact on National Development

Variables	Sum of squares	df	Mean squares	F	sig	p-val
Between group total	18.9	4	4.7			
Within group total	4124.5	337	10.9	.43	.78	0.05
Total	4143.5	381	10.9			

Table 4 above present test of difference across sampled states on curriculum impacted national development. The test showed f- cal value .43 at .78 level of sig this conclude the sample did not significantly differ at 0.05 level significance the null hypothesis which states there is no significant difference between teachers’ level of education and perceived curriculum impact on national development Is therefore accepted.

Hypothesis 3: There is no significant gender difference on perceived curriculum impact national development. Z test was used to test this hypothesis.

Table 6: Gender difference and Perceived Curriculum Impact on National Development

Variables	N	Mean	std	df	z-cal	sig	p-val	Decision
Male	268	13.0	4.03					
				380	2.7	.01	0.05	H ₃ rejected

Female 114 14.2 3.36

Source: field Data (2023)

Table 4 above present's test of difference across gender on curriculum impacted national development. The test showed z- cal value 2.7 at 0.01 level of significance this conclude that there is significant difference at 0.05 null. The hypothesis which states there is no significant difference between gender is therefore rejected.

Summary of the Findings

National development indicators are found in Nigeria national curriculum all indicators were counted greater than decision mean, based on this teachers should therefore do their best in the area of training the mind of students to participate in all facets of moving the nation forward. Skills acquisitions' training and entrepreneurship should be emphasized as part of National development training in Nigeria education this will help in the nation's Gross Domestic Product (GDP) and reduce the redundancy after graduation. The entire nation does not significantly differ in the perceived national development through education among education stakeholders in Nigeria this showed there is need for all stake holders to unite to promote National development through education sector. The findings do not show any significant difference between teachers' level of education and perceived curriculum impact on national development which implies all teachers' have common understanding of indicators of national development. While gender do not equally differ in how curriculum impacted National development.

Conclusion

In conclusion there is need for government policy to enable teachers to be part of all education curriculum review, teachers should take more pragmatic approach to teaching of subjects that promote National development through concrete lesson delivery in classes, workshops and field trips. Teachers at all level of education should ensure National development indicators are taught at both curricular and extracurricular engagements throughout Nigeria. Teachers particularly Economist should revisit other curriculums to ensure National development indicators are contained to enable National

development futures in each scholarly interaction with a view to move the nation forward. All Education stake holders prepare to revisit other academic training that will promote National development throughout Nigeria with a view to compete with other African and developed countries.

Recommendations

Teachers should do their best to train the mind of Nigeria youth culture of national development as contained in schools' national curriculum. Next curriculum review should aim at Improvement of standard of living or percentage income courses should contain aspect of national development in their syllabus. Nigeria national assemblies should charge committee on education to revisit teaching of national development across all institutions of learning in Nigeria. Civil service commission at both state and federal government including members of the civil society should ensure teachers' salary, enumerations, wages, and capacity buildings are provided to education offices. All states should ensure they monitor investments that will promote national development from both national and international donor partners. Teachers should lead learners at all levels to practice national development in their daily activities. While Parents should ensure their children and wards learn the culture of national development.

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