

Impacts of poor developed curriculum of public universities on graduate Unemployment in the South East Zone of Nigeria

Christian Nwakanma PhD
Department of Business Education
Faculty of Education Art and Education
Madonna University Okija Anambra State

Abstract

This paper investigated impacts of poor developed curriculum of public universities on graduate unemployment in the south east zone of Nigeria. One research question and one hypothesis guided this study. Descriptive research survey design was used for this study. Population of this study is 9,000 which comprised 400 male and 500 female students in Alvan Ikoku federal college of education Owerri, Imo state. Sample size of this study is 270 obtained using samples of 120 males and 150 females' students in six departments using stratified random sampling technique. Researcher developed questionnaire "titled impacts of poor developed curriculum of public universities on graduate unemployment in Nigeria was used with four rating scales. Instrument was validated and reliability coefficient of the instrument were 0.87 and 0.97 using Cronbach alpha. Mean and standard deviation were used to analyze the data. Chi square statistics was used to test the hypothesis at 0.05 alpha levels. The findings from this study revealed that the cause of graduate unemployment in Nigeria is poor development of curriculum in public universities in Nigeria. It was recommended from this study that government should endorse review of Nigerian curriculum. This would ensure the inclusion of skill acquisition or vocational courses students are supposed to engage with when there is no job after their graduation.

Keywords: Curriculum, Graduate unemployment, handicraft skills, Development, Nigeria curriculum.

Introduction

The word curriculum is derived from a Latin word curus a (noun) which means "race track or "race course" through which an athlete, a racer or (competitor) must run in order to reach the desired end of the race to win a trophy. As time went on, curriculum experts reasoned about those grounds to be covered by a learner should be. The "concept a race course" was adopted in

education as courses of study which has well defined grounds to be covered by a student or groups of students before certificates are awarded to them. This raised series of definitions on what curriculum supposed to be based on philosophical opinions of experts in the field of curriculum. On that note, Brubacher (1969) stated that curriculum is the grounds pupil's and teachers must cover in order to achieve the objectives or goals of education.

Though, this definition was faulted because, it failed to hold water on what “grounds to be covered by pupils and teachers should be. In the same year, Bobbit (1969) stated that “curriculum is the series of things which children and youths must do and experience by way of developing abilities on things that make up their adult lives”.

However, Bobbit definition was still deficient to carve out the meaning of curriculum. Bobbit limited curriculum to things to be done” by only children and youths. This definition implies that adults are excluded from acquiring educational skills or abilities. In the same vein, vagaries of definition was given by experts on curriculum but, none of those definitions depicts what curriculum is, except definition that was put forward by Tanner and Tanner that "curriculum" is the planned and guided learning experiences and intended learning outcomes, formulated through the systematic construction of knowledge and experience under the auspices of the school for the learner’s continuous wilful growth in their personal social competences.’ This definition resolves the hitches other experts in curriculum have from defining curriculum. This definition concluded that curriculum recognized that what is learnt from the curriculum changes (systematic construction of knowledge), reflecting new needs, emerging problems, desires of the learners, the society and new methods of teaching and learning. It also highlights the roles of schools as social units or agencies for students’ socialization and curriculum planning centers. This definition entails that the competencies acquired by learners enables learners to participate meaningfully in the society where they come from.

Graduate unemployment

Graduate unemployment is a phenomenon that has eating deep in the fabrics of the youths. Majority of graduates have spent many years at home after their graduation from universities and are without jobs. The available white collar jobs have been occupied by some graduates whom their immediate brothers and sisters or extended family members are in the helm of affairs and because of that they are favoured to have jobs. Unemployment has caused social unrest in different societies. Njoku & Ihugba (2011) averred that unemployment is observed among youths that are perhaps graduates who are willing to work and have no jobs. It is because of lack of employment in various societies that some people have become thieves, rogues, thugs, beggars perhaps, trouble makers in various societies in developed and developing nations of the world. Because of these misnomers, some youths that cannot withstand the hard times caused by unemployment resorted to engage in odious or inordinate living as solutions to survive. These infractions have caused untimely deaths and traps in different nations of the world especially in Nigeria. Unemployment has denied majority of youths from getting married and raising children that could carter for them in their old age. Some youths have died in so many struggles for survival and their government are mute about these problems. Majority of youths are afraid of getting married or living in a family way because they have no resources to take care of the woman they are to get married to. Series of problems have continued to resonate because of unemployment. It is because of unemployment that some male youths take risks in order to succeed or fend for their living, while some female folks engage in commercial sex just to survive. In this era, it is

no more about what the youth have studied in the tertiary institutions of learning, it is about what their government have for them. The resultant effects of these have subjected some youths into regrets, tantrums, dejection and all manners of negative psychological conditions in various societies in developing countries of the world especially in Nigeria. Unemployment is also observed among graduated students from public secondary schools in the south east zone of Nigeria. The major causes of unemployment on young school leavers are inadequate teaching and learning facilities, poor quality of available teaching and learning facilities, lack of funding, poor maintenance culture and bad leadership, selfish interest observed from those in leadership positions. These problems and others' problems in their chains are the reasons why there are unemployment in developing countries especially in Nigeria. Leaders in positions of authority have failed to involve teachers and lecturers to fully represent the students and perhaps the general society during curriculum planning. Teachers and lectures know the interest, feelings, needs and desires of students. They are not called to fully represent the students and the general society in curriculum planning for better societal reengineering in which students are the future hopes of tomorrow.

Skill acquisition or handicraft skills

Skill acquisition or handicraft skills are skills that do not involve too much theories. They are practical based. They are designed in such a way that students can manipulate the instruments immediately the teacher or the instructor has given the directives on how the instruments should be manipulated. According to Piaget students pays more attention on the instructions or teachings where equipments or instruments are used to convey teaching and

learning. Students enjoy this mode of teaching because, the instruments are provided for their use in their schools.

It is very saddening that some of the course's students are offering or studying in the universities are theory based. Only reading, writing and memorization are the skills students learns on daily basis. This ugly Philomenon has continued to raise accusing fingers on the old and new developed curriculum, because courses of study like wood work, building, brick making, electrical wiring, cake baking, fashion and designing, plastering, tourism hospitality management among others are not taught or made compulsory for all students to study in them in universities. Non- inclusion of vocational courses as part of the courses to learn by students in universities have caused series of social unrest in Nigeria, ranging from poverty, famine, thuggery, prostitution, frauds, ritual, fighting and cannibalism. If students are taught all these skills poverty and lack of jobs would have reduced to the barest minimum.

Curriculum Development

Curriculum cannot be effective in schools without planning and development. Curriculum development is developed by teachers and other experts in curriculum development. Curriculum development is defined as the process of producing text and non-text materials for teaching and learning. It is also, those teachers guide in the school that enhanced the development of curriculum in schools. This curriculum materials include text books, teachers, guides, and text and non-text materials utilized in the implementation process or stage. Curriculum planning precedes curriculum development. It is on the basis of what is planned that the curriculum is developed or implemented. The tasks of curriculum planning

and development are multi-tasking and for it to be feasibly carried out, all hands must be on deck Saylor & Alexander (1974) opined those cooperative efforts of all during curriculum planning and development builds learners and brings out the best intellects from learners which enhances the development of the society. In Nigeria for example, curriculum development is carried out by bodies such as; Nigerian education Research and development, State and Federal Ministries of Education, curriculum expert, Boards for Technical Education, science teachers' association of Nigeria, West African Examination Council and the National Teachers Institute. Nigerian Education Research and Development Council (NERDC). These bodies are responsible for developing curriculum in Nigeria. Teachers' education programme on new techniques of teaching, helps to set standards for quality teaching and learning. In the same vein, the responsibilities of curriculum experts cannot be over emphasized. They conduct projects in education institutions, evaluate existing curricula in schools. Also, Federal and State Ministries of Education recruit, equip, maintain staff, supervise schools, establish schools formulate policies, organize teachers training, provide required funds and resources especially when government deems it necessary for curriculum development.

West African Examination Council provide minimum entry requirements for entry into secondary school's education, set examinations for the whole West Africa. Curriculum Organization of Nigeria promote training in curriculum research development and evaluation, they encourage the publication and dissemination of information in curriculum they harmonize or bring together all persons in curricular development, share knowledge on

problem and new principles and conventions in curriculum. The National Board for Technical education (NTBE) collate, analyze and publish information relating to technical and vocational education, they consider matters that hinged on technical and technological education as may be referred to it from time to time by the commissioner of education, they review methods for students assessment and training, they develop a scheme of national certification for technicians, they advise and take steps in harmonizing entry requirements and duration of courses at technical institutions among others.

In view of these responsibilities of curriculum agencies. Some curriculum agencies need to be strengthened. Curriculum agency like the National Board for Technical Examination has relapsed in their functions, NBTE is known for accreditation, monitoring and supervision of teaching and learning in technical schools and ensuring that teaching and learning materials are provided in secondary schools especially, technical secondary schools. National Board for Technical Education (NBTE) responsibilities needs to be revisited as most secondary schools in Nigeria are constrained with lack of teachers to teach vocational or skill subjects like wood work, iron fabrication, smiting, painting, block laying, roofing, carpentry, cake, bread, snacks, drinks soap, toilet tissue making, interior decoration, paper making electrical works among others. It is very unfortunate that 98% of students in secondary schools and tertiary institutions are in art and science classes, reading, writing, and rote memorization are emphasized, there are no vocational or skill acquisition courses taught in most of the secondary schools. Universities have keyed into teaching their students vocational or skill courses not quite long. More ideas, suggestions are needed from the boards that their

responsibilities are needed in for students' skill acquisition and development in schools and universities. Suggestions from the general public in both rural and urban communities in Nigeria are welcomed. Suggestions and ideas on curriculum development based on students personalized are welcomed but not particularly emphasized, some facilities established for skill acquisition or vocational teaching and learning have dilapidated beyond repair, equipments used to teach vocational sessions in public universities and secondary schools have been destroyed by rain and heavy sunny weather while some are stolen by miscreant who visit most of the public universities and secondary schools at odd hours of the night. They should be reinstalled to effective teaching and learning because sound teaching and learning reduces unemployment.

Poultry and animal husbandry that were for long been established in secondary schools by state ministry of education in secondary schools have gone moribund, fowls and animals have been sent to their end users while some are stolen by thieves. These are the reasons why there are gross unemployment among secondary school graduates and graduates of public universities in Nigeria. The curriculum children and adults inherited in Nigeria was western bookish style of education. This is the reason why majority of graduates in Nigeria are without jobs. Art works or buildings designed with iron works, wall paper designs used to beautify Nigerian environment today especially in the developed state and cities in Nigeria are as a result of majority of the learnings Nigerian children and youth acquired outside the four walls of universities and secondary schools in Nigeria. This is the reason why some people have divergent opinion about schools in Nigeria, since after schooling majority that have

enrolled and graduated from the bookish tradition of western education in Nigeria still do not have work. However, this is the reason why some people say that education in Nigeria is a scam. It is not a scam rather it is as a result of how education is planned and managed in Nigeria. Nigerian education is planned to be comparable with education institutions in the Diasporas communities, poor management, fund diversion and lack of innovation have truncated effective functioning of education in Nigeria.

Precolonial, colonial and post-colonial Curriculum development in Nigeria.

Educational planning and development is in constant change and flux in Nigeria. Some curriculum that emphasized on vocational skills carried out in the precolonial, colonial period are not invoke today. Curriculum of the post-colonial era especially this 21st century are bookish and centered only on grammar Taiwo(1986). What Nigeria is practicing is an aspect of the western type of curriculum that is theory based. In the precolonial era, children and adults in the south and western part of Nigeria received traditional education that emphasized respect to the elders, farming, child nurturing and instrumental labour. In the North, nomadic education and Islamic education were the traditional education in the north. In the colonial era, western type of education started in Nigeria by the white Christian missionaries which spread throughout the whole West and South part of Nigeria but sowed sparingly in the North due to the fact that Hausas and Fulanies have already immersed themselves in traditional and Islamic cultures on their children until the amalgamation of Nigeria by the colonial president of Nigeria Lord luggard. In the post-colonial period education wore a new look after the first curriculum conference.

Scholars from Harvard University were invited to review Nigeria curriculum (FRN 2003). It was reviewed that science; vocational and art subjects should be taught in Nigerian schools and universities. Also, the reviewers stated that Nigerian languages should be taught in Nigerian secondary schools and tertiary institutions just when it was observed that Yorubas and Igbos are using their own languages to teach their wards in schools and universities Fafunwa (1974). The conference for review of Nigerian curriculum was well attended by experts in different works of life in Nigeria. It was in that curriculum conference that 6.3.3.4 system of education were introduced. The 6.3.3.4 system of education, entails 6years primary, 3 years junior secondary, 3 years senior secondary school and 4 years tertiary education. In Nigerian education system, Art, science courses and subjects are taught in secondary schools and tertiary institutions. The post-colonial period brought civilization to the children and adult members of Nigerian society. Vocational subjects and courses were also inculcated in curriculum by team of curriculum reviewers in Nigeria and in Diasporas communities. Though the vocational or skill acquisition courses and subjects are not made compulsory until in this recent time. Though it is peripherally taking place in secondary schools and universities in Nigeria. A good number of people especially students, saw little about the positive waves of education that time. Some people that were trained as teachers acquired teaching experiences and they were employed by state and federal government for the education of young children and adults in urban and rural community primary and secondary schools in Nigeria. In this era, students have not fully participated in skill acquisition training taught

in some primary, secondary schools and tertiary institutions.

Flaws on developed Curriculum

Handicraft skills or vocational subjects and courses are included in the reviewed Nigerian curriculum but, in Nigerian secondary schools and universities today, there are no teachers no laboratory for teaching vocational skills, till today. 98% of students do not register for vocational subjects in West African examination council examinations for secondary schools. This is because some secondary schools do not have teachers, equipment's, laboratories and other needed facilities for teaching and learning in Nigeria. Recently, entrepreneurial studies were introduced to augment the skill acquisition skill or vocational courses and subjects in Nigerian secondary schools and universities but, still today, many students do not offer it in West African examination Council examinations because they are not well groomed on those subjects. It is very unfortunate that during WAEC and NECO registration vast number of students apply to write art subjects, during senior school certificate examinations (SSCE). Few registers for sciences. Majority of universities and secondary schools are into alternative to practical due to inadequate laboratory, inadequate equipment's for teaching and learning of science and skill acquisition subjects and courses. Good number of secondary schools' laboratories have dilapidated and laboratory equipment's have been destroyed by rain while some are stolen by thieves in secondary schools. This is also observed in public universities in Nigeria. These are reasons why there are unemployed graduates from universities and secondary schools in Nigeria. Vast number of graduates do not have paid employment. They regret why

they lavish their time in secondary and tertiary education. 21st century curriculum of public universities are theory based, there are no handicraft courses, skills taught. Some universities are into alternative to practical teaching and learning due to inadequate teaching and learning equipment's. Handicraft skills, vocational subjects and courses have been expunged in public secondary schools. Some universities that cannot meet up with these demands are retrogressing.

Many Nigerian graduates roam Nigerian streets after graduation because they are not trained on handicraft skills. Many Nigerian secondary, primary and public universities buildings have dilapidated, students' study without chairs and desks, lecturers, teachers have no seats and tables to seat on. During rainy season, students absent from schools because of leaking classroom roofs. According to Uche (2021) many secondary and tertiary institutions are "Rusting towers because of no government intervention to repair them. 97% of primary and secondary schools in Nigeria are not fenced, intruders usually use linkage pats to visit most of the primary, secondary schools and public universities in Nigeria especially, when students, teachers and lecturers have gone home in the day. Many schools suffer for inadequate lecturers and teachers. Different leaders in government have kept lip service on provision of adequate teaching and learning facilities in primary, secondary and tertiary institutions. Mass defection of students to private secondary schools and universities in Nigeria are on the increase despite the exorbitant schools' fees charged by private teaching and learning institutions in Nigeria. Majority of public university buildings have inadequate security, classrooms and administrative offices are not under locked with keys after school hours.

Intruders use these opportunities to take away some school properties to their homes.

In primary, secondary and tertiary institutions, the quality assurance department are not helping matters, teachers and lecturers visit schools in the morning and go out without performing their duties. Some leave the school premises without proper excuses. These bad conducts are very excruciate. Students suffer a lot because of this misnomer. Quality assurance departments in many secondary schools and universities are very slack in their responsibilities. They are sometimes, bought over by teachers that perpetrate these heinous crimes in both secondary schools and public universities. Students are taught one subject or course in weeks and months. In public universities there are provisions for students' health, academic and career counselling, but these responsibilities are sparingly done in public universities. Counselling departments in public universities are not adequately equipped with facilities.

Cultism, rape, smoking, "get money quick syndrome" are now on the increase. Some lecturers that are specially trained for counselling students are dead why some have retired. Still there is no recruitment of lecturers for students counselling in public universities. Cultism, rape, lecturers' molestation, smoking and all kinds of violence's continues to increase in public universities on daily basis in Nigeria. Many students roam on the streets during supposed teaching and learning hours. Some parents of students who cannot withstand these inordinate activities in public universities in Nigeria, have sent their children to private universities. Though private universities have their problems but the problems the encounter is lighter when compared to what is happening in Nigerian public universities. Some people of

goodwill especially teachers and lecturers have tried to put cautions to most of those students inordinate attitudes especially in public universities, but they are threatened by students. In some public universities, classes are not good for learning due to inadequate facilities and leaking roofs.

Factors that should be considered for effective curriculum development in 21st century education system

Society

Society is the primary factor to be considered in curriculum development. Curriculum is the instrument education system could use to effect needed changes in the lives of that acquire it. Curriculum must reflect those social needs, , aspirations, values and mores that are worthwhile for children and adults of school age. Mango (2008) observed that some contents of the curriculum are irrelevant to the demands of the teeming population of students in Nigeria. Mango further observed that immateriality of the contents of the curriculum towards seeking and job creation are major causes of unemployment in Nigeria. Curriculum is inextricably interwoven with the society that sustains it otherwise skills, competences which learners are expected to have will not be realized. Also, lecturers and teachers are not given enough grounds to participate fully in curriculum development.

Barriers on curriculum development

Factors that constitute barriers on curriculum development includes:

1. Difference in policies and ideologies of leaders.

Different policies and ideologies of leaders in Nigeria destabilizes Nigerian education system. Odigie (2006) identified that different policies and ideologies of leaders into education system makes curriculum development a thorny adventure. For example, universal primary education UPE was launched in 1976 ensuring that every children or child of school age goes to school. UPE scheme estimated ratio of teachers to students is 1:35. About 6,000 teachers were employed, this failed because, students enrolment increased. Responsibilities of teachers increased everyday in primary and secondary schools in Nigerian. Learners are important factor in curriculum development because, the curriculum is developed for their sake. It is them that will prove that the planned curriculum is relevant, functional or immaterial for their learning. The essence of planning curriculum is to effect needed changes in the lives of the learners. Curriculum developers and planners should obtain information. Curriculum developers must consider learners needs, interest, maturation, characteristics before planning and developing curriculum.

Inconsistency of not subjecting some aspect of newly developed curriculum to the test of time due to frequent takeover of government by newly elected leaders..

Ivowu (2009) observed that curriculum developers are inconsistent for not subjecting some of the developed curriculum to the test of time. Test running of curriculum is a major factor in curriculum development. When the designed curriculum is not tested, it ruins the effort of planners and developers. Designed curriculum should be subjected to test run. Sudden approval of new curriculum, without subjecting it to test truncates the efforts of governments that commissioned that

curriculum planning and development. Today, education trust fund (ETF) has changed to tertiary education trust fund (TETFUND), universal primary education (UPE) to universal basic education (UBE). 9.5.4 to 6.3.3.4 system of education. Lots of things are still untouched in curriculum planning and development. Misfits need to be discovered and corrected, innovated or discarded to cater for the emerging needs of the of this new age.

Statement of the Problem

Teachers are the most important index in curriculum planning and development. Lecturers and teachers evaluate learners. No matter how the curriculum is, it is the teachers and lecturers that interpret and implement the curriculum. Edem & Okon (2008) highlighted that lecturers and teachers interact with students in the classroom and in their offices, so they know the feelings or desires of students towards what they like and dislike in the planned and developed curriculum. Esu et al (2006) maintained that if lecturers and teachers are not allowed to have full access in curriculum planning and development, no matter the positivity of the planning or development it is likely to crash one day or regarded as a completed task without positive result. Lecturers and teachers determine what is teachable and learnable and to whom, the planned and developed curriculum should be taught. Lecturers and teachers are not actively involved in curriculum planning process in Nigeria. This is due to the fact that lecturers and teachers are not fully in politics especially in major round table discussions on curriculum planning in Nigeria.

Textbooks are most important instructional materials used by learners and teachers. Text books have great influence in curriculum

development. Hellen (2016) encapsulated that lack of text books for learners and lecturers and teachers use during classroom teaching and students personalized learning, puts learners in dilemma of failure. A well-developed textbooks according to the federal and states ministries of education regulations determines the scope to be covered by students. If text books are not well written, they provide shallow knowledge and unauthentic information to students. Textbooks are important resource materials in teaching and learning. They are written and developed by specialists in different fields of learning. Textbooks provide rich and varied information in teaching and learning. Text books used in teaching and learning today are knowledge driven when compared to textbooks used in the colonial era. However, in this 21st century, some textbooks are inadequate in terms of what learners are expected to learn. Attention should be geared by authors of textbooks in providing quality textbooks that learners will study with and benefit from it in the 21st century education system. Some professional bodies have made useful contribution in curriculum planning and development. Lot of responsibilities are still demanded from them. Subject panels should ensure more revision of text books. They should ensure thorough revision of text books to ensure effective teaching and learning in Nigerian primary, secondary and universities.

The issue of let it happen before action is another problem bedeviling curriculum planning and development. Wiles (2009) explained that the issues confronting education are physically open to be solved but, curriculum planners and developers allows it to suddenly rear in schools and public universities. Curriculum planners and developers are on the habit of allowing issues to crop up in schools

before initiating policies to curb their existence. Students are dismayed especially when procurement are delayed in schools and public universities.

Bad economy of a nation affects the curriculum. Effective economy determines the provision of effective teaching and learning materials. According to Etuk (2015) education is seen as a social good

On the other hand, the quality of manpower hired in institutions of learning hinged on the state of the economy of a nation. More teachers, lecturers and learning materials should be procured in schools and public universities. Majority of schools are crumbling due to financial bottle necks, Dilapidated buildings, teaching equipment's and facilities. These problems affects teaching and learning especially in public secondary schools and universities. Supervision strengthens development of curriculum. It is through supervision that facts needed in curriculum development are discovered. Supervision according to Adeyinka (2008) is imperative in primary, secondary schools and universities. Supervision helps to detect active and inactive staff. Supervision helps to fix things on order. Supervision enkindles the spirit to work very efficiently and effectively. On the other hand, Evaluation is the process of check mating if the learning contents have gained mastery by students. Some schools and universities are on the habit of using one mode of assessment for evaluation of students. The three mode of assessment must be emphasized to enable students realize the objectives of learning.

Curriculum is a valuable instrument society can use for achieving economic, social and political development. Ezeocha (1986) in Okoro (2001) observed that education is functional when

there is application of resources that helps learners acquire meaningful transformation. Curriculum is to education what heart is to the body. A well planned and developed curriculum is important than its negative impacts. The positive impacts of curriculum planning that brings effective curriculum development cannot be overemphasized, no society can ignore it. Curriculum is to education what heart is to the body. Curriculum is an instrument through which nations use to overcome their problems or challenges. The reason for public expenditure in education is inculcate moral, intellectual and skills development on learners. The wealth or poverty of a nation hinged on how society addresses every issues in the society through relevant curriculum. Successful transformation in education requires the development of positive user attitude towards new evolving technologies used for teaching and learning. The world is a global village, modern classroom has shifted from the use of chalk board. Teachers are now, guide to the students. Some of teachers responsibilities in the classroom have been replaced with interactive white boards when empowered with electricity, they displays learning. Electronic worksheets, laptops and PCs, Ipads and tablets including other hard and soft wares are used in teaching and learning. Teachers are no more dispenser of knowledge but facilitators. Learners should be encouraged on use of hands on learning materials so as to compete favourably with mates in diaspras communities and in the world of work. In today's classroom, mode of instruction has change from teacher centered to an active and engaging learner. Curriculum is made up of skills, knowledge, values and attitude learners are expected to acquire. Piaget theories on an ideal classroom identifies the use of concrete objects, visual aids, technologies

manipulated by hands. These serve as building blocks for tackling complex skills in learning. Curriculum development is geared towards building, provision of texts and non-text materials. 21st century education system highlights more on the use of technological tools during teaching and learning. Different modern classrooms should be equipped with different teaching and learning tools to enable learners achieve their goals in learning.

Conceptual Framework

Curriculum means “race track or “race course” through which an athlete, a racer (competitor) must run in order to reach the desired end of the race to win a trophy. This concept was adopted to education as a curriculum or a course of study which has well defined grounds to be covered by a student or group of students before certificate is awarded to them. Curriculum cannot be firmly stood in a school without being planned and developed by educators who are experts in the field of education. This is a road map for definition of curriculum planning. Curriculum planning was defined by Saylor and Alexander (1974) as the process of creating or building a curriculum. Onyike and Onwuka (1990) lend more credence to curriculum planning as the process of determining objectives, planning opportunities, experiences, activities and learning outcomes with the intention of bringing about a positive change in the learners behavior and determining the extent to which the desired changes have taken place in the lives of the learners. Onyike and Onwuka, Identified that curriculum planning refers to a process of building, constructing or developing learning experience for a target group and ensuring that what is planned leads to the achievement of a desired teaching and learning outcome. Curriculum is an instrument through which nations use to overcome their

challenges. Education aims of the society are implemented through efficient and effective curriculum. The wealth or poverty of a nation hinged on how society addresses every issues in the society through relevant curriculum. Successful transformation in education practice requires the development of positive user attitude towards new evolving technologies used for teaching and learning. The world is a global village, modern classroom has shifted from the use of chalk board. Teachers are now, guide to the students. Some of their responsibility in the classroom have been replaced with interactive white boards which when empowered with electricity, displays learning. Electronic worksheets, laptops and PCs, Ipads and tablets including other hard and soft wares are used in teaching and learning. Teachers are no more dispenser of knowledge but facilitator. This measure should continue and should not be jettisoned.

Theoretical Framework

This research is anchored on social learning theory. Social learning theory was propounded by Albert Bandura.

Albert Bandura propounded social learning theory in the year (1978). Bandura was of the view that human beings learn by observing the behavior of others. He identifies that human beings or individual emulate a model who is perceived to be competent powerful and attractive as well as someone whose behavior is relevant to the observer. Social learning theory further identified that for learning to take place, there are two factors that must be present. These are observer (Learners), teacher (Model). Bandura proved that learners attention must be focused on the model who is at a proximity showcasing serveral skills and that learning is

influenced by the learners identification and imitation of a model.

The relevance of this theory to this present study is that, before learning will take place there must be a model (teacher) and an observer (learners) this usually take place in a conducive environment. Learning occurs in the classroom and it is through skills teachers show case during teaching and learning that students acquire for their self-development. Teaching is more endearing and understandable by students if teachers could demonstrate their abilities or capabilities. Teaching with instructional materials ease fast learning and retention by students. Involving students in practical studies enables students to understand what the teacher is teaching. As time goes on students will be able to practice those skills learnt in the world of work and in self-employed businesses.

Methodology

This paper investigated impacts of poor developed curriculum of public universities on graduate unemployment in the south east zone of Nigeria. One research question and one

hypothesis guided this study. Descriptive research survey design was used for this study. Population of this study is 9,000 which comprised 400 male and 500 female students in Alvan Ikoku federal college of education Owerri, Imo state. Sample size of this study is 270 obtained using samples of 120 males and 150 females students in six departments using stratified random sampling technique. Researcher developed questionnaire “titled impacts of poor developed curriculum of public universities on graduate unemployment in the south east zone of Nigeria was used with four rating scales. Instrument was validated and reliability coefficient of the instrument were 0.87 and 0.97 using Cronbach alpha. Mean and standard deviation were used to analyze the data. Chi square statistics was used to test the hypothesis at 0.05 alpha levels.

Results

Research Question One

What are the flaws in Nigerian developed curriculum in public universities in the south east?

Table 3: Shows mean responses of male and female students on poor developed curriculum of public universities in the south east zone of Nigeria

	Items Statements	Male Students X	SD	Decision	Female Students X	SD	Decision
1	Students are taught theory causes on a daily basis.	3.53	.801	Agree	3.52	.789	Agree
2	Tourism, woodwork, fashion designing are not taught in public universities; others have none.	3.47	.744	Agree	3.45	.743	Agree
3	Students in public universities are not happy with theory courses they learn. Fashion and designing, handset repairs, computer skill learning are not taught in public universities.	3.45	.733	Agree	3.47	.734	Agree
4	Courses taught are theory-based and do not create an avenue for students to practice what they studied.	2.01	.791	Agree	2.02	.792	Agree

5	Creativity and deep thinking are not emphasized for the intellectual development of students.	1.00	.832	Agree	1.11	.834	Agree
6	Those courses are crammed and can easily diffuse from the memory of students.	2.00	.754	Agree	2.01	.753	Agree
7	There are no laboratories to study vocational courses in public universities.	3.51	.722	Agree	3.52	.723	Agree
8	Reading and writing are emphasized, while courses like woodwork, carpentry, and roofing are not emphasized.	3.36	.771	Agree	3.38	.781	Agree
9	Students do not have 100% understanding of theory-based courses, which affects their learning.	2.22	.320	Disagree	2.40	.330	Agree
10	Theory-based courses do not always enable students to get employed after graduation and are the major reason for teeming youth unemployment in Nigeria.	3.53	.706	Strongly Agree	3.54	.708	Strongly Agree
Cluster Mean		28.08	7.174	Agree	28.42	7.187	Agree

The result in table 7: showed that the respondents agreed that vocational courses are not majorly taught in Alvan Ikoku federal university of Education Owerri.

This was observed from the Xo, mean of 28.08 and 28.42 respectively. From the table the mean score of 150 students was 28.08 with a standard deviation of 7.174 while the mean score of 120 teachers was 28.42 with a standard deviation of 7.187.. Students are taught theory causes on daily basis. Mean score 3.53/3.52 and standard deviation of .801 and .789 Agree tourism, fashion and design, are not taught in Alvan Ikoku fedearal college of Education Owerri. 3.47/3.45 and standard deviation of .744 and .743 Agree. Students in Alvan Ikoku are not happy with theory courses they learn. Fashion and designing, handset repairs, computer skill learning are not taught in Alvan Ikoku 3.45 /3.47 and standard deviation of .733 and .734 Agree.

Courses that are theory based does not create avenue for students to practice and physically see what they are studying 2.01 /2.01 and standard deviation of .791 and .792 Agree. Creativity and deep thinking are not emphasized for intellectual development of students.1.00 /1.11 and standard deviation of .832 and .834 Agree. Courses are crammed and can easily diffuse from the memory of students 2.00 /2.01 and standard deviation of .754 and .753 Agree. There are inadequate laboratory to study vocational and skill acquisition courses in Alvan Ikoku 3.51 /3.52 and standard deviation .722 and .723 Agree. Reading and writing are emphasized courses like wood work, carpentry, roofing are not emphasized 3.36 /3.38 and standard deviation .771 .781 Agree. Students do not have 100% understanding on subjects that are theory based and it affects them in their learning.2.22 /2.40 and standard deviation of 0.32 and 0.33 Agree. Courses that are theory based does not enable students to get employed after graduation and

are the major reasons for teeming unemployment of youths in Nigeria. 3.53 /3.54 and standard deviation .706 .708 Agree.

Hypothesis 3: There is no significant difference on the mean responses of male and female students on poor developed curriculum in public universities in Nigeria using Alvan Ikoku federal university as a case study.

Table 7: Hypothesis testing on poor developed curriculum of public universities in Nigerian using Alvan Ikoku as a case study.

Sources	N	X	SD	DF	Xo-cal	Xo-tab	Decision
Female students	150	28.08	7.174	0.05	56.50	3.84	Reject Ho
Male students	120	28.42	7.184				Ho

In table 7: Calculated Xo value is 56.50 which is greater than the table value of Xe of 3.84. Since the calculated Xo is greater than the Xe table value, the null hypothesis was rejected.

Discussions of findings

Curriculum planing and development are indispensable for economic development of any society. Mango (2008) observed that some of the developed curriculum are irrelevant to the child self employment in Nigeria. These have continued ti create unemployment and poverty among youths and the aged men and women that pursues educatiob in Nigeria. This reflected in the major findings of this paper. Odigie (2006) averred that different policies brought into curriculum development makes curriculum planning a thorny issue. On that note Taiwo (1986) encapsulated that Some Nigerian curriculum are bookish. More practical skill learning are not emphasized. Ivowu (2009) explained that the planned and

devloped curriculum are not text run to meet the demands on which they are planned or developed. These adversely affects students in their lives endeavours.

Conclusion

Curriculum cannot not plan itself, it is human beings that plans and develop it. Therefore, teachers and lecturers should be given full involvement in curriculum planning. Curriculum should be planned and developed to the demands of the society, when curriculum is not relevant to the development of the society it is considered irrelevant. Teaching and learning facilities and equipments should be provided in primary, secondary and tertiary institutions. This will ensure effective teaching and learning. More vocational and science subjects are imperative for realizing the potentials of the youths. It quenches chronic unemployment since the youth can engage in different skills to sustain after graduation. Lack of hand craft skills observed on students of this 21st century is very alarming.78% of youths are graduates of reputable universities in Nigeria that have no means of livelihood. The recent economic melt down has worsoned the whole situation as some youths have ressort to begg alms as survival strategy. Some student that cannot withstand this misnomers pick up arms to join secret cultism killing and maiming people in different stance. Vocational and handicraft skills should be taught to students in public universities so that students wont get unemployed after graduation from their various universities in Nigeria.

Recommendations

1. Lecturers and teachers should be given full participation in curriculum planning, this would help to nip on the

board the problems of universities and secondary schools in Nigeria.

2. Funding is an important instrument in curriculum development. Funds should be adequately provided to enable effective curriculum development of tertiary institutions.

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Corresponding Author: Christian Nwakanma PhD

E-mail: christiannwakanma6@gmail.com

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