

Curriculum Implementation and Poor Funding of Tertiary Institutions in the Teaching of Language Education and Guidance and Counselling in Nigeria

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Abstract: The study investigated difficulties of curriculum implementation of language education and guidance and counselling in tertiary institutions as a result of poor funding. The motivation for this study was on account of the concern over widespread questions raised against the teaching of guidance and counseling and the standard of the education system. Three objectives were pursued; to identify perceived problems, causes, and possible solutions to curriculum implementation on language education and guidance and counseling. 200 purposively selected teachers of tertiary institutions constituted sample for the study. A validated questionnaire with 3 sections constructed by the researchers formed the main instrument of the study. Data generated were subjected to statistical analysis using average mean score and standard deviation. The findings revealed the most frequently occurring problems, causes and possible solutions of the curriculum implementation on guidance and counseling. Based on the results obtained from the study, it was recommended that management of tertiary institutions should be made to incorporate the task of monitoring their academic staff to the administrative task, a review of the curriculum to meet contemporary need of the society and the importance for a paradigm shift of some educational policies to result oriented policies in an attempt to enhance appropriate curriculum implementation in relation to language education and guidance and counselling. Finally, the paper concludes by recommending full implementation of the suggested strategies and that government should address all issues causing poor funding of tertiary education in Nigeria.

Key words: Curriculum, Curriculum Implementation, Guidance and Counselling, Language Education, Poor Funding, and Tertiary Institutions,

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INTRODUCTION

Since the commencement of western form of education in Nigeria, several efforts have been made to formulate policies with the purpose of improving educational practice. The problem facing different levels of educational system is not the formulation of policy but their implementation. Even though large sums of money are spent on implementing curriculum, several of these efforts have failed. According to Alade (2011), the main reason for the failure is the lack of understanding of the culture of the school by both experts outside the school system and educators in the system. Successful

implementation of curriculum requires understanding the power relationships, the traditions, the roles and responsibilities of individuals in the tertiary school system.

The word implementation suggests operationalization of properly-articulated and properly intentioned ideas consisting of theories. Implementation is putting to action assembled theories into reality. Mezieobi (1993) refers the term implementation as a process of putting an agreed plan, decision, proposal, idea or policy into end product. It is the foundation of any plan success or failure. It is the strength of any plan

without which a plan can only be good wish or intention. The word curriculum in a formal setting is the planned learning experiences presented to the learner in school. Esu, Erukoha and Umoren (2004) conceive curriculum as all learning experiences a child has under the guidance of a teacher. According to Offorma (2005), curriculum as a programme comprises of three components: programme of studies, programme of activities and programme of guidance. It is therefore the instrument by which school seeks to translate the hope and values of the society in which it operates into concrete reality.

Guidance and counseling is an initiative that is aimed at providing information and skills to impart self-awareness and optimal use of students' potential for holistic growth and development. Though guidance and counseling programmes were introduced and is recognized as indispensable services offered to every learner in every institution, little achievement has been made in the provision, application and reinforcement of the programmes.

However, mechanisms for training teachers to effectively provide guidance and counselling services are not provided for as a result of poor funding of education especially in rural areas. This provides reasons why there are serious cases of indiscipline in schools. This raises concerns with regard to whether real guidance and counselling takes place and properly. As a result of the present socio-technological changes and educational requirements, counselling has become a major area of concern especially for youths in schools. Poor funding has led to limited number of trained teacher counsellors, heavy work load, and socio-economic changes which put pressure on the teachers, students, parents and society. This has led to frequent demand for counselling in schools.

The paper examines the problem of poor funding facing tertiary education in Nigeria. With awareness of tertiary education in Nigeria, this paper examines the need for valuable tertiary education which can be achieved through proper funding from government and assistance from the educational stakeholders. Government needs to pay adequate attention on the issue of funding for tertiary institutions.

Despite the extensive recognition and acceptance given to the role of curriculum in Nigerian educational system, there are problems in the implementation. Many commendable objectives of the curriculum have failed at the planning stage due to defective implementation. This has resulted from poor funding. This problem should be a cause for concern to all stakeholders of the educational sub-sector. Against this background, this study was designed to investigate curriculum implementation and poor funding of tertiary institutions in the teaching of language education and guidance and counselling in Nigeria

LITERATURE REVIEW

Curriculum Implementation

Objectives of any level of education cannot be achieved without a planned programme for such level of education implemented. Onyeachu (2008) asserts that without implementation a curriculum of any subject, such planned, designed and documented has no relevance. The term curriculum implementation had been given variant definitions by several scholars. Garba (2004) posits that curriculum implementation is the process of putting the curriculum into work for the attainment and realization of the goals for which the curriculum is planned, designed and documented. Okebukola (2004) explains that curriculum implementation is the translation of the objectives of the curriculum from paper to practice. In a similar way, Ivowi (2004) observes that curriculum implementation is the translation of theory into practice, or proposal into action. Affirming this, Afangideh (2009) states that the concept is the real engagement of learners with planned learning choices. Curriculum implementation therefore refers to the way teachers convey instructions and assessments by the use of specified resources made available in the curriculum. Curriculum designs according to Wiles & Bondi (2014) usually make available instructional suggestions, scripts, lesson plans, and evaluation options related to a set of objectives. Such designs focus on reliability and constancy to assist teachers successfully implement, preserve and uphold the curricular structure with the intention of meeting various objectives.

This is a stage in curriculum process during the learning activity when the teacher and learners are engaged in negotiation intended at promoting and encouraging learning. This is referred to as interactive stage of the curriculum process which occurs in the classroom through the combined endeavour of teachers, learner, school administrators and parents. It also incorporates the involvement of physical facilities and the acceptance and implementation of appropriate educational strategies and techniques. The quality of curriculum implementation of any society is the foundation of its political, economic, scientific and technological wellbeing.

To guarantee that curricular improvements are implemented with trustworthiness, Phillips, Ingrole, Burris, & Tabulda (2017) posit instructional practices should be arranging in line with the specific learning objectives made available in the curriculum. Curricular implementation covers several components, encompassing the conveying of the curriculum through resources and instructional practices.

Caropreso, Haggerty, & Ladenheim (2016) note that sometimes the problem with implementation is as a

result from the curriculum itself. Bell (2015) in an analysis of advantages and disadvantages of an English grammar curriculum; particularly, the guidance and instructions provided to support teachers. Though the scholar found the curriculum to be entirely accurate, he discovered that the materials are inadequate in educational guidance to assist teachers in understanding the lessons correctly as much as necessary to teach them. He further noted that the adoption of a curriculum should be reinforced through proper training before implementation. He realized that inadequate training and guidance for curriculum hampered appropriate delivery to learners.

Effective implementation of the curriculum is the main thing toward attainment of the desired objectives of education. Asebiomo (2009) affirms that because of this, most problem programmes results at the implementation level. In addition, Mkpa (2005) remarks that in Nigerian situation, it is at the implementation stage that most outstanding curriculum plans and educational policies are ruined. Even in some cases where attempts at ensuring actual operation, curricula have not yielded satisfying and recommendable dividends, hence the dissatisfaction of parents and considerable others with unfortunate performance in the educational system which is characterized by crises and with curricula, marked with appalling disappointment. Writing on the failure of curriculum in Nigeria, Mezieobi (1993) maintains that curriculum with all its well-conceived objectives is failing, because of implementation blunder.

To ensure that curriculum is effectively implemented, Ivowi (2004) asserts that infrastructural facilities, equipment, tools and materials must be adequately provided. Notwithstanding the historical development in Nigerian curriculum and reviews at different times, the implementation practices Alade (2011) notes that it is characterised with challenges. There is problem related with excessive comprehensive curriculum content connected with overcrowded classes, in contradiction of the recommended and amended teacher-learner ratio of 1:40 notwithstanding.

Effective curriculum implementation requires proper funding. Affirming this, Onyeachu (2006) asserts that, no institution functions effectively without proper funding. Regrettably, fund allotted for education is disgustingly inadequate. This affects implementation of a well-designed curriculum. Izuagba and Afurobi (2009) assert that the rise in enrolment against the backdrop of inadequate funding of tertiary institutions unfavorably affected curriculum implementation. This result to insufficient payment of teachers' salaries, purchase of equipment, book materials, furniture and other facilities, which affects teacher's effective performance.

Language Education

Curriculum implementation on language learning strategies deal with thoughts and actions of learners who

tries to increase their learning skills. Oku and Diala (2020) citing Rivera-Mills and Plonsky (2007) posit that language education strategies focus on mental and communicative procedures which learners use in order to learn and use a language. They further explain that language education strategies are specific actions, behaviour, steps or techniques that students use to improve their progress in developing language skills. These are the goals, conscious and unconscious mental actions, and language acquisition process, skills, learning plans which second language learners adopt in their efforts to acquire and use their second language.

The following challenges are often faced language education as a result of poor funding in tertiary institutions.

The problem of inadequate payment of teachers' salaries is most significant. This problem arises by the inability of government to pay for the effective teaching services rendered by the staff of these institutions. Poor funding gives rise to unavailability of furniture in the classrooms, and location of the school. Learning materials like books and audio tools needed are not provided.

Resolving this involves adequate funding and proper implementation of the curriculum.

Guidance and Counselling

The National Policy on Education (2004) reports that guidance and counseling services are important education services that needs appropriate implementation in the Nigerian educational system. The proper implementation of the guidance and counseling services in tertiary institutions is only effective, if all stakeholders can appropriately play their respective roles in the implementation process.

The Federal and State Ministries should play the leadership role of policy formulation and implementation. Consequently in the year 1988, the Federal Ministry of Education at the meeting of the National Council on Education set up the following policy guidelines for states to implement concerning guidance and counseling services in Nigerian schools. The Federal Government should take the leadership role of policy formulation with the State Governments of setting up model Guidance and Counseling centre in their states to use a guide.

The implementation of Guidance and Counseling services involves adequate funding which is an important feature for appropriate implementation of the guidance services. Areas that need proper funding include training of human resources (Counselors) through scholarship scheme at Bachelor and Master's level. It is important to training career officers and provide of sufficient allowances for the Guidance and Counseling team.

The role of the guidance counselors will be to help in planning, organizing and mapping out strategies for effective implementation of guidance programmes in schools. They will help on issues with regard to students'

values, behavior reports and procurement of physical facilities support, encourage good cordial relationship among the counselor, school personnel and parents, in the implementation of the guidance and counseling services. School Guidance and Counselling services become effective only if administrators support the Guidance team by providing resources. For example, by providing career books, allowing time for guidance and counselling activities and providing space for confidential, uninterrupted counselling. Effective School Guidance and Counselling services are hampered by inadequate referral resources, and lack of resources for counselling. Findings hint that in spite of the implementation of guidance and counselling in schools, the provision of guidance and counselling services is highly fragmented in scope largely depending on individual schools.

Tertiary Education in Nigeria

Tertiary education is the period of final stage of education. It is organized through thorough teaching and research. According to National Policy on Education (2013) report, tertiary education is the education provided after Post Basic Education in institutions like Universities, Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions like Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI).

NPE (2013) reports that Tertiary Education contributes to national development; provides accessible and affordable quality learning opportunities in formal and informal education; provides high quality career counseling and lifelong learning programmes; reduces skill shortages through the production of skilled manpower; promotes and encourages scholarship, entrepreneurship and community service; forges national unity; and promotes national and international understanding and interaction.

The document further reports that Tertiary Educational institutions shall pursue these goals through: Quality student intake; quality teaching and learning; research and development; high standards in the quality of facilities, services and resources; staff welfare and development programmes; provision of a more practical based curriculum relevant to the needs of the labour market; generation and dissemination of knowledge, skills and competencies that contribute to national and local economic goals which enable students to succeed in a knowledge-based economy; a variety of flexible learning modes including full-time, part time, block release, day-release, and sandwich programmes; access to training funds such as those provided by the Industrial Training Fund (ITF), Tertiary Education Trust Fund (TETFund); Students Industrial Work Experience Scheme (SIWES) that is well structured, coordinated and supervised; maintenance of minimum educational standards through appropriate regulatory agencies; an all-inclusive credible

admissions policy for national unity; supporting affordable, equitable access to tertiary education through scholarships and students' loans; inter-institutional cooperation and linkages; and dedicated services to the community through extra-mural and extension services.

Ogunode, Okwelogu, Elechukwu & Yahaya (2021) posit that the goal and intent of tertiary education in Nigeria is realizable only through environmental peace, security and conducive for teaching, learning and implementation of research programme in tertiary institutions. Enang (2019) asserts that tertiary education in current moments have been plagued with all sort of criminalities. Akor, Musa & Ogunode (2021) detect that many tertiary institutions in the country, have been closed as a result of attacks; students and staff killed or abducted and facilities destroyed. Ogunode, et al (2021) posits that the attacks on tertiary institutions, especially on the academic staff, non-academic staff and students cannot guarantee sustainable development of tertiary education in Nigeria. It is against this background that the paper discusses the effects of tertiary education funding and the consequences of insecurity on tertiary education in Nigeria.

Tertiary educational institutions in Nigeria are confronted with difficult challenges and pitiable funding is a major concern, which has currently created profound crisis of values. The enhancement of tertiary education quality and solutions to the major challenges of pitiable funding require the strong involvement not only of government but also of all stakeholders. Tertiary institutions need to show comprehensible accountability in the use of resources. They should provide good education for students to become well informed and totally motivated citizens that will be able to think critically, evaluate problems of society, find solutions to them, utilise them and claim social responsibilities.

Bello-Imam (2016) states that adequate funding of education will make possible educational problems controllable. It is doubtful if there will be adequate provision of funds allocated to tertiary institutions. The nation's resources are insufficient to produce the quantities of goods and services that are required to satisfy all requirements of its citizens. The funding of tertiary education require the development of appropriate planning and policy-analysis capacities based on partnerships between tertiary institutions and coordinating government bodies. Tertiary institutions require the adoption of forward-looking funding practices that respond to the needs of tertiary institutions environment.

Issues relating to insecurity are topical concerns in present education in Nigeria. According to Nnadi (2000), this problem in tertiary institutions is more of social problem due to its far-reaching implications and terrible consequences. Although this concern has attracted much interest over a long period of time, the interest in solving it appears waning because little emphasis seems to be paid on the pitiable funding of tertiary education.

Nigerian tertiary institutions are established to enroll student who will benefit from sound and qualitative education in order to function effectively in any environment. It has been shown that many of these tertiary institutions are finding it gradually more difficult to attain the goals as a result of the problems of poor funding and insecurity. Tertiary institutions in the country lack basic amenities like functional laboratory, well equipped library, sports equipment and adequate hostel with functional facilities like water, light, etc, necessary for successful academic enterprises. Also, the level of unemployment, underemployment, sexual harassment, cultism, and inflation haunts many students in Nigeria. The relevance of this study is to determine veritable solution to the problem of pitiable funding and insecurity in tertiary institutions in Nigeria.

This paper shall attempt to explore the multi-faceted nature of insecurity, its dangers to the students, education and entire society as a result of poor funding, so as to proffer lasting solutions to insecurity in Nigeria tertiary education. In doing this, the researcher shall be relying on information/data gathered from previously published and unpublished research study/works and findings on the subject matter of insecurity on campus and other related subject matters, and researchers' own studies.

Poor Financing as a Challenge to Tertiary Education in Nigeria

Tertiary education in Nigeria is made up of the universities, polytechnics, colleges of education and diverse post-secondary professional training institutions. The governments established tertiary institutions to provide tertiary level of education. Adequate funding is a precondition for the success of tertiary education in Nigeria. Tertiary educational institutions in the country struggle to pay salaries of staff, acquire teaching materials, provide infrastructures; acquire books for the library and equipments for laboratories, provide housing for staff and students, send staff for training, local and international conferences and fund researches.

Poor funding is the utmost challenge confronting the Nigerian tertiary education system. The Nigeria's education sector has always received allocations very low to the 26% of national budget as recommended by the United Nations. This in itself is a main determinant of the extent of Nigeria's education system.

The unpleasant under funding of the tertiary educational system accounts for the majority of the challenges confronting education in the country. Poor maintenance of the physical facilities, instructional materials and living conditions have depreciated in many of these tertiary schools; leading to poor academic standard.

The Nigerian tertiary institution system is presently faced with several problems of funding which has hindered it

from serving expected roles. Some of the factors that have negatively impacted on tertiary level of education in the country as a result of poor funding include:

- Anti-intellectual attitudes and policies of government had led to systematic wearing down of the value, standard and impact of education in the country:
- inadequate allocation of resources for effective teaching, learning, research, publication and community service;
- wearing down of the autonomy of the decision-making structures within the tertiary education sector by government:
- poorly equipped students admitted at successive stages of education with increasing impact on poor quality of teachers tertiary levels and students in tertiary education
- impunity, obvious and deliberate violations of the tertiary education laws and rules;

Inadequate funding of tertiary education from the government and inappropriate utilization of available funds by tertiary education authorities for staff training is a major concern. This has led to poor conditions of service in relation to remuneration, research facilities and opportunities; conference attendance in Nigeria and overseas; training of academic staff and access to information technology. These conditions erode the standard of the Nigerian tertiary education system, and its capacity to contribute to the security of Nigeria.

Some of the key consequences of poor funding in the tertiary education sector are:

- Decline of value of education associated wearing down of integrity.
- As a result of the erosion of ethics and integrity in the country's tertiary educational system, the products of the system lack qualities which lead to internalize vices. These two conditions amount to threats to the security of the country.

The emphasis on inadequate funding to tertiary education is overwhelming and has constantly affected the education sector. It is therefore essential to seek other areas of educational administration to solve this. Among the areas to be examined is the rate of ignorance about the availability resources.

Solutions to the Problem of Poor Funding

It is important to make concerted efforts towards improving the funding of tertiary institutions. As financial assistance from government continues to reduce, there is an enhanced need for improved funding.

Tertiary institutions can increase funding through:

1. Enhanced Funding from Government.

There is no way that funding would improve for tertiary education if attention is directed outside

government subvention. It is imperative for the federal government to increase allocation to the tertiary education sector; even if not up to the 26% as advised by the United Nations but something a lot more than the current 7%. State governments should as well invest additional funds into the tertiary institutions in their respective states which would put together subventions readily available for the institutions.

2. Resourceful Institutional Advancement:

The 21st century requires better strategies for funding of tertiary education in Nigeria. There is need for all tertiary institutions to have functional and well-organized institutional advancement offices that would drive their fundraising, alumni relations, marketing and internationalization activities.

3. Improved Philanthropy through Stakeholders

Philanthropy is important in the improvement of tertiary education and there is need to drive funding through philanthropy.

4. Corporate Organizations Regulations:

Government should be carrying out regulations to ensure that corporate organizations make substantial contributions to tertiary education funding probably through the Education Trust Funds or directly to the tertiary institutions. This could come from certain percentage of companies' profits, which is deductible from company tax donated to institutions.

5. Pay It Forward:

This is a model that can be borrowed from the United States strategy for financing higher education under which students attend college tuition-free, and after graduation begin to pay a fixed percentage into a fund to pay for future students' tuition. Pay when implemented in Nigeria, would go a long way to support the improvement of quality education.

CONCLUSION

Curriculum implementation is a very important aspect of the curriculum process. It is the foundation of any institution success or failure. Nigeria tertiary institutions curriculum is faced with poor implementation. The failure is characterized with implementation dormancy as well as poor funding of educational policy. Tertiary education is a very important because of its roles in the transformation of the society and the country at large. Tertiary institutions in Nigeria are facing challenges of poor funding. This paper discussed the effects of poor

funding and its impact in the curriculum implementation in tertiary institutions in Nigeria. The paper concludes that it was justified to assert that higher education in Nigeria was inadequately funded. It is certain that tertiary institutions do not only need to raise funds to meet any further expected challenges by supplementing government efforts, they also need to manage the resources prudently through proper monitoring to avoid mismanagement.

The study however concluded that there is need for government to provide adequate funding for proper implementation result oriented policies that would resolve the challenges of curriculum processes.

RECOMMENDATIONS

This study makes the following recommendations:

- i. There is a need for a paradigm shift of some education policies such as poor budget allocation to education to result oriented policies that would improve the deplorable state of curriculum implementation.
- ii. The curriculum should be reviewed to meet contemporary need of the society, with the provision of more educational facilities to meet the challenges envisaged in the curriculum implementation.
- iii. Governing Council members of tertiary institutions should be a financial expert to assist in achieving the institutions goals effectively and efficiently, at least one of its members should be a financial expert.
- iv. The government should increase the funding of tertiary institutions
- v. There is need for proper and regular counseling of students and their parents/guardians to eschew fraud in education.
- vi. There is need for counseling of teachers/lecturers on morality, professional ethics, proper financial management and good conduct in the educational system.

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