



Post-Subsidy Removal and Curriculum Implementation in Nigerian Tertiary Institutions

Blessing Ijeoma Ikechukwu¹, Simon Omoregie Ajayi²

¹ ikechukwu.blessing@gmail.com

Faculty of Education, Department of Education Curriculum and Teacher Education, Abia State University of Uturu, Nigeria

² omoregieajayi@gmail.com

Directorate of General Studies in Education, FCT, College of Education, Zuba, Abuja, Nigeria

Abstract: The paper examined the effects of subsidy removal on curriculum implementation in Nigerian tertiary institutions. The paper concluded that academic staff, the implementer of curriculum at the tertiary institutions were affected by subsidy removal and subsidy removal has led to increase in prices of instructional resources, infrastructure facilities and operational costs of curriculum supervisions in tertiary institutions across the country. Based on this discovered, the paper hereby recommended the following: government should increase budgetary allocation to all tertiary institutions in the country. Government should provide adequate buses to all tertiary institutions to aid movement of staff and students. Government should subsidize instructional resources for academic staff and students to aid implementation of teaching and learning in all tertiary institutions;

Key words: Impact, Tertiary Institutions, Subsidy Removal

Introduction

Tertiary education according to Ogunode, Edinoh, & Nwafor, (2023) is an education designed for post-secondary education. Tertiary education is a social agent of progress and development in the society and aids technological advancement. Tertiary education is designed to help in the development of nations by providing the high as well as the middle level manpower needed for the social, economic and political advancement through the programme of teaching, learning, research and community services. This places tertiary education at the apex in the ranking of educational institutions and is designed to accommodate knowledge acquisition and production. Tertiary education are institutions of higher learning that provide facilities for teaching and research and are authorized to grant academic degrees such as bachelor (Ogunode, Edinoh, & Nwafor, 2023). Tertiary education is the final stage of education that handles the production of manpower for the social, economic and technological development of a country. Tertiary education is an organized education that deals with intensive teaching, research and provision of community services (Akin-Ibidiran, Ogunode & Ibidiran John 2022).

For Alemu (2018) tertiary education or higher education covers a wider range of higher learning institutions including the university. These higher learning institutions could be organized in different ways, commonly within a university and in a separate institution as university and other

tertiary learning institutions. Tertiary education is defined by National policy on Education (2013) as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI).

The goals of tertiary education according to the FGN National Policy on Education (2013), shall be to: contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high quality career counseling and lifelong learning program that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labor market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction.

Curriculum implementation is one of the crucial programme of tertiary institutions under teaching programme. Curriculum implementation according Ekwueme, Ofoha, Uchegbu, Anyikwa & Nkemdirim (2009) is putting the curriculum into operation requires an implementation agent. The teacher is identified as the agent in the curriculum implementation process. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, scheme of work and lessons to be delivered to students. Implementation is said to take place when the teacher-constructed syllabus, the teacher personality, the teaching materials and the teaching environment interact with the learner. Curriculum implementation as viewed by Fullan & Pomfret,(2007) and Loucks and Lieberman (2003) is rolling out of a new practice to establish how it looks like when it is actually used in a school system. John (2003) viewed curriculum implementation as that state in the curriculum process and system whereby all relevant curriculum inputs are brought into direct contact with the learners through a wide variety of activities so that learning experience can maximize. Curriculum implementation as defined by Chikumbi and Makamure (2000) entails putting into practice the officially prescribed courses of study, syllabuses and subjects. Ejike, & Ejike (2018), curriculum implementation fosters curriculum evaluation and this guides the learning outcomes. The major implementers of curriculum are the teachers. They set up learning opportunities aimed at enabling learners acquire the desired knowledge, skills, attitudes and values through adoption of appropriate teaching methods and materials to guide students' learning. The curriculum planned and developed is implemented through the medium of instruction. This is why curriculum implementation is seen as the daily activities of school management and classroom teacher in the pursuit of the achievement of the objectives of the school curriculum, all in a bid to realize the national philosophy of education.

Curriculum implementation of tertiary institutions in Nigeria appear affected by subsidy removal. Subsidy removal according to Kasimu & Ogunode (2023a) is the determination and willingness of government or institutions to stop partially or full payment on goods and services enjoyed by its citizens or staff through reduction of prices or non-payment before and allowing the citizens or staff to bear the full burden of payment. Also, Ogunode and Aregbesola (2023b) viewed subsidy removal as an official elimination of subsidies on products formerly subsidized. They also captured subsidy removal as the decision of government or institutions to stop payment of subsidies on products or services previously subsidized. It is very important to examine the effects of subsidy removal on implementation of curriculum in tertiary institutions in Nigeria.

Post-Subsidy Removal and Problems of Curriculum Implementation in Nigerian Tertiary Institutions

Academic staff, instructional Resources, infrastructure facilities and supervisions

Academic staff

Subsidy removal in Nigeria has affected academic staff movement who are the implementer of curriculum at the tertiary institutions. Academic staff are employed purposely for the implementation of curriculum in the tertiary institutions. The responsibilities of academic staff includes; teaching, supervision, researching and provision of community services. The academic staff also carried out some academic services in the tertiary institutions. All these activities are almost affected by the removal of subsidy on the petroleum products in Nigeria. Kasimu et al (2023a) asserted that the removal of fuel subsidy in Nigeria affected teaching programme of universities across the country. Teaching programme is the first cardinal programme of universities and it has been disrupted by the petroleum subsidy removal. The removal of subsidy led to increase in the prices of goods and services which affected teaching programme implementation. Subsidy removal in Nigeria specifically affected lecturers or academic staff who are the implementer of universities curriculum. Also, Ejiogu, Emeadi, Onyeka, John, Onyejiuwa, Uzoaru, Dangwam, Anyanwu, Abel, & Adeyemi (2023) and Ogunode et al (2023b) concluded that the removal of fuel subsidies has a negative effect on various services that rely heavily on transportation and affected academic staff movement to universities to deliver lectures in their various universities across the country. With the removal of fuel subsidies, the cost of diesel and petrol used in public and private vehicles have risen. As a result, transportation companies, including buses, taxis, and motorcycles have increase their fares to offset the higher fuel costs. This has directly affected many academic and non-academic staff who bear the burden of increased transportation expenses. The inability of the academic staff to move freely due to cost of fuel as affected implementation of curriculum in tertiary institutions across the country.

Instructional Resources

Instructional resources are very important to curriculum implementation in the tertiary institution institutions. Ogunode and Josiah (2023) defined instructional resources as educational resource that aids instructors to execute teaching programme effectively. The removal of subsidy on petroleum products in Nigeria have led to increase in the prices of educational resources especially the instructional resources. Okonkwo, (2023) and Omoniyi, (2023) noted that subsidy removal of fuel products in Nigeria has led to an increment in the price of instructional materials /resources. The prices of various instrument materials have gone up due to the removal of subsidies in Nigeria. Ogunode, Somadina and Johnson (2023); Ogunode and Chukwuemeka (2023) and Tribune (2023) subsidy removal on fuel have led to increment in the general prices of goods and services which them increase administrative and operational cost in every institutions in Nigeria. Higher fuel prices will directly impact tertiary institutions expenses for implementation of teaching and research programme and other academic services, commuting, or operating vehicles. Ogunode & Ukozor (2023) listed items like Stapler, Eraser, Push-pin, Drawing pin (U.K)/ Thumbtack (U.S), Paper clip, Rubber stamp, Highlighter, Fountain pen Pencil, Marker, Ballpoint, Bulldog clip, Tape dispenser, Pencil sharpener, Label, Calculator, Glue, Scissors, Sticky notes, 4A Paper, Notebook, Envelope, Clipboard, Monitor, Computer, Keyboard, Folder, Fax, Filing cabinet, Telephone, Swivel chair, Desk, Wastebasket, printer and calculators which prices have gone high in prices due to subsidy removal. Also, Abiodun, and Abubakar (2023) observed that the laboratories resources have gone high in the market due to subsidy removal. Many educational institutions cannot afford to buy

adequate laboratories resources reagent and chemicals due to increment in prices without increment in school funding. Subsidy removal on fuel have led to increase in the prices of laboratory resources like Microscope, Test Tube, Beakers, Cylindrical Utensil, Magnifying Glass, Volumetric Flasks, Bunsen Burner, Dropper, Pasteur Pipette, Basic Thermometer, Tongs, Brushes, Weighing Machines, Wash Bottles, Spatulas, Spring Balance, Newton Meter, Burette, Funnel. Also, Chemical Reagents used in the laboratories by students and teachers such as caustic Potash · Caustic Soda · Chlorine Dioxide · Citric Acid · Iodophors · Lysozyme · Ozone · Peroxyacetic acid, *Flammable liquids*: Methanol, Ethanol, Acetone, Xylene, Toluene, Ethyl acetate, Tetrahydrofuran, Ethyl ether, Benzene, Dimethylformamide have increase in prices leading to shortage in supply to labs. The inability of academic staff to access these instructional resources for implementation of curriculum as planned and because of high prices has affected implementation of curriculum in the tertiary institutions across the country.

Infrastructure Facilities

Infrastructure facilities are another important resources for the implementation of curriculum in the tertiary institutions. Ogunode (2020) defined infrastructural facilities refers to facilities aiding delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, roads facilities, water, electricity, internet etc. The availability of the infrastructural facilities in adequate quantities will support effective administration of educational institutions and the inadequacies will prevent effective administration of educational institutions. Ogunode and Ukozor (2023) maintained that the removal of subsidies have led to increment in fuel price have led to increment in the general prices of building materials which are used to provide infrastructure facilities in the tertiary institutions in Nigeria. No any meaningful curriculum activities that can take place without adequate infrastructure facilities on ground. The removal of subsidy has pushed the prices and cost of providing new facilities and completing old facilities in the various tertiary institutions. The removal of subsidy also affected maintenance cost of infrastructure facilities across the tertiary institutions. In supporting this view, Punch of 12th of June, 2023 reported the Chief Executive Officer of Ace Hi-teck Construction Company Ltd, Adewunmi Okupe, maintained that the removal of the subsidy would trigger prices of building materials to rise and worsen the country's house gap. He observed that when building materials become unaffordable, then the housing product itself will be very far from affordability.

Supervisions

Supervision of curriculum implementation is key to ensuring delivery of quality tertiary education. Supervision is very important to realization of curriculum implementation objectives and goals Ahaotu Ogunode, & Obi-Ezenekwe (2021). Supervision according to Ogunode & Ibrahim, (2023) is a programme of instruction designed to improve teachers' job performance and students' academic performance in schools. Instructional supervision is a combination of activities meant to advance the work effectiveness of teachers and other personnel in the school business. Supervision is the process of improving teaching and learning in educational institutions because of realizing the goals of education. Instructional supervision is critical to the development of education. Supervision is critical to curriculum implementation because it ensures standard. Gregory and Benjamin (2023) pointed out that subsidy removal on fuel in Nigeria has led to increase in the general prices of educational resources which include supervision resources. Supervision resources are resources planned, organized and designed for supervision of schools. Supervision resources are resources or facilities supervisors used to carry out supervision in educational institutions. Most of the supervisors

cannot fuel their cars and public facilities are also expensive. The increment have forced many Supervisor to restructure their supervision to one day or two day per week. The job performance of many supervisors in Nigeria have been affected due to policy of reduction of working hours in most public institutions due to subsidy removal that led to increment in transportation fares across the country.

Conclusion and Recommendations

Curriculum implementation is very critical to the realization of tertiary institutions goals and must be given all attention needed for easy implementation. Many problems are serve as barriers to effective curriculum implementation in the Nigerian tertiary institutions. The recent subsidy removal on petroleum products in Nigeria as affected all forms of education and their programme. The paper critically looked at how subsidy removal in Nigeria has affected implementation of curriculum in the various tertiary institutions and the paper concluded that academic staff, the implementer of curriculum at the tertiary institutions were affected by removal of subsidy from the petroleum products and the removal has led to increase in prices of instructional resources, infrastructure facilities and operational costs of curriculum supervisions in tertiary institutions across the country. Based on tis discovered, the paper hereby recommended the following:

1. Government should increase budgetary allocation to all tertiary institutions in the country;
2. Government should provide adequate buses to all tertiary institutions to aid movement of staff and students; and
3. Government should subsidy instructional resources for academic staff and students to aid implementation of teaching and learning in all tertiary institutions.

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