Use of Teaching Methods and Approach in the Nigerian University System: The curriculum and Policy Implications for Change

by

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Abstract

Teaching method and approach are vital to the education delivery at the tertiary level. The Nigerian National Policy on Education influences the teaching/learning curriculum and method have been found to contribute to the teaching/learning outcomes at the University level in Nigeria. This study surveyed popular teaching methods at the undergraduate level in Universities within the South-West geo-political zone in Nigeria. Multistage sampling technique was adopted while proportionate sampling was utilized to select two Universities each from the Federal, State and Private sectors. Using stratified random sampling technique, 270 Lecturers were selected from those Universities to participate in the study. The standardized test Principles of Adult Learning Scale (PALS) was adapted to suit the Nigerian situation and used for the study. There was also a Sit-in-Observation/Interview schedule.   Findings revealed that the popular method of teaching used by Lecturers tended towards teacher-centered pedagogy. This is not in consonance with the principles of andragogy.   The fact that a teaching background is not emphasized along with the stipulated Ph.D degree for Lecturers may be a contributory factor to the present state of affairs. It was therefore recommended that lecturers be encouraged to obtain a diploma in the art of working with adult learners and also focus more on getting the learners to be more self directing in learning.

Key words: **Teaching Methods, Andragogy, University Lecturers, self-directedness, Adult Learners**

Introduction

University education in Nigeria, like in other developing nations is oriented towards the production of graduates who will contribute positively towards the economy through learnt skills. This makes it imperative to pay particular attention to the methods used in carrying out this important function. Curriculum in the University environment refers to the integrated course of academic studies. It is all the diverse courses offered and taught at the University level and has to do with all academic activities meant for learning. Ultimately, curricular offerings are usually implemented by the school authorities through the Lecturers. The study is working on the assumption that students at the University level belong to the category of adult learners and deserve to be treated as such. The Nigerian Universities Commission (NUC) is the central body responsible for monitoring curriculum activities in Nigerian Universities. It ensures currency, relevance and global uniformity.

Curriculum subsumes the syllabus and teaching method. While it sets down the general guidelines of what is to be taught and the overall program of the school, the syllabus and method specifically indicate how this is to be done. Syllabus refers to the content or schedule and requirements of the individual subject, while curriculum is the totality of the content to be taught, as well as the working objectives of the institution. The syllabus is, therefore, what is to be taught, while the method is how it is to be achieved. Syllabus, curriculum and method are inextricably interwoven, though separate. Method is an important aspect of the trilogy. The curriculum is necessary for identifying the content and coverage of subject matter and for uniformity, but the successful implementation of a curriculum depends heavily on the methodology used to bring it to fruition.

Andragogy, as popularized by Knowles (1984), is explained as a theory and method/approach of how to best help the adult to learn and is expected to be incorporated into the adults' teaching/learning process. This is because andragogy has already factored in the characteristics of the adult learner that separates them from the pedagogical approach to learning. It has considered the circumstances surrounding adult learning, like experience, motivation, responsibility and status, along with the changes resulting from the ageing process in order to facilitate learning.

The National Policy on Education (NPE) itself, according to FGN (2013), recognizes that a nation cannot rise above the quality of its teachers, thus the nation has invested a lot in teacher education (Ibidapo-Obe, 2006). This is to ensure a solid background for uniform practice. Also, the NUC has stipulated that all University Lecturers must possess a Ph.D, at the minimum (NUC 2001), so that they can be adequate for their assignment in translating theory and curriculum into teaching/learning. The NPE, through the Federal Ministry of Education also leaves the onus of responsibility on the various institutions to develop their courses in accordance with the national goals (FGN, 2013). In many cases, the method of teaching is usually left to the discretion of the Lecturer, bowing to their expertise, since they are supposed to be trained (considering their required Ph.D). Having a Ph.D forms a part of the quality assurance process in accordance with the NUC's Academic Standards Department (ASD) which oversees issues relating to curriculum in the Universities. The body co-ordinates the setting of Benchmark Minimum Academic Standards (BMAS) in all Nigerian Universities and ensures periodic reviews of the BMAS every 5 years, while intimating the Universities of new policy changes and global trends. However, in the periodic accreditation exercise for quality assurance and provision for curriculum, the issue of method is usually not fully addressed. Whereas Section 5(83) of the NPE states categorically that '*all teachers in tertiary institutions shall be required to undergo training in the methods and techniques of teaching*', it does not however, stipulate how this is to be achieved and there is hitherto no specific training for Lecturers that targets the use of methods. Section 5B (94) further says that '*all teachers in educational institutions shall be professionally trained*'. Also, no particular mention is made of Lecturers training as professional teachers. This training mentioned is also expected to be updated constantly with attendance of suitable Conferences, Workshops and Seminars. It is thus assumed that when lecturers have Ph.Ds they are adjudged qualified to work with adults. This is downplaying the necessity to specialize in Education, or more to the point, Adult Education. It also assumes certification is equivalent to capability.

Method itself is a more general term that covers more than the specific 'teaching style' (this is more personal and based on teacher-idiosyncrasy). It includes not only teaching techniques, but also the entire atmosphere like the setting, arrangement, ambience, tone, approach, as well as strategies in the teaching/learning process. Methods are more of organizational arrangements for conducting educational activities, while technique refers to the individual tasks that are

undertaken to ensure that the learning task and the learner are successfully brought in contact (Bakare, 2013). Style, on the other hand is that individualized quality exhibited by the Lecturer at all times and in all situations, regardless of material being taught (Conti, 1990). It is personal and so may be different from person to person and influenced by demographic background, among others.

Teaching style is teacher determined and a matter of personal conduct, it may be learner centered, using a responsive, collaborative, problem-centered and democratic approach, in which both students and the instructors decide the how, what and when learning occurs. It may also be teacher centered - a more formal approach, which is controlled and autocratic and the teacher directs the how, what and when students learn (Dupin-Bryant, 2004:42; Liu, 2008). By contrast, the learner-centered approach assumes that learners are active and have unlimited potential for individual development (which echoes the NPE stipulations, and is in accordance with adult learning tenets and the Humanists approach of Maslow, Knowles, Freire etc, as well as obeying the principles of andragogy. Methods often used in Universities include Lecture, Discussion, Practicals, Case Study etc. Okenimkpe (2003) categorizes them into Lecture, Individualized and Group methods. At the university level, it is expected that there will be a fair mix of all these methods, albeit they will still be influenced by the Lecturer's teaching style.

Students at the University level can be categorized as adults since there is usually a stipulated age of entry which is above 18. An adult is someone who is so regarded by the society to which he belongs. He is fully grown and mature and has reached the age of legal majority (18). Averagely, undergraduate students in Nigerian Universities are at least 18 years, which makes them adult learners. Knowles (1984) stipulates that adults learn better when their characteristics are considered. He suggests that, among others, the learning adult tends to be self-directing, problem solving, as well as imbued with a wealth of experience that must be factored into the teaching/learning exercise. Moreover, Section 1:8(a) of the NPE says that '*educational activities shall be centered on the learner for maximum self-development and self-fulfillment'*. Section *1:8(b)* further reiterates that *teaching shall be practical, activity-based, experiential and IT supported*. This is mainly alluding to the use of technology and other new teaching devices. Section 5B (96) of the NPE adds that '*teacher education shall continue to take cognizance of changes in methodology and in the curriculum and teachers shall be regularly exposed to*

innovations in their professions'. Lecturers are supposed to be professionals and some also have a background in teaching (Education), it is therefore assumed that they are adequately equipped with the necessary skills to successfully select matching methods for each learning situation and use them successfully.

Poor implementation of the curriculum will undoubtedly affect the caliber of graduates produced.   Other reasons that could influence graduate quality include under-funding, students population explosion, quantity and quality of the teaching staff and new intakes into the University system, (Akpochafo, 2006); but there is no doubt that effective teaching needs a variety of methods.   If students are to be adequately armed with tools for successful transition into the labour market sector of the economy, there is need to ensure that they are adequately prepared. Method of teaching is a major contributor to the achievement of educational objectives.   Alade and Bakare (2016) had equally found a correlation between the choice of method and the teacher/learner satisfaction and achievement of objectives in a survey conducted within Lagos Universities.   With all the elaborate policy statements in place, one would imagine that equal attention will be paid to details at the level of implementation. However, there is still inadequate literature or research conducted in the field to ascertain the implementation of teaching methods at the tertiary level of education in Nigeria. There is also a gap in the Policy statements on methodology and its implementation. This study is therefore interested in the interaction between methods used to prosecute the University curriculum. Specifically, it tried to find out the common teaching methods in Nigerian Universities, whether the methods tend to be student or teacher-centered, and whether andragogical principles were being applied.

Research Questions

The following research questions were drawn to guide the study from elements in andragogical principles and methods:

1. Which are the most used teaching methods by University Lecturers at the undergraduate level in Nigerian Universities?
2. a. Are there adequate teaching facilities in Nigerian Universities?
   b. Is the teaching environment in Nigerian Universities conducive?
3. Are students' inputs encouraged in the teaching/learning process?
4. Is there consideration for individual student's learning style?
5. Which assessment methods are commonly used?

1. Hypothesis: There will be no significant effect of teaching style (teacher-centered or student-centered) on the achievement of learning outcomes by university lecturers.

Methodology

The research was survey in nature.   Population for the study included all University Lecturers in Nigerian Universities. The focus of the study was the South Western geo-political zone of Nigeria, where Universities were stratified into ownership types and two examples each of Federal, Private and State-owned Universities were selected. Faculties were clustered into three for convenience - Arts, Science and Social Sciences. The sample size was selected proportionately - according to the staff strength of the university (60 lecturers from the 2 Federal Universities, 40 each from the State Universities and 35 each from the Private).   This made a total of 270 lecturers randomly selected from all of the six Universities that formed part of the study.   From the two Federal Universities, 48 of the Lecturers were from the Sciences, 36 from Arts and 36 from Social Sciences. From the two State Universities, 37 were from Sciences, 28 from the Arts while 15 were from the Social Sciences. The two Private Universities had 23 respondents from the Sciences, 21 from Arts and 26 from the Social Sciences.   See the distribution in Table 1 below.

Table 1:   Distribution of Respondents by Institution, type and Departments

Institution types	Science	Arts	Social Sciences	Total
Federal University 1	30 (50%)	14 (23.3%)	16 (26.7%)	60 (100%)
Federal University 2	18 (30%)	22 (36.7%)	20 (33.3%)	60 (100%)
State University 1	16 (40%)	15 (37.5%)	9 (22.5 %)	40 (100%)
State University 2	21 (52.5%)	13 (32.5%)	6 (15%)	40 (100%)
Private University 1	11 (31.4%)	9 (25.7%)	15 (42.9%)	35 (100%)
Private University 2	12 (34.3%)	12 (34.3%)	11 (31.4%)	35 (100%)

In terms of educational qualification, most (198 - 73.33%) of the respondents had various Ph.D degrees in Science and Arts that did not include teacher training, while 72 (26.67%) had

professional training in Education in their background, along with their Ph.D degrees. (The study equated a background in Education to Diplomas obtained in various ways including training as a teacher through the National Certificate of Education (NCE), Post Graduate Diploma in Education (PGDE), Teacher Training Certificate, Technical Teacher Training or a first degree in Education. Table 2 shows the responses.

Table 2: Respondents' Distribution by Educational Qualifications

Lecturers' educational qualification	Number	Percentage
Degrees without professional teaching qualification	198	73.33
Degrees with professional teaching qualification	72	26.67
Total	270	100

Table 2 shows the distribution of Lecturers according to their academic qualification. Majority of the respondents have the prerequisite Ph.D degree (73.33%) but less (26.67%) had degrees in Education or teacher training along with their Ph.Ds.

Instruments: Data were collected qualitatively and quantitatively. The main instrument used for data collection was adapted from Principles of Adult Learning Scale (PALS) and tagged the Lecturers' Questionnaire on Methodology in Nigerian Universities (LQMNU). There was also a Classroom Observation Schedule (with six items to be checked) to assess Lecturers' classroom behavior, as well as to document the classroom atmosphere and facilities; this was supported by a brief unstructured interview with the Lecturers. These instruments were researcher-constructed, except for the questionnaire which was adapted from the PALS, developed by Conti (1990) and validated for measuring congruency between the Adult Education Practitioners' actual observable classroom behaviour and their expressed belief in the collaborative teaching-learning mode. Eight of these items were worded negatively, the rest were positively worded but randomly arranged. The instrument produced a single score which can then be tested against the minimum highest score of the researcher as well as the standard deviation from the mean score. The questionnaire had two sections A and B. Section A was designed to obtain the background information on the respondents as well as their preferred teaching methods. Section B assessed the teaching style of the respondents and gauged the level of teacher or student centeredness of

their classroom behaviour. The questions were in Likert-Scale type of response format. The classroom observation and interview schedule were also based on a self constructed 6-point guide to corroborate Lecturers' responses to section A of the questionnaire, and also check the classroom situation generally.

Validation: The instruments were validated (content and face) by the researcher and some other experts in teaching methods in two Nigerian Universities. The test-retest reliability co-efficient of the items in the LQMNU had the value 0.67 and were deemed adequate for the study.

Administration: The questionnaire, as well as the observation and interview schedule, were administered with the aid of four Graduate Assistants from the Department of Adult Education, University of Lagos. The research took place over a period of twelve weeks.

Analysis: Frequency counts, Percentages, Means and Standard Deviation were used to analyze the data collected. At the level of analyses and presentation, the positive responses were merged, therefore <u>often true</u> and <u>always true</u> became positive for easier analysis. Also, the never true and <u>seldom true</u> became the negative, while <u>somewhat true</u> was counted as average.

Results

Research Question 1 sought to establish the most used teaching methods by University Lecturers at the undergraduate level in Nigerian Universities. The responses to Section A in the questionnaire were used. Figure 1 shows a breakdown of the different methods that lecturers claimed to use in the course of discharging the curriculum and corroborated with the observation schedule. This is summarized in table 3 below.

Table 3: Frequency of use of teaching methods in Nigerian Universities

Teaching Method	Which method do you use most of the time?
Lecture	172 (64%)
Discussion	51 (19%)
Case Study	9 (3%)
Project	16 (6%)
Practical	22 (8%)
Total	270 (100%)

Table 3 was in response to the first question about the method that Lecturers say that they use most of the time. This is further illustrated in figure 1.
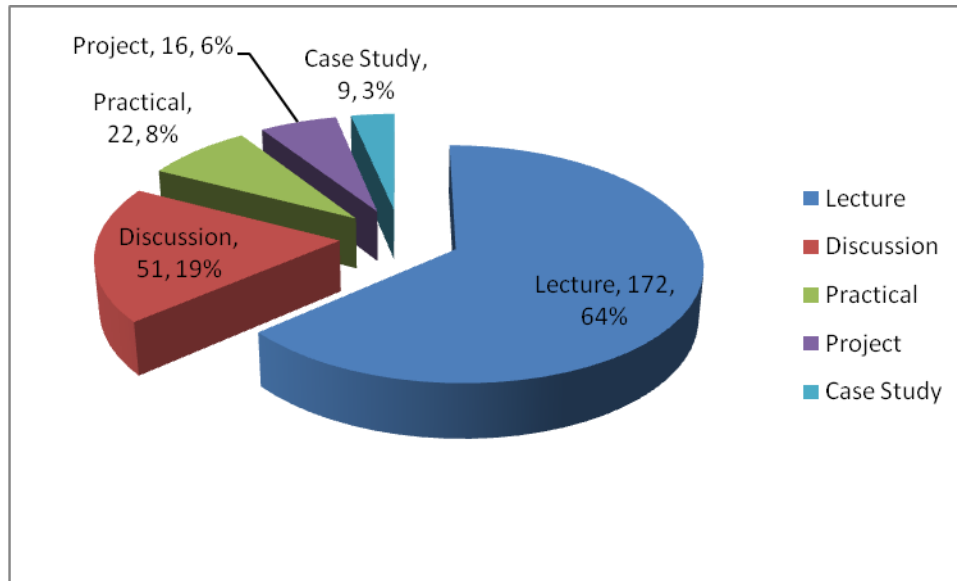

Fig. 1:   The most used teaching methods by Undergraduate Lecturers

Figure 1 addressed research question 1 that sought to elicit the commonly used teaching method at the undergraduate level in Universities by Lecturers. Majority 172 (64%) used the Lecture method and the least used at 9 (3%) was the Case Study.

Research questions 2a and b observed facilities and classroom environment, along with Interviews and concluded that they were averagely adequate but could be better. This is because availability of facilities and teaching/learning environment affect the teaching method.   The result is presented in table 4.

Table 4: Provision of facilities

University Type	Classroom space	Student/teacher ratio	Lighting	Seating arrangement	Method of Delivery	Total
Fed Uni 1	1	2	1	1	2	10
Fed Uni 2	2	1	1	1	2	8
State Uni 1	1	1	2	1	1	6
State Uni 2	2	1	1	2	1	6
Private Uni 1	1	2	1	2	1	8
Private Uni 2	2	2	2	2	1	8

Key: 3 = Adequate,   2 = Average,   1= Inadequate

Table 4 revealed that, at an average of 8 out of 15, the provision of facilities at the undergraduate level in the Universities can, at best, be seen to be somewhat adequate. The observation schedule further revealed that the majority of Lecturers do not have background training in Education. All these are some of the indices encapsulated in the teaching environment.

The third research question sought to establish whether students' input into the teaching/learning experience was encouraged. Four pertinent questions were raised to address this and the results are indicated in the figure below.

Encouragement of students' input in Teaching/learning

Always True 29%
Not true 44%
Sometimes True 27%
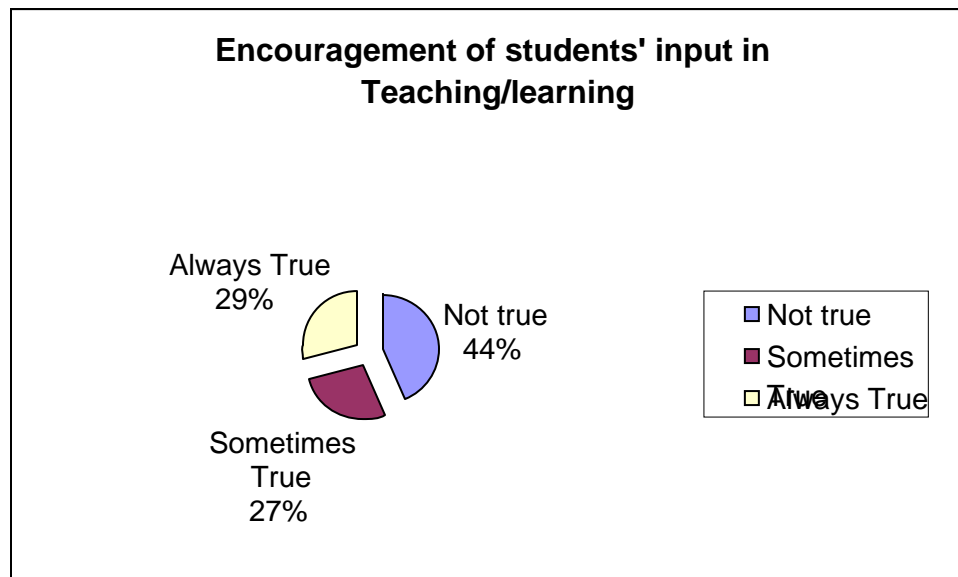
Legend:
- Not true
- Sometimes True
- Always True

Figure 2: Involvement of students in the teaching/learning process

Majority of the respondents (44%), agreed that it was not the case, while 27% said 'sometimes'. Research question 3 was to establish the level of students' input in the classroom process and the above figure indicated that most Lecturers do not encourage students' input in the teaching/learning experience.

Question 4 asked whether students' learning styles were considered in the teaching/learning environment. The combined responses indicated that a 'blanket' teaching method was mostly used and that students' learning styles were not particularly factored in.

Research question 5 addressed the issue of evaluation. The responses are presented in the next figure.
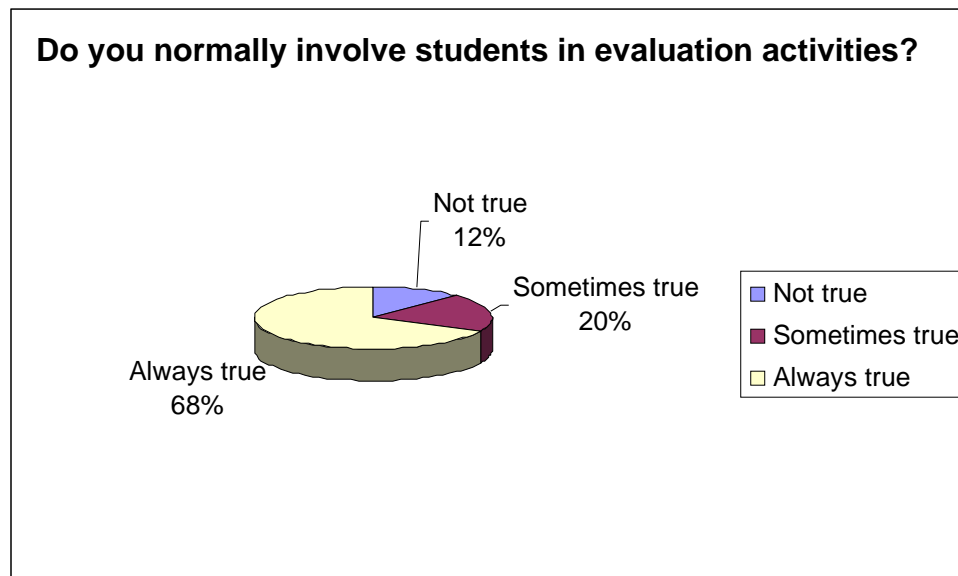

Figure 3: Evaluation processes

Research question 5 looked at the assessment methods at the undergraduate level and revealed that 68% of the responding Lecturers claimed to involve students in the evaluation process. Further probe revealed that they used tests mostly to assess students' progress. This result suggests that the evaluation process is largely teacher-centred. Students were thus not adequately involved in the evaluation process.

Test of hypothesis: The study's single null hypothesis stated there will be no significant effect of teaching style (teacher-centered or student-centered) on the achievement of learning outcomes by University Lecturers. To test the single hypothesis, the scores of the 270 Lecturers on their teaching styles were compared. The minimum and maximum scores obtainable were 21 and 105, respectively, with high scores indicating student-centered procedures. One sample t-test was employed to test the hypothesis and the test value was set at 84.0. The results are as presented in table 4.

Table 4: One sample t-test on teaching methods

| variable | n | Mean | SD | Test value = 84 | | |
				df	t calculated	t critical
Teaching Method	270	73.94	6.96	269	23.73	1.96

From Table 4 above the mean score of 73.94 was obtained as against the test score of 84.0 which yielded a calculated t-value of 23.73. Since the calculated value of 23.73 is greater than the critical value of 1.96 at the 0.05 level of significance, the null hypothesis was rejected. It was therefore concluded that the dominant teaching styles at the undergraduate level in Universities tended to be teacher-centered.

Discussion of Findings

The common teaching method was found to be the Lecture. The implication is that Lecturers were not treating students like adults by not using more participatory methods. The major finding confirmed that, at the University level, the lecture method remains the most popularly utilized method of teaching, and that classes were more teacher-centered than student-centered. This is in agreement with several previous researches including Conti (2004); Dupin-Bryant (2006) as well as Alade and Bakare (2016), that most Lecturers still use the traditional teacher-centered styles in University settings. This could be due, in part, to the assumption by the Lecturers who expect that, as the name implies, they are expected to Lecture.   There is probably also the inherent problem of time constraints and having to cover a syllabus in the curriculum within a given period of time. The practice of relying mostly on the lecture method however disagrees with the humanistic stipulations of Knowles (1984) about the need to incorporate andragogical principles, stipulating that adults must be treated accordingly in the teaching/learning environment. Nevertheless, as adult learners, the University system expects and makes allowances for the use of varied teaching methods, apart from the Lecture - like extensive Discussion, Debate, Case Study, Excursions, Practicals and the Seminar, among others; but these alternative methods were seriously underused and the use of information communication technologies (ICT) were found to be minimal in all the Universities. It was also

concluded that facilities and classroom environments were inadequate, and teachers were not specially trained to work with adults. The general atmosphere was therefore not conducive to engaging in adult educational activities. The observation schedule further revealed that some of the teachers in the classroom situation did not have professional qualifications (i.e education or teacher training background), some were also Graduate Assistants. The research equally revealed that those without further Teacher Training qualification or Education background tended to use the Lecture method alone more, which echoed the research findings of Alade and Bakare (2016) that those who used varied methods were found to be largely those with Education training in their background. This suggests that the professional training in education exposes them to a more varied use of different methods. The study also found that the use of computer-based learning was markedly absent in the classroom situations, as very few of the Lecturers that were observed used active computer-based teaching/learning methods. It was also expected that there will be the use of additional teaching aids, especially the computer in all its ramifications. This again brings about the issue of appropriate teacher training in education to the fore. At the University level, the curriculum, to a large extent, is expected to dictate the teaching method. In the Sciences Department, as well as in Engineering, for example, learning objectives would be better achieved with the use of Practicals, Projects and other hands-on methods. In the Arts and Social Sciences Department, methods like Discussion, Case Study and Field trips and others would be found appropriate, however, the Lecture method cut across all Departments and curricula. Also, the use of the computer is applicable to all departments and is expected to be incorporated in the teaching/learning. Unfortunately, ICT use is bedeviled by several problems, of which a large part is power outage and connectivity issues. This seriously affects any attempt to use any gadget that requires electricity, as was reiterated by Bakare (2009) in a study that looked at the use of ICT in the University environment, which is further exacerbated by *cyberphobia* on the part of some Lecturers.

Students' input into teaching/learning were equally found to be minimal. This is contrary to the dictates of the approach to helping adults to learn which encourages the participation of the learner, right from the planning to the implementation stages (Bakare, 2013). This is also linked to research question 4 in terms of engaging the learners.

Responses to research question 4 showed that students' learning styles were not adequately accommodated in teaching/learning. The question examined whether students' learning styles were considered, and the overwhelming response were negative. A previous study by this researcher, Bakare (2009), further corroborated that students' individual learning styles at the University level were different and cut across the **auditory, visual** and **tactile**, and that they were not adequately considered in the teaching/learning process. This underscores the necessity for Lecturers to ensure that methods are matched appropriately to the students' learning styles in order to encourage the realization of learning objectives. The implication is that, as adult learners, if methods are not more student-centered, it means that the students are not being treated as adults and will ultimately affect the achievement of learning objectives. Moreover, this is in direct negation of the stipulation of the NPE 8:a '*educational activities shall be centered on the learner for maximum self-development and self-fulfillment'.* In addition, the study revealed that Lecturers who combined other methods with the Lecture were those with Teacher Training or Education background in their educational qualifications which again underscores the necessity for appropriate training for effectiveness. Majority of the Lecturers still used formal tests to assess students' progress and do not, as a rule, allow students to participate in developing the criteria for evaluating; this suggests that largely, evaluation activities were rather teacher-centered and carried out more in line with child learning than adult learning situations.

All the elements addressed in the research questions were derived from the tenets of andragogical principles in the procedure for adult teaching/learning. In order to treat adults as adults, it is necessary to consider their individual learning style and incorporate it into teaching/learning methods for best results. Also, the way adults are assessed should be more informal and less stressful in order to align with andragogical principles. Over all, adult learning circumstances must be factored into any teaching/learning activity for best results. Kearsley (1996) summarized that andragogy means that instruction for adults needs to focus more on the process, and less on the content being taught, and that strategies such as Case Studies, Role Play, Simulation, and self-evaluations are most useful, and that instructors adopt a role of facilitator or resource rather than Lecturer or grader.

Conclusion

In Adult Education, method of learning could range from the formal classroom-based learning to self-directed learning and e-learning. While the Lecture method may be relevant at the University level, an overdependence on it is not appropriate for adult learning because the formal, classroom-based and Lecture-oriented method of teaching is usually associated with child learning. The study therefore concludes that teaching methods and approach used in the Nigerian University system were not andragogy-compliant in most cases. This has dire consequences for the curriculum and policy statements, and will ultimately hinder effective teaching/learning outcomes, as well as best practices and positive change.

This paper has explored the link between curriculum and policy and how they are intertwined with methods. The study looked at regular practice in selected Nigerian Universities and is recommending that all Nigerian University stakeholders need to consider imbibing, as a standard, the principles of andragogy and self-directed learning which are the pillars of adult learning theory. Tough (2003) in an interview had explained that in most curriculum models, the steps taken by professional educators include setting the learning goals or objectives, finding resources, choosing the right method and evaluating the progress. He is suggesting that, more in line with the principle of self directedness and andragogy, students be allowed to progressively take these steps on their own. This may not be totally plausible in the Formal Education system, but, in so far as Universities are dealing with adult learners, it is recommended that, at least, a modified version be utilized. This will include introducing more ICT-based learning and individualized content into the method of teaching to ensure that undergraduates are also being treated as adults, and to further improve their chances of learning; more than ever, to ensure that students take more personal responsibility for their learning.

Recommendations

All the questions were premised on the incorporation of andragogical principles into the teaching/learning process. More participatory methods should thus be utilized in teaching/learning at the undergraduate level in Universities; more provision made to better equip

programs in order to encourage variety of adult education methods to be possible, for example, like the incorporation of ICT into method use.

Courses like Adult Teaching Principles, Psychology and Methods in Adult Education would be appropriate to sensitize Lecturers on adult teaching methods and how to handle adult learners. As adults, undergraduates need to be exposed to more learner-centered methods (Discussion, Role Play, Simulation etc). There should also be more avenues open to teachers for training and updating their knowledge, which would be mandatory, probably with an element of adult education included; and there is definitely a gap in method training for Lecturers at the undergraduate level, which can be filled with appropriate teacher training including familiarization with andragogical principles. More students' input should be encouraged, right from the curriculum planning to the evaluation levels. Understandably, students' cooperation in this regard may be severely limited, however they can, at least, be encouraged to participate more in the teaching/learning process. There is no doubt that the curriculum needs to be updated regularly so that quality assurance and currency are ensured through periodic accreditation. It is however also very vital that the issue of method use be thoroughly addressed in order to emphasize teaching method, and to continuously review and improve it to make the teaching method current and relevant to contemporary needs.

One way by which Lecturers could further add value to the teaching/learning experience at the University level, but still make it student-centered, is to inculcate computerization and e-learning into the teaching, which will enable the students to practice self directedness by:
- working at their own pace
- working in their on time, space and place
- giving more attention to the work to be done
- working in groups and consulting other colleagues for shared experience

If all of the above are accommodated, it is hoped that the teaching/learning experience in the University will be more rewarding, and Lecturers will then use more student-centered methods, rather than the more traditional teacher-centeredness that is the present practice in most Universities. There is currently no specific monitoring activity put in place to ensure that the teaching method complements the curriculum and learning goal. This also needs to be addressed properly. Again, teaching methods at the University level should make more use of integration into the local community through Visits and Excursions to incorporate social responsibility. The

stipulation of minimum standard of Ph.D must thus be backed with training in teacher-education as a background to improving their teaching abilities.

<u>The Curriculum and Policy Implications</u>: Many of the pronouncements in the National Policy on Education address all the necessary issues, but from what is observed in the field, they are not being fully implemented. This means that the policy makers need to pay more attention to the implementation of the educational policies. What good is a policy if it is beautifully stated but poorly implemented? In as much as the curriculum is the blue-print of what is to be done, and the foundation has been laid by the important bodies, the final onus rests on the Lecturer to ensure that a good curriculum/syllabus is drawn, and see that the appropriate teaching method that complements courses are employed. This is why it is even more necessary to encourage all Lecturers to be adequately equipped by having a background in teaching, which will further strengthen their ability to discharge their duties satisfactorily, while ensuring sustainability. The Nigerian Universities Council (NUC) therefore needs to further address the issue of Lecturers having teacher training added to their regular qualification requirements. All these should help add value to teaching/learning at the University level and help leverage achievement of objectives.

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