

**ACCEPTING PRACTICAL APPROACH AS A MEANS OF ENHANCING PEDAGOGICAL
MODULES IN THE IMPLEMENTATION OF EDUCATIONAL CURRICULA FOR
SUSTAINABLE DEVELOPMENT IN AFRICA**

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Abstract

Lack of standard practical approach in the implementation of the available modules in the educational curricula of African educational system has led to a great deficiency in the aggregate qualities and quantities of the students turn out in our various institutions of higher learning with focus on Nigeria. This problem has given many scholars: Etim Morgan, Egonwa Osas Denis, Ellis Oyekola, James Sandrunati, Emmy Eliot and Hazzan Kofi the opportunities to give different varieties of definitions on how a practical approach in the implementation of module should look like. These definitions are presented depending on whether the modules were viewed as a whole or in a plan form of educational programs that were planned for accidental learning experiences, actual occurrences, effects or others. But, in the phase of academic research, a practical module is a structurally planned instructional knowledge and skills premeditated to help learners develop and extend individual competence in their various areas of originality putting hand and brain into action in both lateral

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and logical approaches. In view of the above, this research paper tends to renew the trend of accepting the development of practical approach in the pedagogical modules of both teaching and learning without focusing only on the known practically oriented courses like Fine and Applied Art, environmental studies, Engineering and others. This will in turn aid the means of national growth and development. During the course of this research, available literature was properly reviewed and the method adopted was also concisely conducted and documented. Conclusion was carefully drawn with resourceful recommendations that both the teachers and the students should collaborate in both coding and decoding the contents of educational modules in the national educational curriculum.

Key Words: Accepting, Trend, Pedagogical, Modules, Practical, Oriented, Courses

Introduction

The magnificent developments in Information and Communication Technologies (ICT) as a result of digital revolution have positively launched the world into the knowledge of economy. These ideas and machineries are both often used to promote socio-cultural economic development in the phase of new trend. This was made possible through the generation and exploitation of knowledge and skills that are seemly new but already existing in the realm of research problems and findings. One of the major features of practical module implementation is that, it changes to meet the emergent realities and needs of the society as a tendency in digital revolution which is an approach in Information and Communication Technologies (ICT) (Sulaiman, 2023).

Practical module is a dynamic system and structure of thought where development is an ongoing process that supports teaching, learning and achievement (Mkpa, 2010). Nations must continuously develop their practical component as a part of a resourceful curriculum in order to meet the demands of an ever-changing society that we all find ourselves. The needs of the students and the criteria that they need to learn in order to attain success in their learning activities depend on standard modules that are built basically on practical approaches. In other words, the curriculum should meet the demands of some emergent issues in the processes of both teaching and learning in aid of meaningful, resourceful and acceptable outcome. As a result of this, some educationists all over the world like Etim Morgan, Egonwa Osas Denis, Ellis Oyekola, James Sandrunati, Emmy Eliot and Hazzan Kofi are making frantic efforts to straighten educational endeavors to equipping learners with the necessary skills and competencies for effective life in knowledge and skills dominated society.

This will in turn place all aspects of knowledge and skills acquisitions and their practices in front of all the needed positive changes and their studies will be very easy (Sulaiman, 2025). Since Nigeria education is expected to be an instrument for national growth and development, it needs to be built on a standard curriculum as an umbrella of practical module in order to encourage effective means of attaining its aims and objectives. But it is not, therefore, this is a step that needs urgent attention in Nigeria as a yard stick for all African countries. This should be aimed at transporting the country from her old industrial economy revolution to the philosophy of education of present new knowledge-based economy through the newest trend of practical modules in our practically oriented Schools of knowledge, skills and practice taking Art and Industrial Design (AID), Engineering Technology, Building Technology and Language Communication Technology as parts of

practical beneficiaries in world of practical education.

This academic research tends to achieve the goal of practically based requirement of a new trend of practical paradigm shift from the previous model of education that is aimed at developing the learners' with the ability to present theoretical ideas based on time bound model of education to a lifelong model of education through effective knowledge, skills and practice acquisition for the purpose of preparing a resourceful ground for the future of our students. This is to effectively create, acquire the use of transmitted knowledge for the promotion of human activities in knowledge and skills dominated society. In this regard, emphasis is placed on instructional aid which should be shifted from the acquisition of factual knowledge to the acquisition of tacit knowledge and skills generic practical concepts.

The instructional process is expected to be shifted from teaching for examinations to teaching for technical how to learn, to communicate and how to perform effectively in practical team or individual work. By implication, practical module in curriculum development for a knowledgeable economy is based on the development of basic skills; reading, writing, listening and speaking, thinking skills, interpersonal management and communication skills, social competencies and other personal qualities such as responsibility, self-esteem, self-management and integrity (Stinson, 2024). Based on this, the practical skills curriculum requirements for the knowledge economy as a body of both lateral and logical thinking tends to explain communication skills, adaptability, creativity, team spirit, literacy, ICT-fluency and life-long sustainability as well as life-wide learning (Sulaiman, 2025).

The development of this 21st century requires skills and competencies in order to constitute a driving force for the emergent trend in the aim of education which is the preparation of learners for effective life in a skillful economy that is known for its networked and volatile characteristics. The quest for the achievement of this aim of education in different learning contexts in Africa with focus on Nigeria is a result of the emerging issues in curriculum development in the country. These issues among others are curriculum development in education for peace, global citizenship, electronic learning, teacher education, gender studies as well as diversification and enrichment of learning content (Akudolu, 2022).

The Blend of Artificial Intelligence (AI) and Information/Communications Technology (ICT) for Curriculum Implementation

The level of documenting human understanding is a great technological breakthrough in this present era of Artificial Intelligence (AI). Currently, man is speedily moving towards full implementation of Information and Communications Technology (ICT) with low past, portable handheld devices for the benefit of student in order to be connected with global networks and tailored themselves for specific tasks or applications for the attainment of their meaningful and acceptable future. These advancements in technology has led to a multitude of approaches that tend to blend with the milieu of practical curriculum implementation that is an appraisal of the current trend in pedagogical renewal in curricula in order to cater for the needs of learners worldwide (Sulaiman, 2024). There is an emphasis on the need for the teachers to use differentiated curriculum, multiple learning styles that can create acceptable directories for the national growth and development. Nearly all the

subjects in the curriculum are expected to be designed in favour of transformational agenda in both teaching and learning.

There are many offline and online instructional delivery aids formats that have been made accessible for educators in order to access and use in the delivery of curriculum. These aids are in different forms, such as schemes of work, lesson plans notes and ideas. All these have made ways for exemplification of learners' work to be tailored toward educational skills acquisition in a set of practical formats. Today, teachers who deliver such curriculum will be asked to provide his or her learning experiences for holistic development of mind, body intellect and emotions in order to meet the emergent trends. Unfortunately, most curricular models that address these issues, with their renewed emphasis on the professional input of artists, engineers and builders as developers of the curriculum, have emerged at a time when it appears that capacity for school-based curriculum development is arguably limited.

Practical Module in Curriculum Planning

Practical module in curriculum differentiation is a broad term that is basically referred to the special areas of need in relation to personal interest. This is often designed and tailored towards effective teaching and learning in any given environment for the purpose of practices. This will help to create appropriately learning experiences for different students' cognitive and psychomotor level of understanding within a specific period of time.

According to Hudson (2023):

One among the best ways to figure out a line of differentiation among students is to give a given and specified class is by creating chance for their individual needs, behaviour management, strategies for success and positive relationships under a clear theory of being flexible and organized in groups.

The focus is to create a differentiated learning environment based on individual level of understanding. This will encourage students to engage their abilities to gain the attainment of the greatest possible; taking risks and building knowledge and skills, in what they perceive as a safe and flexible in their environment.

Smoothing the Progress of Learners' Centered-Abilities with Practical Module Instruction

In agreement with the newest developmental trends in education, China has taken the lion share due to the general modifications carried out on the curricula used in the execution of the tiers of education. The modification carried out in china welcomes total concentration on practical approaches both in teaching and learning right from the lowest classes to the highest classes. This welcome trend in curriculum planning has led to the attainment of drastically gain on their centre-abilities in the midst of both teaching and learning. Based on this Sulaiman, (2025) says:

One among the fastest and the commonness emergent factorial practical module development in curriculum planning as a trend in education is the positioning of the learners' heart and mode of thinking towards schooling. This can be effectively attained through all round practical approaches

in and about teaching and learning.

Taking practical approach as the “learners’ center-ability” in the process of both teaching and learning in education will open their minds to learning without force but with the act of playing with tools, equipment and material. Integration of experiential learning should be the target of all teachers before, during and after both teaching and learning. This will help students to learn how to integrate their new knowledge, ideas and skills with the existing knowledge of constructivism that the teachers are tend to introduce in order to better the process of learning.

The Basic Ideas of Multiple Instructional Strategies for Practical Module as a New Trend in Curriculum Planning

The flourishing of practical module in curriculum planning requires both the teachers and learners to be up to date in knowledge, skills acquisition of effective practice in the processes of using several teaching and learning strategies to enhance effective coding and decoding of the modules spelt in the curriculum (Sulaiman, 2024). The practical facilitators should be effective on how to provide necessary background knowledge and explicit instruction delivery through strategies that can match the students’ learning processes. This will help the students to reach certain level of academic mission and vision in timely manner. The utilization of both multiple teaching and learning styles would eventually among other things, cater for individual differences among the learners and it also give the teachers the vivid understanding on how to be aware that differences in learning style preferences exist among the students.

This should be the target of the teachers in order to become effective in meeting students’ learning needs. Consideration should be taken as one among the current focus in the newest trend in practical module reviewed as an approach of teaching and learning within and outside the class. By this, preparation and delivery methods will help to increase students success by nurturing diversity within the various fields, promoting self- directed learning, and providing for an emotionally positive learning and providing for an emotionally positive learning.

Graduating Egalitarian and Societal Demanded Students through the Implementation of Acceptable Practical Module in Our Curriculum

The efficient of changes in what the society knows about the processes of graduating students with life-long learning knowledge, skills and practice to be more important within and out the four walls of classrooms (Aspin, 2024). Therefore, this will help to create life-long learners who will be ready to prepare to add values to the present world of technological experimentation for the modern world of its implementation. By so doing, the future will be a joyful avenue for the enhancement of another curriculum tasks for the next newest teachers after our generation. Educating students to become effective members of the society is one of the most challenging tasks the teacher will always embark upon as soon as educational processes are within our reach.

Furthermore, the means of taking the right process of educating the students is to realize the essence of being planning effectively for the next generation that will yield the best results. Tyler (2007) advocates that teachers should help students learn through cultivating positive values, attitudes, and a commitment of life-long learning

through developing generic skills to acquire, construct and communicate knowledge resourcefully. In order to adequately prepare students as members of the society for the current dynamic age as well as for whatever the future holds for them, teachers must be careful not to limit students to orthodox feelings. These qualities are essential for all round development in order to prepare for both immediate and future challenges.

Situating the Purpose of Relevant Objectives and Its Mode of Evaluation

The positive purpose of students' learning outcome is the growing issue of curriculum trend in this present era of advanced innovation, exploration and experimentation in technological development. In such a way that, educational objectives will be formulated to keep on action the all-round development of the learners in order to cover both scholastic and non-scholastic aspects in the three domains of learning; cognitive, affective and psychomotor (Riggio, 2023). Evaluation of learning outcomes helps to ascertain the attainment of instructional objectives and as such, plays an integral responsibility in the emergent curriculum trends (Aspin et al., 2024). In assessing these areas of learning, the teacher is required to develop his skills of observation and bring them to use in the classroom for the purpose of giving the students the actual knowledge and skills that is required of them within a space of time. Teachers need to monitor students' learning and provide them with feedback to improve their performance contextually and practically.

Moving towards visual understanding of thought and feelings in both teaching and learning will pave way for the basic ideas of Information and Communication Technology (ICT) with emphasis on the Departments of Mass Communication, Environment Technology and Art and Industrial Design where cognitive of simple practical means of documenting communal events in both literal and contextual words of human expression is frequently needed to convey certain meaning. It is the duties of the teachers in such Departments to take the students through the rigor of simple logical and lateral thinking in order to put their brain and hands into the surface of problem solving. Besides, in the School of Art and Industrial Design where real practical means of expressing one's feelings is needed, it is the duty of the teachers to demonstrate before the students in order to give them the physical way out in tackling lateral means of thinking in aid of executing their feelings on a given support:; cardboard, canvas or even human body surface.

Integrating Technology into the Means of Implementing Modules in Curriculum for the Purpose of Accepting Practical Approaches

Research has shown that, in this present era of advanced contemporary technological trends, especially in the area of implementing the newest and innovative teaching strategies particularly in Art and Computer Technology where practical approaches are needed for the herald of the development of internet revolution. The importance of accessing educational and socializing technologies is obvious (Olaoluwamipo, 2025). The apparent for these technological innovations is to pave ways for innovative approaches in learning and teaching. This has been widely explored in both traditional and non-traditional educational setting: Polytechnic, Colleges of Education and University. As part of that global change, teachers need to put all hands on desk for further advancement in technology by utilizing the cooperative learning and differentiated strategies as spelt in the modules as part of the national curriculum of education. This will make it very easy to combining them with the use of wireless hand-held computing devices and simple lateral mode of thinking

in all art oriented field of studies. Sophisticated technological gadgets should be introduced in order to offer divers' instructional capabilities and the ability to present information in a wide variety of forms (Olaoluwamipo et al, 2025).

Practical-Based Modules

There are more than a few factors that are responsible for the materialization of a practical approach as part of the new pedagogy in the system of educational. To start with, is the rapid development of new knowledge that makes it possible to expand the basic ideas of what students need to know within the time span of a post-secondary course or program. This development helps learners to manage knowledge in different areas of how to find, analyze, evaluate, and apply knowledge as it constantly shifts and grows. The second factor is the increased emphasis on skills or applying knowledge to meet the demands of the 21st century society where skills call for active learning experience in rich and complex environments. Besides, it helps to develop students in order to acquire the skills on how to manage their own leaning throughout their life, so they can continue to learn after graduation (Grain-Buldnun, 2025).

Student's Expectations on Practical-Based Modules

The purpose of good and standard education is to provide open end job opportunities for the students after their years of schooling. Based on this, the most idealistic student expects to find a good job after several years of study, a job where they can apply their learning and which will also provide a reasonable income to cater for their daily life activities. This is especially true as tuition increases. Students expect to be actively engaged and see the relevance of their learning to the real world. Therefore, the introduction of practical based means of implanting the modules in the national curriculum of educational system will eventually train and give the students high level of job opportunities in the areas of both public jobs and also in the areas of self-employment.

According to Sulaiman et al, (2025):

Incorporation of practical predispositions in the modules of national curriculum of our educational system will serve as a solid ground on which the African students will be placed for effective self-discovery in the areas of innovation, exploration and experimentation based on the theoretical and practical rigors that has given to them while in the school. This will make them to be buoyant employers of labours and not depending on public job opportunities for having exposed their hands and brains to practical understanding of what is likely to be the results of the society.

The Phases of the Newest Technologies on Practical-Based Modules

Records have shown that, the recent advancement in digital expertise, particularly the web 2.0 tools such as blogs, wikis, social media and mobile devices; smart-phones and tablets have paved different ways for its end user (the learner) for the purpose of being in command of over the access of creating and sharing certain knowledge. As researchers and executors become more familiar with digital technologies for the purpose of conducting their research problems both in teaching and learning, pedagogical challenges and strategies are emerging with resourceful and acceptable solutions.

Mataise (2023) and Priestley (2021) have greatly contributed to the purse of knowledge, skills and practice in the areas of impacting positively to the processes of teaching haven been structured how learning can be effectively take place or happen. The following are the key elements contributing to the development of this new pedagogy:

- A closer integration of classroom and online teaching and learning under the generic term of blended or hybrid procedure, where classroom time is reduced but not eliminated under the phrase of Blending Teaching and Learning (BTL). Triumphant blended teaching and learning critically necessitate a focal point of what is the best to be done within a space of face-to-face interaction between students and instructors on online generative meeting (Akudolu, 2022).
- From the onset of knowledge and skills acquisition in the phase of online learning, emphasis on learners' constructive knowledge through questioning, discussion, analysis of resources from multiple sources and instructor feedback (Akudolu et al, 2022). Social media have encouraged the development of communities of practice, where students share experiences, discuss theories and challenges and learn from each other without knowing one another.
- The surface of digital media: YouTube Videos, Open Educational Resources (OERs) in form short lectures, animations, simulations or visual worlds enable teachers and students to access and apply knowledge in a wide variety of ways. Using multimedia for educational processes is a welcome idea and laudable step taken (Akudolu et al, 2022). But, with internet, the selection and integration of appropriate sources should be properly monitored in order not to expose the students and the teachers to social problems.

Implications of the Practical Implementation of Curriculum Modules for Teachers in African (Nigeria)

Presenting the newest pedagogical modules in the recent education reforms in China as a measure for the world educational growth and development should definitely remind all the educational stakeholders that the inclusion of the professional development of teachers in general should go in line with the education policies at all tiers of government especially in Africa with focus on Nigeria. This is generally expected to be effectively implemented across the board. The role of teachers in this context of curriculum changes has usually been perceived as executing the innovative, explorative and experimental ideas of other policy makers, curriculum designers, researchers and the like in order to give an acceptable phase of education in Nigeria.

Ojimba, (2023):

In recent times, there has been a growing consensus that educational reforms efforts are always doomed and pathways to failure. But today, China has proved it wrong, simply because, it places emphasis on developing specific teaching approach; practical approach, which makes the teachers to introduce their knowledge and skills as a body of yard sticks for policy implementation under which intentions and attitudes are taken into consideration.

In order to comprehend the repercussion of these new developments for the professional development of teachers in Nigeria, we need to reconsider the challenges that will be posed by these reforms and be able to

provide remedial teaching and learning situations for teachers. The question of how to involve teachers in the implementation of the modules in the curriculum reform efforts so that the changes of a successful innovation, exploration and experimentation are enhanced has stated in the blue print of the curriculum reform. Since the introduction of the practical approach in the implantation of modules in curricular reform movement in the late 2025s, a large portion of teachers has been connected in some way in an attempt to introduce a change in the phases of the modules against the innate of the curricular (Grain-Buldnun, 2025). This curricular innate includes:

- i. The core elements of the innovation, exploration and experimentation were defined by curriculum developers or policy makers to better the system of education Nigeria if not in Africa.
- ii. A pictorial appearance of teaching is designed to centre on teachers' behavior which is expected to loyally implement the innovative, exploratory and experimental skills that the teachers should display in order to change the life of the students positively.
- iii. A body of series of training sessions and supervisory activities were designed and aimed to develop the desired teaching and learning behavioural changes.

Practical Curriculum Module in the Phase of Education and Sustainable Development

The concerns all educational stakeholders for sustainable education in Africa with focus on Nigeria have prompted round table discussions, debates, dialogues, seminars, conferences and legislations over the years. But the outcome of these endeavours has in a way favoured the reduction based on unemployment and unemployable syndromes and engendered sustainability in the phase of economic developmental forces within and outside boundary of African settings (Sualaiman et al 2025). These unpleasant syndromes have been linked to economic, social and political issues against the positive implementation of educational pedagogic reformed policies. The Nigeria education policy (NPE) stakeholders were called to reconsider the upsurge of some other policy statements and intentions in order to pave way for the proper implantation of this new educational reformed policy. This practical ideas on modules implementation paves way for efficiency in the education strategic plans for tertiary institutions in Nigeria (ESP), education for all (EFA), Millennium Development Goals (MDGS), vision 20:2020, and Decades on Education for Sustainable Development (DESD 2005-2014) (Adsonmu& Taiwo, 2023).

According to Akudolu et al, (2022):

The basic educational curriculum that is in use in Nigeria today for both teaching and learning in the schools had built-in a body of strategies where the learners can be encouraged to require little practical skills for the sake of involving the students in inquiries that are related to the activities to meet the expected needs of the society. This educational target will help to develop their means of critical thinking in both lateral and logical phenomenon. But the problems of its proper implementation based on practical approached, remain as the body of hindrances in our educational sector.

The available courses on the other hand are lack the basic training ideas in terms of kills and practice in all round that is required for students survival, sustainable development and societal transformation right from the

school. The general goal of the curricular reform was to reflect depth, appropriateness and inter-relatedness of the curriculum contents in the teaching and learning. Emerging issues which covered values of orientation, peace and dialogue in human right education, family life, HIV/AIDS education, entrepreneurial skills etc, were infused into the 9-year Basic Education curricula.

Additionally, the curricula planners agreed that major issues concerning the act of shaping the national and global development in the areas of globalization, information/communication technology were the rhetoric of Basic Education Curricula (BEC). The contents of BSC are arranged in a particular order of thematic and spiral pattern. Thematic arrangement means that the contents, principles, facts, concepts are organized in themes that is, broad themes and sub-themes taking into account the learners' needs, interest and overall societal problems and demands in the present age of science, technology and globalization. In this era of environmental education, students are meant to study and understand the environment in which they live, in other words, the development of the society is interconnected with man's physical environments.

According to Akpokinovo et al (2025):

The intention of UNESCO favourably support practical approaches in many school disciplines such as Fine and Applied Arts in higher institution, Visual Art in Senior Secondary School, Cultural and Creative Art in Junior Secondary and craft or Cultural and Creative Art in pre-secondary school of learning under Universal Basic Education (UBE).

UBEC (2008) pointed out that Government syllabi aim at assessing the ability to recognize role model as an informed citizen and his contribution towards the achievement of development in practical approaches in both teaching and learning. UBE (2008) highlighted the aims of Environmental Education is to develop the minds of the students' positive attitude towards the achievement of sustainable development in national unity and nation building. Taking a close look to find out the actual thing that brings havoc to nation, many people will gather their hands on Drug Abuse, from its inception, if students have been informed about the danger of drug abuse earlier, the rate at which drug abuse will decrease, will be very drastically.

But, because the students lack the practical discouragement of drug abuse right from the school, that is why the rate of its intake is getting higher every day by day in Africa and the world at large. The Basic science curriculum inculcates the right values and norms of the society in its design in order to foster rapid growth and development. In the area of population, the population of young school leavers that are jobless compared to the population of those with job is very alarming due to lack of practical skill for them to stand and be employed under self employment. Nigeria has an average population of 160 million with over 34% of the total population in the employed chart. Why the remaining 66% have not accomplished the opportunity of getting a job. Then, the objectives of Basic Science Practical Technology have not been fully accomplished. In terms of planning the family life, students know how to maintain a healthy family by taking necessary precaution that will bring development to the society.

Thus, if individual family is healthy in terms of the type, kind and form of the education received, and then development is sure (UBEC, 2008). In the area of sexually transmitted diseases, the rate at which HIV/AIDS

is really on the increase frighten the whole world as if the world will come to an end in a minute, however, with the introduction of condom and sex education in curbing the dread disease based on the practical approach in the teaching of Basic Science Curriculum (BSC) has led to an acceptable number of reduction in the disease. Students are now been exposed to the implication of sexual hazard and the opportunity to learn about the various infections associated with the disease (Grain-Buldnun et al, 2025). Due to the introduction of condoms and sex education, these various infections have been really decreased. With this, practical approach in the implementation of the modules in our educational curriculum has fostered development in Nigeria education. Practical approach in the teaching of modules in Nigeria curriculum of education equally helps to bring about skillful information in favour of certain action within and outside the classroom activities.

UNESCO (2000):

Stresses that education is expected include the critical analysis of the adequate information and contemporary factors in the areas of economic and political nature that are underlying the contradictions and tensions among countries in the aspect of their educational system. But together with the study of the ways of overcoming these contradictions, the factors have been taken as the real impediments against understanding the true international co-operation and the development of students in the area of quality assurance in education. Thus, if education and development are to be sustained, then the objectives of the practical approach in the teaching of the modules in the curriculum need to be achieved.

Conclusion

In Nigeria and other several African countries and the world at large, some efforts have been made to reform the curriculum; using different approaches either addictive or subtractive, but the length of the stick remains the same. The curricular reforms have unquestionably brought improvement into the educational system of Nigeria in difference aspects of studies but the turnout is not impressive. The impact has been less than desirable, due to poor implementation of both new and old reforms and partly teacher, community or government related issues. If teachers do not arise to emergent curriculum trends and challenges, they might resign students to an undesirable fate. Providing contemporary content in knowledge, skills and practice on emergent curriculum issues to pre-service teachers during the teacher education program can help them to develop their pedagogical skills and confidence in integrating emergent issues in their future classrooms (Barrett.2022). Curriculum for teachers' education programs should be enriched to provide sufficient content that will be blessed with knowledge, skills and opportunities to practice

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