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## HIGHER EDUCATION CURRICULUM IN NIGERIA: GLOBAL CHALLENGES AND PROSPECTS IN THE 21<sup>ST</sup> CENTURY

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### **Abstract**

*This study was conducted to identify the possible challenges facing Higher Education Curriculum and its Prospects in the 21<sup>st</sup> Century. The population consisted of all stakeholders in the education industry which includes: curriculum planners, lecturers and students. The sample consisted of one hundred (100) respondents drawn from the above mentioned groups through simple random sampling. The descriptive survey design was employed for the study. The questionnaire structured Higher Education Curriculum for Global Challenges and Prospects (HECGCP) was used as the instrument for data collection. The findings from the study revealed among other things, that Higher education curriculum is faced with various challenges ranging from increased enrollment, poor funding, infrastructural inadequacy and so on. Based on the above findings, it was recommended that funding higher education should be given priority; stake holders in the education industry should be involved in curriculum planning.*

**Keywords:** Higher education curriculum, Global Challenges, Prospect, Nigeria.

Higher education in the 21<sup>st</sup> Century still responds resoundingly negatively to adopt a new pattern of education. The challenge most people face today is that they strictly adhere to the 19<sup>th</sup> Century education paradigm, which is factory-model education of the past, textbook- driven, teacher centered, paper and pencil schooling. There are many emerging challenges facing our students today such as: increasing enrollment, funding, environmental and social issues.

The 21<sup>st</sup> century education is bold, flexible, creating, challenging and complex. It entails a changing world with new problems including new possibilities. Today's students are digital learners filled with knowledge of computing devices such as calculator, phones, handheld gaming devices, PDAs, laptops, computers, televisions and so on.

The question then arises: What is the definition of Higher Education and Curriculum? Higher Education in the 21<sup>st</sup> Century is aimed at engaging students in



addressing and solving real-world problems both theoretical and practical as it relates to humanity. It is a new way of understanding the definition of "Knowledge" and concept of a "New Person". Lewis (2010) stated that 21st Century education curriculum involves critical thinking and problem solving, agility, adaptability, curiosity, imagination, accessing and analysing information.

Worthy of Note is the vision of what Higher Education Curriculum in the 21st Century will look like: All things being equal, the 21st century curriculum should be a well organized curriculum, enabling environment for teaching and learning, well equipped infrastructural schools, knowledge of assessment of students, acquisition and utilization of new technologies, students overzealous in presence of a decent school buildings, indiscipline reduced to the barest minimum because of engagements of students in exploring its environmental infrastructure, a desire to stay after close of school to research on computer Instructional Computer Technology (ICT), acquisition of various skills and so on.

#### **Challenges of the 21st Century Higher Education Curriculum**

Some of the challenges are as follows:

- (i) Increasing enrollment;
- (ii) Funding and
- (iii) Research

In increasing enrolment, however, the intake to existing public institutions must be controlled, taking into account their capacity. The vast majority of public universities in Nigeria have student enrollment far beyond what they were designed to accommodate. Further enrollment without adequately increasing the infrastructure and other resources can only worsen the situation and affect quality.

At the same time, in several countries an effort has been taken to rapidly set up new universities that are almost copies of the existing ones. This is not the tight approach, as in many cases this results in depleting the staff of the existing institutions. Yet another tendency is to create new universities by simply upgrading polytechnics and technical colleges. Nigeria needs differentiated institutions, ranging from research-strong universities to polytechnics and technical colleges, as well as diversified programs within each institution, to cater for different types of learners and needs of the country.

During increasing access, appropriate steps must be taken to ensure the success of the admitted students. The lack of resources, including faculty, often leads to high dropout rates. The time to complete a three-year degree program sometimes takes as much as five to six years Sonwei (2017). The situation is also exacerbated by frequent campus closures as a result of student unrests, which hamper revitalization initiatives. Both at national and regional approach to this challenge needs to be considered.

Clearly, the increasing demand for higher education in Nigeria will never be met by traditional face-to-face delivery alone. Other approaches such as open, distance, and online learning will have to be met, especially for continuous adult education and



teacher training. This is already happening with the creation of open universities in several countries and the use of distance education in traditional universities to complement face-to-face teaching.

### **Funding**

The dramatic increase in student enrollment in higher education in Nigeria has not been matched by public funding. Effectively, the public expenditure per student has declined considerably, and this has inevitably led to deterioration in quality. The daunting challenges facing higher education involve the ongoing increase in student numbers, the more faculty needed to be recruited, additional infrastructure to be built and yet, the availability of public fund will be limited Oyeneye (2006).

Paradoxically, public spending per higher education student in Nigeria is much higher than in other developing countries, indicating overspending and inefficiency in the use of resources. Reduction in expenditures and promoting efficiency in the institutions should therefore be the first step in coping with the shortage of funds. Changing the method of budgeting is another approach. Currently, in most countries the annual institutional budget allocated by government is determined by simply adjusting the previous year's budget by a percentage, depending on the availability of public funds. The use of formula funding, for example, based on the unit cost per student, can stimulate improvement in institutions and help to achieve more accountability and Transparency Ajayi et al (2002).

Ultimately, however, public institutions will inevitably have to resort to the charging of tuition fees from students if they are to provide quality education. The danger here, moreover, is that public higher education then will eventually be regarded as a private enterprise, receiving decreasing contribution from the state. Nigerian governments should recognize that higher education is a "public good" and, accordingly, must benefit from state support. While fees should be introduced, they should represent only a proportion of the actual economic cost and should be accompanied by appropriate loan schemes or scholarships for the socially disadvantaged students Aina (2007).

The income from cost-sharing measures, however, will never sufficiently cover the huge cost of physical infrastructural development. Capital expenditure funding to a large extent must come from government; some countries-for example, Ghana-have served an innovative approach of using a small proportion of the national contribution from the value-added tax for funding capital projects in higher education.

Public-funded institutions alone will never manage to meet the huge demand for higher education. Private and cross-border higher education institutions, which already operate in significant numbers in Africa, should be encouraged and can be beneficial in many ways. However, many of them are profit motivated and offer poor-quality education. They, therefore, need to be regulated and quality controlled Adegbite (2007).



### **Research**

The research output from Nigerian universities is very low. The reasons include a lack of research-experienced faculty, given brain drain, heavy teaching load, moonlighting by faculty, and lack of resources-such as, library facilities, information and communications technology infrastructure, and well-equipped laboratories. Asiyai (2009).

The relevance of the research carried out is also questionable. Most faculty undertake research for personal gain, with the aim of publishing in internationally refereed journals for promotion purposes. The chosen topic is often not appropriate to national development. Most faculty do their research as individuals; there is insufficient multidisciplinary research, essential for solving development problems. Much of the research is externally funded, and being determined by the funders, the topics may not be of direct relevance to national development. Idowu (2011).

Research publication comprises another challenge. Most of the research results end up on university library shelves-in theses and dissertations or advanced research journals. They are, thus, not accessible to or understood by policymakers or communities. There is a dearth of Nigerian research journals; those that are started are often not sustainable.

### **Prospects of Higher Education 21st Century Curriculum**

Several steps need to be taken to redress the situation. Adequate provision should first be made for funding research at the national level. The setting up of national research councils can extend toward mobilizing resources and identifying national priorities for research. At the institutional level, universities should incorporate research in their strategic planning and ensure that it is given the same priority as teaching. Each university should also create a central research office to coordinate, promote, facilitate, and manage research. A process of upgrading the research qualification of university staff-through, for example, split-site PhDs-is already under way in many institutions and needs to be expanded. With regard to accessing publication, efforts should be made for greater online access to research publications and theses in Nigeria.

### **Expectations of 21<sup>st</sup> Century Higher Education Curriculum**

There is growing evidence of schools everywhere having the same results for implementing a 21st Century Curriculum. These are 21st Century Curriculum:

#### **(a) Interdisciplinary Project-based and Research Driving**

Twenty-first century curriculum has certain critical attributes. It is interdisciplinary, project-based, and research-driven. It is connected to the community- local, state, national and global. Sometimes students are collaborating with people around the world in various projects. The curriculum incorporates higher order thinking skills, multiple



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intelligences, technology and multimedia, the multiple literacies of the 21st century, and authentic assessments. Service learning is an important component.

The classroom is expanded to include the greater community. Students are self-directed, and work both independently and interdependently. The curriculum and instruction are designed to challenge all students, and provide for differentiation. The curriculum is not textbook-driven or fragmented, but is thematic, project-based and integrated. Skills and content are not taught as an end in themselves, but students learn them through their research and application in their projects. Textbooks, if they have them, are just one of many resources.

Knowledge is not memorization of facts and figures, but is constructed through research and application, and connected to previous knowledge, personal experience, interests, talents and passions. The skills and content become relevant and needed as students require this information to complete their projects. The content and basic skills are applied within the context of the curriculum, and are not ends in themselves.

Assessment moves from regurgitation of memorized facts and disconnected processes to demonstration of understanding through application in a variety of contexts. Real-world audiences are important part of the assessment process, as is self-assessment. The new millennium was ushered in by a dramatic technological revolution. An era increasingly diverse, globalized, and complex and media-saturated society. Emerging technologies and resulting globalization provide unlimited possibilities for exciting new discoveries and developments such as new forms of energy, medical advances, and restoration of environmentally ravaged areas, communications, and exploration into space and into the depths of the oceans.

**(b): Skills Acquisition:**

Media literacy skills are honed as students address real-world issues, from the environment to poverty. Students use the technological and multimedia tools now available to them to design and produce web sites, television shows, radio shows, public service announcements, mini- documentaries, how-to DVDs, oral histories, and even films. Students find their voices as they create projects using multimedia and deliver these products to real-world audiences, realizing that they can make a difference and change the world. Students learn what it is to be a contributing citizen, and carry these citizenship skills forward throughout their lives (Jodi, 2010).

Looking at the global classroom, every day students from countries all over the world collaborate on important projects. The web site, ePals, is a site where teachers and students can go to join or start a collaborative project with anyone in the world. According to ePals, Inc., "Our Global Community is the largest online community of K-12 learners, enabling more than 325,000 educators and 126,000 classrooms in over 200 countries and territories to safely connect, exchange ideas, and learn together" (Douglas, 2010)



**(c) Information and Communication Technology Literacies (ICT)**

In order for Nigerian students to be prepared to navigate this 21st century world, Nigerian students must become literate in 21st century literacies, including multicultural, media, information, emotional, ecological, financial and cyber literacies. Nigerian students collaborating with students from around the world in meaningful, real-life projects is a necessary tool for developing these literacies. Nigerian students can learn that through collaboration, not competition, they can work together to make the world a better place. Nigerian students will use technologies, including the internet, and global collaboration to solve critical issues.

**(d) Environment**

Our planet and its citizen residents are facing a growing number of issues related to the environment. Education is the key. From environmental awareness to producing scientists, politicians, international relations experts, media producers, and others, our schools will assist students in finding the answers to our environmental problems. Nigerian students will be motivated as they achieve higher levels of learning in all content areas from science and mathematics to cultural studies and nutrition and other areas where students are involved in projects such as global classroom projects focused on the environment.

**(e) Diversified Courses**

Diversity courses teach students skills they will need to succeed in the 21st century. A course at the University of Lagos, 'International Relations, Conflict and Community Resolution' will teach students how to address constructively conflicts that arise among and within different groups and explores the possibility for building community across racial and ethnic boundaries. This course and scores of others across the country will be teaching students valuable skills they will need to function in a diverse world listening, empathy, fairness, dialogue, intercultural communication, conflict resolution, and collaborative problem-solving. A diversified curriculum can help bridge differences, both on campus and in society. Learning about the diversity of Nigerians, and global cultural traditions bring groups of students together rather than dividing them (Tananka, 1996).

Educational researchers have documented some positive impact on student learning that these curricular changes are having. One comprehensive national study found that faculty which emphasis on diversity in courses has positive effects on openness to racial understanding and overall satisfaction with university. Another study found that cognitive development improves among students participating in a multicultural course. A study conducted at the University of Michigan that investigated the impact of intergroup contact and course work dealing with racial and ethnic issues found that course work had the most significant positive impact on increased support for educational equity. Another study found that students whose professors included

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racial/ethnic materials in their courses reported higher levels of satisfaction with their university experience. Finally, several studies reveal that women's studies courses encourage more debate among students than other kinds of courses and, in fact, improve women's attitudes toward men (Lopez, 1993).

As one move forward in the process of creating a world-class, 21st century educational system, the building of new schools and the remodelling of present school facilities will be addressed. 21st Century Schools can assist in utilizing the latest research and technologies to create environmentally friendly, energy efficient: "green" schools. In fact, it is not uncommon for students to apply their knowledge of research, mathematics, science, technologies, and engineering to design real buildings! This is just one example of a relevant, rigorous, 21st century, real-life curriculum project. And think of how good this will look in the students' portfolios and the knowledge that student will have created and contributed to the world.

#### **Purpose of the Study**

The Purpose of this study includes:

- i. To examine higher education curriculum in Nigeria in order to ascertain the extent of readiness in coping with the challenges of the 21st century;
- ii. Identify specific challenges of higher education in meeting the challenges of the 21st century and
- iii. Determine how the 21st century higher education curriculum will be structured to meet the global challenges.

#### **Methodology**

This study adopted the descriptive survey design. This design is deemed appropriate because it is effective in providing both quantitative and numeric description of the stakeholders on the issue of interest in the study. The population of the study consisted of stakeholders in educational planning and management in Nigeria. These comprised curriculum and programme planners, university lecturers and students in all Nigerian universities. A total of 100 respondents were randomly selected from five randomly selected universities namely: (i) University of Nigeria, Nsukka, Enugu State; (ii) University of Lagos, Lagos State; (iii) Imo State University, Owerri; (iv) University Of Ibadan, Ibadan and (v) Delta State University, Abraka. These consisted of twenty five (25) curriculum or programme planners, twenty-five (25) lecturers and fifty (50) students. To be included in this study, the students must be at least in 300 level. This is because, it is believed that by this level the students will be able to assess and understand the issues of interest better. The main instrument of data collection was the structured questionnaire designed by the researcher termed "Higher Education Curriculum for Global Challenges and Prospects". (HECGCP). The instrument was validated by giving it to experts in the field before using it for the study. In addition, focused grouped discussion was held



with key stakeholders in education, planning and educational management. The instrument was administered by the researcher and effort was also made to retrieve the questionnaire the same day to enhance rate of retrieval. Data collected was analyzed using the descriptive statistics.

**Data Analysis/Results**

**Table 1: Higher Education Curriculum and the Extent of Readiness in coping with the 21st Century**

S/N	VARIABLES	Strongly Agree	Agree	Disagree	Strongly Disagree
		4 F	3 F	2 F	1 F (Frequency Distribution)
1.	Is Higher Education the main source of new ideas in coping with problems of the 21st century?	23	37	27	13
2.	Is Higher Education Expanding their curricular to meet everyday needs of present day society?	21	57	20	02
3.	Is the Demand of the 21st century relevant to collaboration and cooperation among staff of higher education?	17	63	14	06
4.	Is societal changes reflected in higher education curriculum?	12	34	44	10
5.	Does Technological Changes reflect in Higher Education Curriculum?	14	30	49	07
6.	Does the Higher education curriculum highlight practical changes rather than factual subject matter?	13	61	25	01
7.	Is there lack of connectivity between higher education curriculum planners and the labour force?	25	53	18	04
8.	Is there lack of preparedness on the part of policy makers as regards addressing higher education challenges on the 21st century?	26	46	22	06
9.	Are universities in Nigeria prepared to meet challenges of the 21st Century?	17	43	33	07

Table 1: presents higher education curriculum and the extent of readiness in coping with the 21st century. The result from the table shows 60 respondents admitted that Universities has been the main source of new ideas in coping with problems of the 21st century while 40 respondents were of opposite view. Similarly, 78 of the respondents also admitted that Nigerian Universities are expanding their curricula to meet everyday needs of today's society while 22 of the respondents were of opposite view.

With regards to responses of higher education to the demands of the 21st century, 80 respondents admitted that higher education in Nigeria are encouraging

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collaboration among themselves, business, and work place to make them relevant to the demand of the 21st century while 20 respondents were of the contrary view.

However, despite the effort made by higher education towards overcoming the challenges of the 21st century, about 46 of the respondents were of the view that higher education curricula are not keeping pace with societal changes in the 21st century while the remaining 54 of the respondents were of the opposite view.

Furthermore, with regards to the reflection of technological changes in Nigeria higher education curricula, only 56 of the respondents were of the view that higher education curricula is adequately dealing with the issue of technological changes for 21st century while the remaining 44 of the respondents disagree with this view.

In a similar reaction, 74 of the respondents believed that Nigerian higher education curricula are just highlighting factual subject matter rather than practical challenges of each discipline while the remaining 26 of the respondents disagree with this view.

With regards to the connectivity between higher education curriculum and the labour force, 78 of the respondents believed that there is a lack of connectivity between higher education curriculum and the labour force while 22 of the respondents disagree with this position.

Also regarding whether curriculum and policy makers in charge of higher education are adequately prepared to address the challenges of the 21st century, 72 of the respondents however consented that curriculum and policy makers in charge of higher education are not adequately prepared to address the challenges of the 21st century. Finally, about 50 of the respondents were of the view that Nigerian higher institutions are not yet prepared to meet the challenges of 21st Century.

**Table 2: Challenges of Higher Education in Meeting Challenges of the 21st Century**

S/N	Variables	No of Observations	Rank
<b>Social Challenges</b>			
1	Corruption/fraud	85	1st
2	Poverty	42	9th
3	Religious Intolerance	09	15th
4	Poor infrastructures-power, Internet, ICT gadgets,	61	3rd
5	Unemployment	22	14th
6	Negative influence of culture	05	18th
7	Terrorism	02	19th
<b>Political Challenges</b>			
1	Bad leadership	36	11th
2	Lack of Political Will	08	16th
3	Bad Policy/implementation	39	10th



4	Politicization of the education sectors	06	17th
5	Poor Funding	70	2nd
<b>Educational/Institutional Problems</b>			
1	Poor Technological/ICT knowledge	52	6th
2	Outdated school curriculum	34	12th
3	Poor Personnel/Human resources to implement programmes	26	13th
4	Poor Knowledge base of Lecturers	45	8th
5	Extensive gap between theory and practice of what is been taught	01	20th
6	Unavailability of both teaching and learning materials in school	46	7th
7	Non relevance of most university programmes/courses	58	4th
8	Bad Management of the Higher Education system	56	5th

Table 2 above shows various challenges of higher education curriculum in meeting the challenges of the 21st century. The challenges are categorised into three different areas; social challenges, political and educational/institutional challenges. Key among the challenges were: the issue of corruption and fraud which was ranked 1st, Poor funding ranked 2nd, infrastructure such as power; ICT tools and so on ranked 3rd, non relevance of most university programme and course ranked 4th, bad management of the higher education ranked 5th. Other significant challenges listed by the respondents includes in their order of their rankings; Poor Technological/ICT knowledge, Unavailability of both teaching and learning materials in school, Poor Knowledge base of Lecturers, Poverty, Bad Policy/implementation, Bad leadership, Outdated school curriculum, Poor Personnel/Human resources to implement programmes, unemployment, Religious intolerance. Others are; lack of Political Will, Politicization of the education sectors, negative influence of culture, terrorism and extensive gap between theory and practice of what is been taught.

**Table 3: 21st Century Higher Education Curriculum and the Global Challenges**

S/N	VARIABLES	Strongly Agree	Agree	Disagree	Strongly Disagree
		4 F	3 F	2 F	1 F = (Frequency Distribution)
1.	The Structures of higher Education has no remarkable change to accommodate the changes of 21st Century.	14	45	33	08



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2.	Universities are concern with how to manage the challenges of the 21 <sup>st</sup> century	55	41	04	-
3.	Instructional communication technology should be embedded in the content of higher education programme	55	40	04	01
4.	ICT has no educational impact in the curriculum of universities	03	14	40	43
5.	The problems of hunger, poverty and climate changes has been addressed to meet the challenges of higher education in the 21st Century	07	29	52	12
6.	Job creation and unemployment issues are being taken care off in the higher education curriculum	08	38	42	12
7.	Acquisition of varieties of skills are inclusive in the time table of Higher Education curricular to meet with the 21st Century	20	46	28	06
8.	Interdisciplinary activities are being promoted in the universities to harness all teachers/learning activities.	17	60	22	01
9.	Higher Education Curriculum are helping students to constantly have a reflective view of learning activities	17	61	16	06
10.	There is no creation of new competencies and understanding in the curricular of universities.	14	64	19	03

Table 3 presents how higher education curriculum could be structured to meet the 21st century global challenges. The results from the table shows that 59 respondents admitted that there are no drastic change in the structure of University programmes to accommodate the changes in the 21st century as a result of the current global challenges while 39 of the respondents disagree with the view. However, majority of the 96 respondents were of the view that where there are attempt to dealing with the issue, higher education were more concern with only how to use and manage information while only 4 of the respondents were of the opposite view. In a similar vein, about 96 of the respondents also believed that it is essential that the method of education content should be able to reflect advances in technology to meet the current global challenges while the remaining 4 of the respondents disagree with this. Furthermore, 83 of the respondents consented that new technologies will enhance the ways knowledge is conveyed and delivered in the 21st century to deal with the current challenges in the global arena while the remaining 17 of the respondents disagree with the view.

With regard to the response of higher education curriculum addressing some of the global issues such as hunger, poverty and climate changes, about 64 of the respondents were of the view that higher education curriculum are yet to address these issues while the remaining 35 of the respondents agreed that higher education curriculum are addressing some of these challenges. Similarly, 54 of the respondents were of the opinion that higher education curricula are not dynamic enough to deal with the issue of job creation and unemployment while the remaining 45 of the respondents have a contrarily view about it. Information from the table also shows that 65 of the respondents believed that higher education curricula do not expose Nigerian students to



the activities that will enable them have a better view and understanding of the diversities in the world of work while the remaining 35 of the respondents disagree with this view.

Again, 78 of the respondents also believed that though higher education curricula are helping to promote interdisciplinary activities to reshape the views about teaching/learning, in order to have a reflective view of learning activities, 78 of the respondents also were of the view that the curricula of higher education does not create new competencies and understanding of real world problems for student and staff to tackle the global challenges.

### **Discussion**

Generally speaking, the study revealed that although higher education institutions are making efforts, their curriculum cannot be said to be ready to cope with the challenges of the 21st century. Specifically, the study revealed that despite the fact that higher education in the country are making efforts towards overcoming the challenges of the 21st century, the present curricula are not keeping pace with social changes and the challenges associated with them. This situation explains why the impact of globalization does not seem obvious both in the social policy and economic processes in the country. This therefore implies the benefits of globalization can only be accessed by restructuring and reforming the educational system and in particular the higher education curricular to address the needs of the society. This according to Lam (2012) is because the impact of globalization has made education an important sector that must be restructured and organized to cope with the impact of globalization.

The study also revealed that higher education curricula are not dealing effectively with technological issues. Evidence from table 1 shows that a good number of the respondents, (44) believed that higher education curricula are not adequately addressing issues of technology needed to cope with the challenges of the 21st century. The important of the finding cannot be over-emphasized. This is against the backdrop of the fact that one of the key drivers of globalization is technology. This means that to be globalized and take advantage of information over-load, interconnectivity, and interdependence associated with globalization, students of higher education must be equipped with the right technological skills. This implies that higher education curriculum must therefore be reorganized and restructured to produce graduates that are globalized, who possess the technological know-how to compete effectively with their counterparts from other countries. This is more so because the entire society is being shaped and driven by technology. It is influencing the way people do things such as, the way they bank, shop, travel, work, play, keep personal records, study and so on. Today we talk about transnational education, all of types of higher education study programmes, in which the learners are located in a country other than where the awarding institutions is located Uvalic and Trumbic, (2002).



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The 21st century has witnessed all forms of organizational complexities as a result of globalization. Globalization has also made it imperative for societies to manage the ever growing forms of diversities. However, evidence from table 1 shows that 71 of the respondents were of the view that higher education curriculum is not addressing issues of complexity and diversity.

Majority of the respondents, (78) believed that there is a high disconnect between higher education curriculum and the demands of the labour force. This implies that higher education is producing graduates who are out of tune with the demands of the work force and therefore unable to cope with the demands of the 21st century. This explains where in the country today, unemployment is very high despite the large number of higher education graduates that are pushed out every year. Globalization requires that individuals are equipped with new levels of skills, knowledge and technical know-how to cope with the demand of the era.

The study reveals unequivocally that curriculum and higher education policy makers in the country are not adequately prepared to address educational and social challenges of the 21st century. The questions one may ask therefore is "why is this so, what then are the challenges". The study identified an array of challenges faced by higher education in Nigeria. These challenges were categorized under social, political and educational or institutional challenges. Out of the array of challenges identified as shown on table 2, corruption and fraud ranked highest with 84 poor finding of education ranked second with 71 while poor infrastructure, power, Internet and ICT gadgets ranked 3rd with 60.

#### **Conclusion**

The 21st century is characterized by a society where things are changing in such an exponential pace and education, in particular higher education is required to prepare students to adapt to the change by equipping them with the skills, knowledge and information to cope with this astronomical pace of change. To achieve this, higher education curricula must be reformed to be responsive to the demands of this global change. The content of higher education programme must be changed to reflect the changing society in order to prepare graduates who are employable, adaptable, resourceful, flexible and equipped with basic skills and knowledge that will enable them to take advantage of globalization and what the 21st century has to offer.

#### **Recommendations**

Based on the findings of this study, the following recommendations are made:

- Education especially higher education must be placed in a strategic position and given priority in development. This implies that the curricula must be restructured, reorganized and refocused to serve the social, economic and political needs of the recipients of education and the society in general;



- Higher education curricula must take cognizance of the dramatic change in the world of works and labour industry in order to produce graduates that are relevant in the work place, multi-skilled and possess the ability to transform skills to different tasks;
- There should be increasing need for collaboration and partnership between stakeholders in the job industry and higher education curriculum planners to ensure that the content of higher education curricula is meetings the ever increasing and changing needs of the workforce and organizing structure;
- The content of higher education curricula should be made to enhance the personal competence and qualities of the learner as well as emphasize competency based training;
- The use of Information Communication Technology (ICT) in delivery teaching learning in higher education institutions should be made compulsory and encouraged to enhance the quality of learning delivery in higher education institutions;
- Higher education curriculum should encourage the integration of sciences, vocational education and humanities to ensure all round development of learners and
- Higher education curriculum must encourage technological innovation, economic reconstruction as cultural diversities which are key factors in human survival in the 21st century.

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