**LEVERAGING INNOVATIVE LEARNING APPROACHES FOR EFFECTIVE DELIVERY OF THE BUSINESS EDUCATION CCMAS CURRICULUM IN NIGERIAN UNIVERSITIES**

***Abstract***

*The study focused on the leveraging innovative learning approaches for effective delivery of the business education CCMAS curriculum in Nigerian universities. The research utilized secondary data sources, gathered from both print and online publications. A content analysis approach was employed to evaluate the selected literature for the study. In 2019, the National Universities Commission, tasked with overseeing universities, initiated the development of a new curriculum for Nigerian institutions, resulting in the creation of the Core Curriculum and Minimum Academic Standards (CCMAS). The implementation of CCMAS engaged key stakeholders, including students, parents, non-academic staff, academic staff, international institutions, society and government entities. The study unveiled that teachers are the primary implementers of the curriculum, creating learning opportunities that enable students to gain the necessary knowledge, skills, attitudes, and values through suitable teaching methods and resources. Parents act as advocates for the curriculum, as they cultivate a sense of ownership in the schools their children attend with the formation of parent organizations which in turn benefits the curriculum by providing support and facilitating its successful implementation. There exists a strong correlation between parental involvement in educational programs and the provision of high-quality educational experiences for students. Also community participation seeks to unite various stakeholders for collaborative problem-solving and decision-making in curriculum implementation. Students engaged actively in the implementation of the curriculum—through methods like providing feedback, participating in project-based learning, or conducting peer review. This paper explores the government's role in the execution of CCMAS across all Nigerian universities. The government’s responsibilities in the implementation of CCMAS include ensuring adequate funding, providing modern infrastructure, facilitating the training and retraining of academic staff, and overseeing and motivating these staff members. Based on the study's findings, the paper recommends that the Federal Government of Nigeria should enhance the supervision of both human and material resources in all Nigerian universities to support the effective implementation of CCMAS.*

*Keywords: parent organizations, academic qualifications, active learning, technology-enhanced education*

**Introduction**

University education represents a higher level of learning focused on teaching, research, and community service (Ogunode and Ayeni, 2023; Ogunode et al., 2024a). Its significance is crucial in promoting the socio-economic advancement of society. Recognizing the vital contribution of university education to national progress, the National Universities Commission, a body established by the Federal Government of Nigeria, is tasked with regulating and developing policies for universities across the nation. Over the past thirty years, the commission has implemented various curriculum frameworks to enhance the educational offerings of Nigerian universities. Among these are the Minimum Academic Standards (MAS), Benchmark Minimum Academic Standards (BMAS), and the Core Minimum Academic Standards (CCMAS). According to Section 10 (1) of the Education Act, Cap E3, Laws of the Federation of Nigeria 2004, the National Universities Commission is authorized to establish minimum standards for all universities and other degree-granting institutions in the Federation, as well as to oversee the accreditation of their degrees and academic qualifications. The initial attempts to implement this legal framework within the Nigerian University System (NUS) began in 1989, following a partnership between the Commission and Nigerian universities. This collaboration resulted in the creation of the Minimum Academic Standards (MAS) for all academic programs in Nigerian universities. The Federal Government subsequently approved these MAS documents as a key tool for ensuring quality assurance in the NUS. For over ten years, these documents were utilized in the accreditation of programs within the NUS (NUC, 2022). In 2001, the Commission recognized the need to revise these documents, as they were primarily content-focused and prescriptive in nature. By 2004, the Commission organized a workshop to develop outcome-based benchmark statements for all programs, facilitating comprehensive discussions among relevant stakeholders. In response to feedback from universities indicating that the Benchmark-style Statements were too vague to effectively guide curriculum development and insufficient for accreditation purposes, the Commission established a mechanism in 2007 to combine the Benchmark-style Statements with the revised MAS. This integration resulted in the creation of the Benchmark Minimum Academic Standards (BMAS). The BMAS, which merges the outcome-based Benchmark statements with the content-oriented MAS, clearly defines the expected learning outcomes and competencies for graduates of each academic program in Nigerian universities. It achieves this without being excessively prescriptive, while also allowing for the necessary flexibility and innovation in line with institutional autonomy. The BMAS documents were created for thirteen established disciplines, which include Administration and Management, Agriculture, Arts, Basic Medical Sciences, Education, Engineering and Technology, Environmental Sciences, Law, Medicine and Dentistry, Pharmaceutical Science, Sciences, Social Sciences, and Veterinary Medicine. In 2016, the Commission demonstrated its ongoing commitment to aligning the Nigerian University System (NUS) with global higher education trends by forming a group of academic experts tasked with developing a BMAS in Computing. This initiative raised the total number of disciplines in Nigerian universities to fourteen (NUC, 2022). To further its mission of ensuring that university education in Nigeria meets societal needs, the National Universities Commission began restructuring the BMAS in 2018, replacing it with the CCMAS. This new framework aims to address the realities of the 21st century across both existing and newly introduced disciplines and programs within the Nigerian University System. The CCMAS is the result of extensive stakeholder engagement over a two-year period, with each panel's composition reflecting the unique aspects of the triple helix model. This initiative brought together a diverse group of stakeholders, including academic experts, scholars, government representatives, professional organizations, and the private sector, notably represented by the Nigerian Economic Summit Group (NESG). To enhance the draft documents, copies from each discipline were distributed to all key stakeholders, which included relevant academic departments in Nigerian universities, the private sector, professional organizations, and academic institutions, inviting their feedback and contributions. These contributions, along with curricula from several prestigious foreign universities, served as essential resources for the various panels established for this purpose (NUC, 2022). The National Universities Commission has mandated that the implementation of the CCMAS commence in the 2023/2024 academic session across all Nigerian universities. It is crucial to analyze the government's role in the execution of the CCMAS within Nigerian universities. Nigerian institutions provide a program known as CCMAS, likely referring to a framework. This paper discusses the challenges and future prospects associated with the delivery of the CCMAS curriculum in Nigerian universities. Graduates in Nigeria often lack essential skills due to various barriers they face when entering the job market. The evolving corporate landscape in Nigeria facilitates innovative learning approaches, such as active learning, technology-enhanced education, and experiential learning. These changes could significantly improve the effectiveness of the CCMAS curriculum delivery. This study investigates the challenges related to the CCMAS curriculum and proposes modifications aimed at enhancing the educational experience for business education students in Nigerian universities, thereby promoting relevant and engaging learning opportunities.

As nations strive to enhance the accessibility of high-quality business education, several critical factors must be considered. Currently, business education plays a vital role in Nigeria's economic advancement, as a sufficient supply of skilled business professionals significantly contributes to robust economic growth. There is an urgent need for quality assurance at higher educational levels. This situation highlights the traditional teaching methods prevalent in many Nigerian universities, such as lecture-based instruction and rote memorization, along with their implications. It is essential to address the disconnection between curriculum content and industry expectations, which often results in graduates lacking practical skills. To facilitate necessary change, it is imperative to adopt modern pedagogical approaches that can improve the current curriculum and enhance employability and entrepreneurship among graduates. The CCMAS represents an enhanced curriculum designed for implementation through blended learning, aimed at equipping graduates to tackle the challenges facing the nation and contribute to both national and international development. Furthermore, CCMAS can be characterized as a curriculum development initiative for Nigerian universities, grounded in virtual and blended learning, and encompassing teaching, research, and community service (Ogunode et al., 2024d). CCMAS serves as a structured curriculum for Nigerian universities, targeting both national and global issues through practical teaching and learning, research, and community service (Ogunode et al., 2024c). Consequently, institutions are urged to recognize the significance of CCMAS while innovating the content and delivery of their programs to achieve the overarching objectives of education and training in the country.

**Literature Review**

**Features of the CCMAS:**

# The CCMAS represents a newly implemented curriculum in Nigerian universities aimed at fostering specialization at the undergraduate level. This curriculum emphasizes community service, allowing universities to allocate 30% of their focus to areas specific to their unique strengths. The CCMAS is systematically designed to enhance the quality of education in Nigerian universities, thereby increasing the employability of graduates and equipping them with skills, knowledge, and character that are recognized both locally and internationally (Ogunode et al., 2023b). The curriculum framework stipulates that 70% of the courses for each program must be core subjects, while the remaining 30% can be dedicated to innovative courses tailored to the universities' specific areas of expertise. Additionally, the CCMAS outlines comprehensive Learning Outcomes for each discipline, as well as specific outcomes for individual programs and courses. Generally, programs are structured to ensure that students complete between 30 and 48 credit units per academic session (Punch, 2022).

# Implementation:

Implementation refers to the organized execution of planned documents or projects. It encompasses the execution of policies, programs, and initiatives. This process involves coordinating activities to fulfill established policies and projects. According to Ogunode et al. (2024d), implementation can be understood as the execution of planned programs and projects aimed at achieving specific objectives. It is a systematic approach to executing designed programs and projects. Ogunode and Ahaotu (2020) describe implementation as the organized execution of programs, policies, and projects. Essentially, implementation involves the execution of planned actions and programs, progressing through defined stages. It signifies the completion of assigned tasks. In summary, implementation denotes the execution of programs or projects within institutions. It refers to the practical application of a project or program in a designated setting for an organization.

**Stakeholder Engagement in the Curriculum Implementation achievement**

# The educational environment is constantly evolving and complex, mirroring the varied needs and ambitions of students, families, educators, communities, industries, and global best practices. In the pursuit of enhancing academic performance and promoting comprehensive development that prepares students for the workforce, involving stakeholders in the educational process has become increasingly essential. Key stakeholders, such as parents, teachers, administrators, local businesses, and community organizations, significantly influence educational experiences and outcomes. Collaborative approaches involving stakeholders, evident in joint curriculum development initiatives or partnerships between educational institutions and external organizations, have demonstrated effectiveness across various educational settings, particularly in education management. These collaborations have been instrumental in shaping institutional practices, curricula, and policies, thereby enhancing the quality and relevance of educational offerings. Stakeholder contributions are vital for creating curricula that align with societal and workforce needs. Furthermore, engaging stakeholders can foster innovative solutions to challenges faced by schools, including resource constraints and curriculum development. Involving a diverse range of stakeholders in program initiatives will facilitate the alignment of curricula and policies with societal needs, particularly in light of the recently introduced Core Curriculum Academic Minimum Standards (CCMAS) by the NUC.

# The Roles of Teachers in the Curriculum Implementation achievement

# The researchers Ejike and Ejike (2018) asserted that the implementation of a curriculum is integral to its evaluation, which subsequently influences learning outcomes. Teachers are the primary implementers of the curriculum, creating learning opportunities that enable students to gain the necessary knowledge, skills, attitudes, and values through suitable teaching methods and resources. The curriculum that has been planned and developed is executed through the chosen medium of instruction. Consequently, curriculum implementation is regarded as the routine activities undertaken by school management and classroom teachers to achieve the objectives set forth in the school curriculum, all aimed at fulfilling the national educational philosophy. Characterized curriculum implementation as the process of translating curriculum objectives from theoretical concepts into practical application. Effective implementation is crucial for realizing the goals for which the curriculum was designed. Education is a vital resource for societal functioning, and it is the responsibility of school leadership to facilitate this process. Nwankwo and Nnorom (2020) emphasized that an effective school necessitates proficient management, which in turn relies on well-structured intermediary organizations that provide the leadership and resources essential for translating policies into actionable steps.

# The Roles of Parent in the Curriculum Implementation achievement

The following presentation conveys a significant message regarding the role of parents in curriculum-related matters, particularly in its execution. It emphasizes the essential role parents play in ensuring effective implementation, supported by an analysis of various written resources both online and offline. Firstly, parents act as advocates for the curriculum, as they cultivate a sense of ownership in the schools their children attend. This is particularly evident since they are the primary financial contributors to their children's education. There exists a strong correlation between parental involvement in educational programs and the provision of high-quality educational experiences for students. This involvement fosters improved communication between home and school, resulting in fewer disciplinary issues. Consequently, students experience enhanced morale and learning outcomes, leading to higher academic achievements. Secondly, parental engagement extends beyond the school environment. Parents actively support their children's education by providing necessary resources that may not be available at school and encouraging participation in extracurricular activities both within and outside the school setting. Lastly, through the formation of parent organizations in various schools, these institutions have been fortified, which in turn benefits the curriculum by providing support and facilitating its successful implementation. These organizations collaborate closely with teachers, and as members of the community, parents serve as valuable curriculum resources by supplying materials that enhance the educational experience, thereby addressing gaps in curriculum implementation. In addition to the aforementioned points, esteemed community members can play a significant role on school boards, as their insights are crucial for addressing educational matters and related issues. They can serve as resource speakers, contributing diverse knowledge to the school curriculum. Furthermore, they can organize fundraising events that are essential for acquiring facilities and resources for the schools. Collaboration with the community fosters mutual benefits through the sharing of resources and the alignment of goals between schools and the community. Parenting encompasses fundamental family responsibilities, including providing shelter, healthcare, nutrition, clothing, and safety, as well as creating an environment conducive to children's learning. This includes purchasing necessary books and supplies or designating a space for study. Effective parenting also involves being warm and responsive to children, maintaining open communication, and supporting their development. It is essential to establish strong communication channels between parents and children to enhance learning. Schools have a fundamental obligation to facilitate two-way communication with parents. According to Williams, Williams, and Ullman (2002), maintaining communication between schools and parents is vital for promoting effective education. Ejike and Ejike (2018) emphasize that communication should focus on sharing information, empowering parents, overcoming barriers to understanding and cooperation, and acknowledging parents' abilities, priorities, and perspectives, which are crucial for fostering strong home-school relationships. Consistent communication that allows for the exchange of information is essential for meaningful involvement among parents, teachers, and administrators. Ultimately, parents play a pivotal role in the successful implementation of the curriculum, as highlighted above.

# Roles of Government in CCMAS Implementation in the Nigerian Universities:

The government plays a significant role in the execution of the CCMAS within Nigerian universities. Key responsibilities include:

**Sufficient Funding for CCMAS:** A primary duty of both federal and state governments in the execution of CCMAS in Nigerian universities is to ensure adequate financial support. Financial resources are essential for the functioning of any organization or society (Ayeni, 2017). According to Ogunode et al. (2023c), sufficient funding is vital for the advancement of any public institution. It serves as the foundation for achieving institutional objectives. Without adequate funding, institutions cannot make a meaningful impact. Research indicates that public institutions can exceed their intended goals when they receive proper funding from the government (Ayeni et al., 2018). The effective implementation of CCMAS across all universities necessitates substantial financial investment. Therefore, the government has a crucial role in supplying funds for the acquisition of both human and material resources as specified in the policy guidelines for CCMAS implementation. Ogunode et al. (2023b) highlighted the need for the government to enhance university funding to facilitate the smooth execution of CCMAS and achieve its goals. Musa (2023) emphasized that the government must adhere to the UNESCO recommendation of allocating 15% to 20% of its budget for education in developing countries like Nigeria to successfully implement the CCMAS as intended.

**Provision of contemporary infrastructure:** Significant infrastructural advancements create an environment conducive to the cultivation of entrepreneurial skills and industrial growth (Ayeni et al., 2021b). This assertion is supported by evidence indicating that such development contributes to enhanced human security (Ayeni et al., 2022). Consequently, it is imperative for the government to ensure the availability of adequate modern infrastructure across all universities to facilitate the effective and comprehensive implementation of the CCMAS as intended. Ogunode and Agwor (2021) described infrastructure facilities as a form of social capital within educational institutions. These facilities encompass various structures, including classrooms, examination halls, offices, seminar rooms, laboratories, workshops, studios, gymnasiums, and libraries—ranging from central to specialized and departmental libraries. Additionally, specialized facilities such as ICT infrastructure, laboratories, and conference spaces are essential, along with teaching aids like interactive boards, projectors, and ergonomic furnishings in classrooms and laboratories. Ogunode et al. (2023a) emphasized that successful curriculum implementation relies on sufficient infrastructure. Femi (2024) highlighted the necessity of these facilities for students, academic staff, and non-academic personnel to effectively fulfill their educational roles. This underscores the notion that infrastructural development yields both intended and unintended advantages for the youth (Ayeni et al., 2021a). The government must guarantee the provision of all necessary facilities for the successful execution of the CCMAS in Nigerian universities. Femi (2024) pointed out that both the government and other stakeholders play a crucial role in this endeavor.Musa (2023) noted that CCMAS represents a blended curriculum model, prompting the government to ensure the availability of ICT, digital resources, and infrastructure across all universities nationwide. Lata, & Sharma (2024) emphasized the necessity for the government to provide reliable internet services, as the successful implementation of CCMAS relies on hybrid learning. While the importance of infrastructure in executing CCMAS in Nigerian universities is undeniable, there are concerns regarding the federal government's ability to deliver the required facilities. This skepticism is supported by scholars who argue that corruption at various levels of government in Nigeria has hindered their capacity to provide essential social services for citizens (Ayeni et al., 2018). This perspective has led scholars to suggest that the failure of a governing body to fulfill its infrastructural responsibilities could result in adverse outcomes (Joseph et al., 2017).

**Training and retraining of academic staff:** Training and retraining programs play a crucial role in the successful implementation of new curricula in higher education institutions, such as universities. Ogunode et al. (2023e) describe staff training as a structured initiative aimed at equipping employees with the necessary knowledge and skills to enhance their job performance. This process typically occurs during the onboarding of new employees but can also reflect an organization's commitment to continuous professional development for its workforce. According to Ogunode et al. (2023d), the goals of training include providing teachers, non-teaching staff, and school administrators with intellectual knowledge, practical skills, and problem-solving abilities. Overall, training is intended to enhance the professional competencies and knowledge of staff members. It empowers them to fulfill their responsibilities effectively while contributing to an educational framework that aims to enable individuals to meet their basic needs (Ayeni et al., 2019). These training initiatives are crafted to help staff acquire various skill sets necessary for performing their daily tasks efficiently, thereby improving overall performance, enhancing job efficiency, and ensuring compliance with laws and regulations. By offering thorough training and support, educational institutions can foster a productive and engaged teaching workforce, which ultimately leads to higher retention rates and job satisfaction. The government, through the National Universities Commission, must ensure that the planned training programs for all academic staff in universities are implemented as intended, as insufficient training could hinder the effective rollout of the new CCMAS. Furthermore, the NUC should guarantee that academic staff receive adequate training for the successful implementation of the new CCMAS across all Nigerian universities. Monday (2022) emphasized the need for the government to establish a robust capacity development program for those responsible for executing the new CCMAS.

**Supervision:** Supervision is intrinsically linked to leadership. Consequently, researchers have argued that the degree of success or failure experienced by any society or organization is fundamentally rooted in leadership across all tiers (Muhammed and Ayeni, 2018). The government plays a crucial role in ensuring effective oversight of the implementation of the new CCMAS across all universities. Supervision is a structured program designed to provide direction, guidance, and control to individuals, organizations, or institutions, aimed at enhancing their performance and ensuring adherence to appropriate practices. This supervisory function is present in all types of educational institutions, including higher education establishments. Supervision in higher education is particularly sophisticated and multifaceted, as these institutions engage in teaching, research, and community service (Ogunode and Adanna, 2022). According to Ogunode and Ahaotu (2021), university supervision involves enhancing university performance by offering professional guidance to administrators and faculty. This process aids universities in achieving their goals through policy formulation and the enforcement of these policies. University supervision focuses on ensuring compliance with various regulations and directives that foster institutional development. The objectives of university supervision encompass achieving institutional goals, delivering quality education, advising university leaders and managers, enhancing university rankings, and ensuring quality assurance within the system. In Nigeria, the supervision of universities manifests in two distinct forms. External and internal supervision play crucial roles in the oversight of university operations. External supervision is conducted by the National Universities Commission (NUC), while internal supervision is managed by school administrators. For the successful implementation of the Curriculum and Course Management Assessment System (CCMAS) in universities, it is essential for the government to prioritize supervision. The government must ensure that the NUC is sufficiently funded to oversee the execution of the CCMAS across all universities. Effective supervision is vital for the successful rollout of new curricula such as the CCMAS. The NUC should enforce compliance with the policies and guidelines related to the CCMAS in every university. Additionally, the Vice-Chancellor, Deans, and heads of departments play a pivotal role in ensuring that the CCMAS is properly supervised within all universities, faculties, and departments.

**Motivation of academic staff:** The government has a crucial role in ensuring the effective implementation of the CCMAS in universities throughout Nigeria. This can be accomplished by providing the necessary support to encourage academic staff to adopt the new CCMAS. Academic staff are essential for executing the curriculum within these institutions. As noted by Ogunode et al. (2021), the responsibilities of academic staff encompass a commitment to academic research, delivering high-quality teaching, creating a positive learning environment for students, engaging in continuous professional development, and maintaining effective public communication. Their professional competencies also include strong interpersonal, oral, and written communication skills, the ability to conduct high-quality research evidenced by reputable publications in computer science, effective time management, and the capability to teach and supervise undergraduate, master's, and doctoral students. Monday (2022) highlighted the significance of staff motivation in the successful implementation of new curricula such as CCMAS. Lata & Sharma (2024) confirmed that motivated staff are more likely to diligently execute the programs entrusted to them. Ogunode (2024) further asserted that motivated staff are willing to make significant sacrifices to ensure the successful implementation of institutional programs. Therefore, it is imperative for the government to adequately motivate academic staff by enhancing their salaries, ensuring timely payment of salaries and allowances, and providing promotion incentives. The government must strive to motivate all university staff to facilitate the effective implementation of the new CCMAS.

**The Roles of Society in the Curriculum Implementation achievement**

# Community engagement is vital for institutions as it offers crucial insights into the needs and priorities of the local population while also cultivating a sense of ownership and accountability among stakeholders concerning the education system. During crises, such as the COVID-19 pandemic, the solidarity and collaboration between institutions and their communities have been essential in tackling immediate challenges and resource shortages. Supporting this viewpoint, Ikwu, Igwe, Nwawudu, and Adebayo (2020) argue that community involvement in managing COVID-19 and educational development can reinforce local culture, traditions, knowledge, and skills, thereby fostering pride in community heritage. Engaging the community in education is a significant approach to enhancing educational relevance, quality, and access, which in turn increases resources and accountability of schools to the communities they serve. This engagement plays a crucial and enduring role in enhancing the quality of life (Nwankwo, Nnorom Agugbuo, and Anyanwu, 2021). The concept of community participation seeks to unite various stakeholders for collaborative problem-solving and decision-making (Okenwa and Igbo, 2014). To promote leadership, inclusivity, and sustainability in higher education management, the involvement of stakeholders will be essential. Ristad, Østvik, Horghagen, Kvam, and Witsø (2024) highlight the importance of this engagement.

# The Roles of Students in the Curriculum Implementation achievement

When students recognize the advantages of CCMAS, such as tailored learning experiences and improved assessments, they become proponents of these changes, motivating their peers and educators to adopt new practices (Fullan, 2007).

**Active Participation Enhances Learning Outcomes**

Students who engage actively in the implementation of the curriculum—through methods like providing feedback, participating in project-based learning, or conducting peer reviews—play a crucial role in its success. Their involvement leads to a more profound understanding and better retention of information.

**Feedback for Curriculum Enhancement**

Students offer immediate insights regarding the effectiveness of the curriculum. Their input is invaluable for educators seeking to refine teaching methods and modify learning resources

**Embracing Technology and Digital Skills**

As CCMAS frequently incorporates digital tools, students who quickly adapt to e-learning platforms facilitate a more seamless implementation process. Tech-savvy individuals help to address gaps in digital literacy (UNESCO, 2021).

**Collaborative Learning and Peer Interaction**

Students engaged in collaborative group projects or peer evaluations reinforce the objectives of the curriculum, thereby enhancing the effectiveness of its implementation (Johnson and Johnson, 2009).

**Inspiration and Advocacy**

When students grasp the benefits of CCMAS, such as personalized learning and improved assessments, they become advocates, encouraging their peers and teachers to accept these changes (Fullan, 2007). A comprehensive university-level study revealed that "student engagement is positively correlated with favorable learning outcomes, including critical thinking and academic performance" (Carini, Kuh, and Klein, 2006). Furthermore, teachers often lack insight into the challenges or criticisms students may have regarding instructional methods. A critical aspect of teaching is how students perceive the instruction. If students are not given the chance to express their views and influence instructional adjustments, their academic success may be compromised (Konings et al., 2010).

# Conclusion:

# The research has successfully explored the government's role in the execution of the Curriculum and Course Management and Assessment System (CCMAS) within Nigerian universities. In 2019, the National Universities Commission, responsible for overseeing universities, initiated the development of a new curriculum, which ultimately led to the creation of CCMAS. The rollout of CCMAS begins in the 2022/2023 academic year across all Nigerian universities. This implementation will engage key stakeholders, including students, non-academic staff, academic staff, international institutions, society, and the government. The study highlighted several governmental responsibilities in the implementation of CCMAS, including ensuring sufficient funding, providing modern infrastructure, facilitating the training and retraining of academic staff, and overseeing and motivating academic personnel.

# Recommendations:

In light of the results of this study, the paper recommends that the federal government, through the National Universities Commission (NUC), should oversee the effective implementation of the CCMAS across all universities in Nigeria. Additionally, the NUC should facilitate the execution of the proposed capacity-building initiatives aimed at supporting the implementation of the CCMAS.

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