

Assessing the Content Coverage and Teaching Methods.. (Hussain & Yakubu, 2022)

Assessing the Content Coverage and Teaching Methods of NCE Hausa Language Curriculum in Colleges of Education in Nigeria

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Abstract

This study assessed the implementation of Nigeria Certificate in Education Hausa language curriculum in northwest geopolitical zone of Nigeria, to determine: the extent of content coverage of NCE Hausa language curriculum, determine the methods utilized by the Hausa language lecturers in the implementation of NCE Hausa language curriculum. Two research questions and two hypotheses were raised based on the two objectives of the study. Population of the study included all teachers and students offering NCE Hausa language in Colleges of Education in Northwest geopolitical zone of Nigeria. Population of the study numbering 196 (one hundred and ninety six) lecturers, and 10,149 (ten thousand one hundred and forty nine students). Multi-stage sampling techniques that included stratified, proportionate stratified random sampling technique were used to select the sample. Stratified random sampling technique was used to sample (6) six out of the 10 (ten) Colleges of Education in northwest geopolitical zone likewise, proportionate stratified sampling was used to draw 360 students (across levels) and 108 Teachers from both Federal and State Colleges of Education respectively. Descriptive survey was employed in the study. The data were analyzed using statistical computation involving frequencies, percentages, chi-square test. Chi square statistics were tested at 0.05 level of significance. The findings revealed that, there was significant content coverage of the NCE Hausa curriculum; there is utilization of teaching methods for NCE Hausa curriculum implementation. Therefore, the study recommended that Government should make NCE Hausa language lecturers sufficient in Colleges of Education in Nigeria, Lecturers should use differentiated instructional strategies to address students' learning needs.

Keywords: Content coverage, teaching methods, NCE Hausa Language Curriculum, Colleges of Education.

Introduction

Curriculum implementation is an important segment of teaching learning process. It has to do with the translation of the curriculum into action. Hausa language curriculum implementation requires personnel, facilities, instructional materials, good administration and teaching methods among other things needed for curriculum implementation. Besides, for any curriculum plan or innovation to become fully meaningful, it must be adequately implemented. The way and manner it is implemented influences the degree of success. Dele in Adefunke, et.al, (2014) observes that the problem of Nigerian education system is not planning but implementation. The task of



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curriculum implementation therefore is not a simple one. This is because enough funds personnel and instructional materials. Opera in Iraki (2014) sees instructional materials as information carriers designed specifically to fulfill objectives in teaching learning situation. Okeke in Adefunke, et.al, (2014) are of the view that instructional materials are all the physical (Man-made and material that are real and improvised) resources meant to be used by the facilitator in the process of teaching and learning. These materials may be used singly or in combination. In some cases, they could be used in an informal or formal way. This shows that teachers vary the methods during instruction to effect changes in the behaviour of the learners. Certainly, the appropriate use of instructional materials goes a long way in facilitating curriculum implementation, arousing interest and enhancing students affective responses. The paper, wish to examine the Hausa language curriculum implementation in Colleges of Education.

Hausa language is one of the best known and widely spoken languages in West Africa (Yahaya, 2012). It is classified as a member of the Chadic of the Afro-asiatic family of languages. More recently, the relationship of Hausa to Cushitic, Berber and Semitic (That is Arabic and Hebrew) languages was widely recognized, (Greenberg, et.al. in Yahaya, 2012). Hausa as maintained by Sarbi,(2014) is largely and predominantly spoken in Nigeria and the Niger republic. Sizeable Hausa speaking communities are also found in Ghana, Cameroun, and Chad. Sizeable number also exist in Benin republic, Burkina Faso, Togo, Sudan and many of the major cities in west, north and equatorial Africa. It is estimated that eighty to one hundred million people can claim Hausa as a first language with some one hundred million non-native speakers demonstrating varying degrees of competence in the language (Graham in Guga & Bawa, 2015)

Hausa language is both the vehicle of knowledge, world view and the shortest route to a child's conception and comprehension of concepts (National Commission for Colleges of Education, 2012: 65). The policy on language education in Nigeria dates back to the colonial era when the Phelps – Stokes Commission of 1922 emphasized the importance of indigenous languages in the school system. The British Advisory Committee on Native Education in tropical African recommended in 1927, that the native languages should serve as medium of instruction in the lower years of primary education. The Richard's constitution of 1947 reinstated English as the official language in Nigeria while Hausa was recommended as an additional legislative language in northern Nigeria. In addition, the 1954 constitution recognized domestic and regional languages. In its article 114 (1), it recommended the use of English as a national official language and as the regional official language in the south, with Hausa as the regional language of the North with the provision that when conflicts in interpretation occurred, documentation done in English language is regarded as valid (Fafunwa, in McMillan 2013)

In Nigeria, Hausa Language is used as the medium of instruction in the primary as set out by the Federal Government of Nigeria (FGN 2009:4)thus: “--- the medium of instruction in the primary school is initially the mother tongue (MT) or the language of the immediate community and, at a later stage English”. The National Policy on Education (NPE, 2013) has also made Hausa a mandatory subject for Senior Secondary School Certificate Examination (SSCE) for NECO, WAEC and NABTEB along with two other Nigeria languages (Igbo and Yoruba). Therefore, according to Federal Government of Nigeria, (FGN, 2009:23), it is a core subject and compulsory for senior secondary school students in the northwest geopolitical zone of Nigeria.



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The objectives of teaching Hausa language in Secondary schools include among others to; (a) enable candidate speak, read and write completely in Hausa and communicate effectively with their neighbors, (b) familiarize them with the sound system and grammatical structures of Hausa, (c) expose candidates to their culture, customs and institutions, and (d) acquaint them with the necessary tools needed for creative writing and appreciation of Hausa language and literature (National Educational Research and Development Council [NERDC], 2011:6).

Studies on the assessment of the implementation of curriculum were conducted by many scholars. This is due to the fact that there is a need in educational system in achieving its goals. Scholars such as: Ajayi and Emoruwa, (2012), Abdulrazaq and Esther (2014), Olalaye, et.al. in Ajayi and Emoruwa, (2012), ViatonuUsman, Dagudaru (2012) and Ofoha, et.al. in ViatonuUsman, Dagudaru (2012)

The study by Ajayi and Emoruwa (2012), assessed the implementation of National Commission of Colleges of Education curriculum and the study determined the extent to which the NCCE curriculum is implemented in College of Education Ikere-Ekiti. Their study adopted descriptive survey design and they sampled 120 students through purposive sampling technique. Questionnaire was use to elicit relevance data for the study.

The main finding of the study by Ajayi, and Emoruwa, 2012, had shown that the number of courses being own by the NCCE for NCE students are many and may have negative academic impact on students. It also discovered that reading many course during examination brought difficulty in comprehension by the 118 students sampled for the study which represent 98.3%. Ajayi and Emoruwa's study also concluded that the availability of enough physical facilities would assist the effective implementation of NCCE curriculum. The study called for the NCCE to review its curriculum by sampling students' academic results in other Colleges of Education to ascertain relevance of the curriculum. Their study also advised NCCE to as a matter of fact revisit all colleges of education to check properly without any compromise, the availability of the expected physical facilities to meet the explosive nature of the student's environment.

However the study undertaken by Abdulrazaq and Esther (2014) assessed the quantity and quality of lecturers for effective implementation of the Nigeria Certificate in Education physics curriculum. They specifically determined the quantity and quality of lecturers for effective implementation of the NCE Physics curriculum in the Federal and State Colleges of Education. The study adopted descriptive survey and questionnaire was used to elicit relevant information for the study. The sample of the study was drawn from the entire six geo-political zones in Nigeria. 60 lecturers were sampled from 24 colleges of education. The finding of study (Abdulrazaq & Esther, 2014) indicated that majority of lecturers were professionally qualified to lecture at NCE level, though the number of the physics specialist lectures with physics background was very low. It recommended that sufficient physics lecturers should be employed to teach physics in colleges. This will not only allow the coverage of curriculum it would also encourage effective coverage of curriculum and also encourage more students to enroll for the subject. College should ensure provision of human resources in both quantity and quality to enable the objectives of the progaramme to be fully achieved.

Another study by Olalaye, et.al. in Ajayi and Emoruwa, (2012), investigated the assessment of quality of early childhood education in Ekiti State of Nigeria. The objective of the study was to examine the assessment of the implementation of quality early childhood education in Ekiti State,



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Olayeye, Florence and Omotayo in Ajayi and Emoruwa, (2012), added a descriptive survey design. Data collected using a 20-item structured questionnaire administered in 120 respondents consisting teacher and head teacher. The main finding of Olaleye et.al. in Viatonu, et.al. (2012) studies show that the quality of early childhood education was averagely good specifically the learning activities were found to be fair while that of learning environment of some schools were found to be good. However, the qualities of academic staff have been found to be low. Recommendation were made by Olaleye et.al. (2009), as there is needs to employ well trained teachers in the pre-school and teachers should be retrain as well as facilities in the schools should be regularly monitored and inspected by the ministry of education programmes. And this finding was supported by Mudassiru (2012).

Another study that investigated the curriculum implementation was a study carried out by Viatonu, et.al. (2011), in which they assessed the implementation strategies of integrated early childcare and development in Epe local government area of Lagos State. The objective of the study was to investigate the implementation strategies in integrated early child care and development. The study (Viatonu, et.al. 2013), adopted a descriptive survey research design, they sampled 53 head teachers and 89 caregivers structured questionnaire was used to elicit information from the sample. The study' s objective is to determine whether there is a difference in the in-service training received by head teachers and caregivers on the implementation of Early Childcare and Education curriculum, and whether location of public Early childcare and education centers will create difference in availability of instructional/play materials. The sample comprised all the fifty-three (53) head teachers of schools with classes for children of pre-primary school age and eighty-nine (89) caregivers which is the stream of linkage classes available in the study area. They were all easily accessible. Purposive sampling technique was used. The instrument used for the study was a two-part Assessing Implementation Strategies of Early Childcare and Education Curriculum Questionnaire (AISECCECQ) designed and validated by the researchers. A test-retest method was used to ascertain the reliability of the instrument. A correlation coefficient of 0.87 was obtained when administered to selected subjects in private nursery schools in the same study area. This indicated strong relationship between the selected subjects and the actual respondents. Simple percentages was used to present/analyze the gender of the respondents, while chi-square (χ^2) was used to test the 2 hypotheses stated in the study. The major finding of the study by Viatonu, et.al. (2013), revealed that the key implementer of ECCE curriculum have not been adequately trained to take up the challenge of caring for raring of the youngest citizen of the country. The implication of this study, according to Viatonu, and associates is that there is wide gap between the policy formulation and policy implementation, and the finding is in line with the UNESCO EFA global monitoring Report (2012) and the early childcare education ECCE 2012, which observed lack of professional training for caregivers which resulted in low level of knowledge and skills of personnel handling children at its critical stage of development and pointed out that further attention is require in relation to initial and on-going professional development of caregivers. Based on the findings of the study, it is recommended that government should as a matter of urgency, make available ECCE curriculum to both public and private schools catering for children of pre-primary school age across the country particularly in the rural areas, since children at this level of education (pre-primary) learn mostly through play, government should provide relevant and adequate instructional/play materials to ECCE schools both in the urban and rural areas; with



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the latter treated as priority. Other stakeholders in the education sector such as parents and donor agencies like UNICEF and UNESCO could further assist the government in this area.

The Minimum Standards for Languages (Hausa) prescribed the requirements in NCE Hausa programme which include adequate facilities; Classrooms, Laboratories/Studios/Museums, Staff Offices, Books in the Library, Equipment; Personnel (academic and others); Mode of Teaching and Graduation Requirement; among others (NCCE, 2012:65). The efforts of the governments and colleges' management towards implementation of the new Hausa curriculum for the colleges of education have yielded little or no dividends due to issues which are inherent in the implementation of the curriculum. This study, therefore took a critical look at the challenges facing the implementing of the Hausa languages curriculum in Colleges of Education in the North-West zones of Nigeria.

Objectives of the study

1. Examine the extent to which Hausa language curriculum is being implemented in Colleges of Education in Nigeria.
2. Determine the teaching methods utilized by the Hausa language lecturers in delivering of Hausa Language curriculum in Colleges of Education in Nigeria.

Research Questions

1. To what extent is Hausa language curriculum in Colleges of Education in Nigeria being implemented?
2. What are the methods utilized by the Hausa language lecturers in the delivery of Hausa language curriculum in Colleges of Education in Nigeria?

Hypotheses

- 1 There is no significant difference between students' and lecturers' responses on the extent of implementation of Hausa language curriculum in Colleges of Education in Nigeria
- 2 There is no significant difference in the strategies utilized by the Hausa language lecturers in the implementation of Hausa language Curriculum in Colleges of Education in Nigeria

Methodology

The study adopted descriptive design. It is a method of research which is conducted using events that have already taken place. Alreck, and Settle; Bartlett, et.al. in James (2013) maintained that, this design was considered appropriate because the study involved studying and describing the existing documents (NCCE new minimum standard for languages (Hausa) in the area of implementation of NCCE's Minimum Standard for Languages (Hausa). The population of this study comprised all lecturers and students in the institutions offering programmes leading to the award of Nigeria Certificate in Education (N.C.E) Hausa in ten (10) conventional colleges of Education in the North West geopolitical zone, Nigeria. There are seven states in this zone. These are: Kano, Kaduna, Katsina, Jigawa, Zamfara, Sokoto and Kebbi. The population of the study consisted of 196 Hausa language lecturers in the ten (10) Colleges of Education in the zone. The Ten colleges had a total enrolment of 64,567 students in the schools of Languages. Of these, 10,149 which formed the target population were studying NCE Hausa programme. The breakdown of the target population is shown in the table below.



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Table 1: Population of Students and Staff in Hausa Departments of the Colleges of Education

S/N	Colleges of Education	No. of Students	No. of Staff
1	Federal College of Education, Kano	1540	25
2	Isa Kaita College of Education, Dutsin Ma, Katsina	507	22
3	Kaduna State College Of Education, GidanWaya	458	18
4	Sa'adatuRimi College of Education, Kumbotso, Kano	2,350	28
5	Federal College of Education, Katsina	952	21
6	Federal College of Education, Zaria	761	23
7	Adamu Augie College of Education, Argungu	1,320	20
8	Zamfara State College of Education, Maru	887	18
9	Jigawa State College of Education, Gumel	652	15
10	Shehu Shagari College of Education, Sokoto	722	17
TOTAL		10,149	196

Source: National Commission for Colleges of Education (2013) Digest of Statistics on Colleges of Education and other NCE Awarding Institutions in Nigeria. Abuja.

The sample for the study comprised of 468 respondents, made up of 360 students who were enrolled to study NCE Hausa and 108 lecturers from 6 selected Colleges of Education. The choice of the sample size was based on the recommendation of the Research Advisors (2006) who said that for any given population that is more than 1000, a sample size of between 30- 500 respondents may suffice. The multi-stage sampling technique was therefore used to select the sample. Using this method of sampling, the population was first stratified into two categories namely: Federal Colleges and State Colleges of Education respectively. Three Colleges were drawn from each of these strata using purposive sampling technique. This resulted in the selection of a total of six colleges.

At the next level of sampling, the proportionate stratified random sampling technique was used to draw 360 students (across levels) and 108 academic staff from the Federal and State Colleges of Education respectively. From each of the selected institutions, proportionate number of students was selected using the proportional stratified sampling technique. A total of 360 students were selected in all. Also, 108 lecturers teaching Hausa courses participated in the study. Table 2 below gives details of the Colleges of Education, number of students and the number of staff sampled for the study

Table 2: Sample Distributions of the colleges of education, students and staff of the north Geopolitical zone

College	Students	Sample	Staff	Sample
Federal College of Education, Kano	1,540	74	25	19
Sa'adatuRimi College of Education, Kumbotso, Kano	2,350	114	28	21
Isa Kaita College of Education, Dutsin-Ma	507	24	22	17
Federal College of Education, Katsina	952	46	22	17
Adamu Augie College of Education, Argungu	1,320	64	23	17
Federal College of Education, Zaria.	761	38	23	17
	7,430	360	143	108

Instruments used in this study were questionnaire for students and another for staff. The lecturers' and students' questionnaire on Hausa language curriculum content coverage had two sections covering biodata, content coverage (consisting of 20 items). Another Questionnaire for



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lecturers on methods of teaching utilized by the Hausa language lecturers. In determining the validity of the questionnaires, the researchers sought for the assistance of the experts who made some comments and suggestions, the questionnaires were fine-tuned to achieve the purpose of the study. The modified questionnaires were then trial tested at Jigawa State College of Education, Gumel and Federal College of Education, Potiskum (the colleges were not part of the study sample).

The data collected from the pilot study were statistically analyzed for the purpose of determining the reliability co-efficient. The Cronbach's reliability coefficient was used. Consequently, reliability co-efficient of .927 was obtained for staff questionnaire and 0.795 was obtained for the Students' questionnaire. The reliability co-efficient were considered adequate for the internal consistencies of the instruments using chi-square as the statistical tool for testing the hypothesis.

Results:

Research Question 1

To what extent is Hausa language curriculum in Colleges of Education in Nigeria being implemented?

Table 3: Responses of Teachers and students on the NCE Hausa language curriculum content coverage in Colleges of Education in Nigeria

SN	Variables	Area Covered		Area Not Covered	
		F	%	F	%
1	History and Development of Hausa Language	207	44.00	259	56.00
2	Hausa grammar	308	66.00	158	34.00
3	Use of Hausa	212	46.00	254	54.00
4	Introduction to Hausa oral and written literature	227	48.70	239	51.30
5	Hausa prose	196	42.10	270	57.90
6	Hausa people and their culture	220	47.20	246	52.80
7	Methodology of Teaching Hausa I	203	43.60	263	56.40
8	Introduction to general Linguistic	226	48.50	240	51.50
9	Hausa phonetics/ phonology	242	52.00	224	48.00
10	Methodology of teaching Hausa II	213	45.70	253	54.30
11	Hausa Morphology	239	51.30	227	47.70
12	Hausa syntax	258	55.40	208	44.60
13	Hausa Research method	241	51.70	225	48.30
14	Hausa Translation	200	43.00	266	57.00
15	Hausa oral Literature	208	44.60	258	55.40
16	Hausa occupation and Craft	209	44.80	257	55.20
17	Hausa Advanced Orthography	255	54.70	211	45.30
18	Hausa Drama	245	52.60	221	47.40
19	Hausa Poetry	240	51.50	226	48.50
20	Varieties of Hausa	200	43.00	266	57.00
Percentage mean			49.80		50.20

In table 3 above, the overall average percentages means of the respondents that responded positively on the implementation of NCE Hausa language curriculum contents in Colleges of Education were 49.80% and those that responded that most courses were not fully implemented was 50.20%. This indicated that the Hausa language curriculum was not fully implemented.



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Research Question 2:

What are the methods utilized by the Hausa language lecturers in the delivery of Hausa language curriculum in Colleges of Education in Nigeria?

Table 4: Responses of respondents on the methods utilized by lecturers in teaching Hausa Language curriculum in colleges of education in Nigeria

S/N	Variables	Always		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%
1	Lecture method	70	64.81	38	35.18	00	00.00	00	00.00
2	Discussion	36	33.33	55	50.92	12	11.11	05	4.62
3	Demonstration	29	26.85	61	56.48	11	10.18	07	6.48
4	Laboratory	10	9.259	63	58.33	21	19.44	14	12.96
5	Project	61	56.48	40	37.03	06	5.55	01	0.92
6	Excursion/field trip	40	37.03	52	48.14	11	10.18	05	4.62
7	Group	33	30.55	62	57.40	10	9.259	03	2.77

Key = F=Frequency % =Percentage

Table 4 above revealed that lecturers utilized almost all the teaching methods in implementing Hausa language curriculum with the lecture method as the most frequently used while laboratory was the least frequently used.

Hypothesis 1:

There is no significant difference between students' and lecturers' responses on the extent of implementation of Hausa language curriculum in Colleges of Education in Nigeria.

Table 5: Chi- square (χ^2) statistics on the implementation of Nigeria Certificate of Education Hausa Language curriculum in Colleges of Education in Nigeria

Variable	Total Frequency of coverage	Total Frequency Not covered	Df	X ² cal	X ² Crit	P	Remark
NCE Hausa language curriculum content coverage	4549	4771	19	119.475	30.144	0.000	Significant coverage

X^2 computed > X^2 critical at df 19

Table 5 showed that NCE Hausa language curriculum content coverage was not fully implemented. This is because the computed chi square value of 119.475 was higher than the chi square critical value at df 19, and the calculated p value of 0.000 was found to be lower than the 0.05 alpha level of significance. The total frequency of coverage is 3549 and the frequency of not coverage is 4771 that was about 49.80% and 50.20% respectively. Therefore, the null hypothesis which state there is no difference in the responses of respondents (students and lecturers) is hereby rejected. And the alternate hypothesis is accepted that there is a significant NCE Hausa language curriculum content coverage in Colleges of Education in Nigeria.

Null hypothesis 2:

There is no significant difference in the strategies utilized by the Hausa language lecturers in the implementation of Hausa language Curriculum in Colleges of Education in Nigeria

Table 6: Summary of Chi-Square (χ^2) statistic on the method of teaching utilized by the Hausa lecturers in Colleges of Education in Northwest Geopolitical Zone, Nigeria



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Variable	Always	Foever	Tota l	Df	X ² Value	Prob.
Methods of teaching utilized by Hausa lecturer	F ₀ F _E	43 54.0	65 54.0	108	1	4.481

χ^2 value = 4.481, df=1(p > 0.05)

$\chi^2_{crit} = .034$

The result on the table 6 revealed that 43 (39.81) of the lecturers responded that the varieties of methods meant for the implementation of curriculum was utilized, while 65 (60.18) responded that it was not adequately utilized. Furthermore, the statistical computation indicated that the χ^2 value of 4.481, df 1(P<0.05) was obtained. This means, since χ^2 calculated is greater than the χ^2 critical of .034, null hypothesis is therefore rejected.

Discussion of Findings

The analysis of the data collected for this study provided valuable information on the factors that are prerequisite for implementation of NCE Hausa curriculum. The first objective of the study is to examine the extent to which NCE Hausa language curriculum is implemented in Colleges of Education in Nigeria. Majority of the respondents (108 teachers, 354 students) were of the opinion that the contents of the NCE Hausa language curriculum were not fully covered in the Colleges of Education in Nigeria. The null hypothesis was therefore accepted that there is no significant difference in the coverage of NCE Hausa curriculum content coverage in Colleges of Education in northwest geopolitical zone of Nigeria. The finding agreed with the studies conducted by Huang (2004) who pointed out that the reason for difficult curriculum implementation is broad aims and unclear objectives of the curriculum content, and Morris and Scott in Afolabi (2016) believed that many policies failed to be implemented because they were ambiguous or insufficiently specific.

Also, Desimone in Faleye and Afolabi (2016), believe that policy makers need to formulate clear, specific and consistent directives with helpful procedures so that the policy would be more likely to be executed as intended. The results further agreed with finding of the findings of Giard, et.al. (2013), Fuligni et.al in Gautam (2015). Giard et al, (2011) found out that difficulty in implementing curriculum conceit have connection between professional development on the teachers' role of facilitating s role of facilitating peer interaction and the implementation of these strategies in the classroom. While the result by Fuligul et.al. in Oloyede and Adeleke (2015) showed an association between professional development experiences and teacher's beliefs and practices and suggested high levels of formal training for enhancing quality of teacher /student interaction Furlliermore and Mitchell in Oloyede and Adeleke, (2015), Schmidt et al, in Salami and Ojedian, (2017), Boscandin, in Afolabi (2016) provide further support for this finding. They believed teacher's expertise was highly related to student achievement and further maintained teacher's professional development and curriculum implementation are not separable. Teachers' qualification and over-crowded classroom setting were identified as serious impediment to effective implementation of curriculum content. This fact is obviously justifiable, as many teachers were not professionally competent. However, the results is not in agreement with the findings of Australian, Primary Principal UNESCO (2013) further agreed with the above finding, APPA in Blenkin, (2012) further maintained that if there are too much to teach within the valuable instructional time, low coverage of curriculum may he resulted.



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In the second hypothesis testing on the methods of teaching methods utilized by the Hausa language lecturers in the implementation of Hausa Language curriculum in Colleges of Education in Nigeria. It was found out that the teaching methods mostly used for the delivery of Hausa language curriculum in Colleges of Education in Nigeria were lecture and project methods. Other methods used at a smaller scale were discussion, demonstration, laboratory, excursion and group work. This finding confirmed the finding of Babafemi (2014), who stated that most of the teaching methods used by the Hausa language lecturers were mostly lecture method. Ofoha's study (2013) further affirmed the finding of the study that majority of the lecturers' adherence to traditional teaching method (lecture method) which lack practical substance.

Conclusion

The study concluded that the prescribed requirements in NCE Hausa programme which included adequate facilities; Classrooms, Laboratories/Studios/Museums, Staff Offices, Books in the Library, Equipment; Qualified personnel (academic and others); Mode of Teaching and Graduation Requirement. These Qualified personnel (academic and others) instructional materials were not fully available and therefore inadequate and this affects the mode of teaching for effective curriculum implementation. And there is no concerted effort from the governments and colleges' management toward providing the needed qualified lecturers and instructional materials for implementation of NCE Hausa curriculum in the Colleges of Education. It is unarguably clear that these inherit problems; under funding, inadequate classrooms, shortages of instructional materials/resources, and underutilization of these where they exist hinder curriculum implementation of NCE Hausa language curriculum in Colleges of Education in Nigeria.

Recommendations

Based on the findings from the research, the following recommendations were made;

1. The number of lecturers should be made commensurate with students' size; it will enhance their effectiveness and guarantee their efficient curriculum implementation
2. Opportunities should be provided for the lecturers to attend seminars, workshops and conferences on techniques and methodologies of teaching.

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