

PERCEIVED MANAGEMENT PRACTICES FOR EFFECTIVE CURRICULUM IMPLEMENTATION IN ADMINISTRATION AND COMMUNITY DEVELOPMENT PROGRAMMES AT THE UNIVERSITY OF NIGERIA, NSUKKA

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Abstract

The study investigated the perceived management practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka. Four research questions guided the study. The study adopted a descriptive survey research design and was carried out at the University of Nigeria, Nsukka, Enugu State, Nigeria. The population of the study comprised 783 respondents, from which a sample of 265 respondents was selected using a simple random sampling technique. Data were collected using a structured questionnaire titled *Management Practices for Effective Curriculum Implementation Questionnaire (MPECIQ)*. The instrument was face-validated by three experts from the Department of Continuing Education and Development Studies, University of Nigeria, Nsukka. The reliability of the instrument was established using the Cronbach Alpha reliability method, which yielded a reliability coefficient of 0.86. The questionnaire was administered directly to the respondents by the researcher with the assistance of two research assistants, and all retrieved copies were used for data analysis. Mean and standard deviation were used to answer the research questions. The findings revealed that planning practices and organizing practices were perceived as essential for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka. The study also found that coordinating and supervising practices contributed significantly to effective curriculum implementation. Based on the findings, the study recommended that university management should strengthen planning, organizing, coordinating, and supervising practices to enhance effective curriculum implementation.

Keywords: management practices, curriculum implementation, planning practices, administration and community development programme

Introduction

The quality of higher education largely depends on the effectiveness of management practices adopted by universities to facilitate curriculum implementation. In recent years, there has been increasing concern among education stakeholders regarding the declining quality of university graduates, which has been attributed, in part, to weaknesses in the implementation of academic curricula. Although Nigerian universities continue to review and update their academic programmes to meet national development goals and global educational standards, the successful realization of these objectives depends on how effectively the curriculum is implemented. Effective curriculum implementation requires sound management practices that ensure academic activities are properly planned, coordinated, supervised, monitored, and evaluated.

Consequently, improving management practices has become a major concern for university administrators, policymakers, and educational researchers seeking to enhance teaching effectiveness, students' learning outcomes, institutional performance, and graduate employability. Mugambi and Matula (2025) observed that effective management practices remain indispensable for successful curriculum implementation and sustainable

educational development. Similarly, United Nations Educational, Scientific and Cultural Organization (2023) emphasized that effective institutional management is fundamental to improving educational quality, accountability, and learning outcomes across higher education institutions.

Management practices constitute the administrative processes and leadership activities employed to achieve institutional goals through the efficient utilization of available human and material resources. According to Hidayati, Jalaludin, Najikh and Alikhan (2025), management practices involve systematic activities that promote institutional effectiveness through strategic planning, leadership, supervision, and continuous quality improvement. Rawis, Sumual, Azhar, Al Azhar and Pranoto (2025) described management practices as coordinated administrative processes that facilitate curriculum planning, implementation, monitoring, and evaluation for the achievement of educational objectives. Likewise, Al-Mamary (2024) explained that management practices comprise the strategies and procedures adopted by institutional leaders to ensure efficient organizational performance and quality service delivery. These definitions suggest that management practices involve deliberate administrative actions directed toward achieving institutional objectives through effective leadership and coordination.

Within the university system, management practices encompass several interrelated activities that determine the effectiveness of curriculum implementation. These include planning academic programmes and institutional activities, organizing human and material resources, coordinating teaching and learning processes, supervising lecturers and instructional delivery, maintaining effective communication among administrators, lecturers, and students, monitoring curriculum implementation, evaluating programme outcomes for continuous improvement, and ensuring prudent resource management. These functions create an enabling environment that promotes accountability, staff commitment, quality teaching, effective utilization of instructional facilities, and the realization of curriculum objectives. When these management practices are effectively carried out, universities are better positioned to provide quality education and produce graduates capable of addressing contemporary societal challenges.

Curriculum implementation is another important concept in this study because it determines the extent to which educational objectives are translated into practical learning experiences. Bosu and Agormedah (2025) defined curriculum implementation as the systematic process of translating planned curriculum objectives into actual instructional activities that facilitate students' learning and competence development. Okpala and Okeke-Ezeanyanwu (2025) viewed curriculum implementation as the practical execution of educational programmes through teaching, learning, assessment, supervision, and continuous evaluation of students' progress. Kingsley and Adaigbe (2026) further explained that curriculum implementation involves coordinated instructional activities supported by adequate human resources, instructional facilities, institutional leadership, and quality assurance mechanisms to achieve expected educational outcomes. These perspectives indicate that curriculum implementation extends beyond classroom instruction to include every activity that contributes to achieving the intended goals of an academic programme.

Effective curriculum implementation is particularly important in Administration and Community Development Programmes because these programmes are designed to prepare graduates with competencies in leadership, administration, community mobilization, policy implementation, project management, conflict resolution, and sustainable development. The achievement of these objectives depends on the availability

of effective management practices that promote quality teaching, practical learning experiences, continuous curriculum review, and adequate instructional support. At the University of Nigeria, Nsukka, the successful implementation of the curriculum in Administration and Community Development Programmes requires institutional commitment to proper planning, effective organization of academic activities, regular supervision of teaching, efficient coordination of departmental programmes, open communication among stakeholders, continuous monitoring of instructional processes, systematic evaluation of programme outcomes, and adequate provision and management of educational resources.

Notwithstanding the strategic importance of management practices, curriculum implementation in many Nigerian universities continues to face numerous challenges. Studies have shown that inadequate planning, ineffective supervision, poor communication channels, weak monitoring mechanisms, insufficient evaluation of academic programmes, shortage of instructional resources, inadequate funding, increasing student enrolment, and limited opportunities for staff development continue to hinder effective curriculum implementation. Owan (2023) noted that many higher education institutions experience administrative and resource-related constraints that negatively affect educational quality. In the same vein, Nwosu and Eze (2024) reported that ineffective management practices often result in poor coordination of academic activities, delayed curriculum review, inadequate instructional facilities, and reduced teaching effectiveness. Addressing these challenges requires institutional commitment to strategic planning, capacity building for academic staff, effective supervision, continuous monitoring and evaluation, prudent resource management, and regular curriculum improvement initiatives.

Several empirical studies have demonstrated the significant role of management practices in enhancing curriculum implementation. Mugambi and Matula (2025) reported that effective administrative leadership and strategic management significantly improve curriculum implementation in higher education institutions. Bosu and Agormedah (2025) found that institutional support, instructional supervision, and effective leadership positively influence successful curriculum implementation. Okpala and Okeke-Ezeanyanwu (2025) observed that adequate management of human and material resources contributes significantly to improved teaching effectiveness and curriculum delivery in tertiary institutions. Rawis, Sumual, Azhar, Al Azhar and Pranoto (2025) concluded that systematic planning, monitoring, and evaluation enhance institutional effectiveness and educational quality. Similarly, Hidayati, Jalaludin, Najikh and Alikhan (2025) established that effective management practices promote quality assurance and continuous improvement in higher education institutions. These findings collectively suggest that management practices remain fundamental to successful curriculum implementation and institutional effectiveness.

Hence, from the researcher's personal observations and evidence from empirical literature, curriculum implementation within Nigerian universities continues to experience management-related challenges despite continuous educational reforms and policy interventions. Although previous studies have examined educational leadership, institutional management, quality assurance, curriculum reform, and instructional effectiveness in different educational settings, no known study has specifically investigated perceived management practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka. This identified gap therefore provides the justification for the present study,

which seeks to investigate perceived management practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka.

Statement of the Problem

Effective curriculum implementation remains a fundamental requirement for achieving the objectives of university education and producing graduates who possess the knowledge, skills, values, and competencies needed for national development. The success of curriculum implementation largely depends on the adoption of sound management practices that promote effective planning, organization, coordination, supervision, communication, monitoring, evaluation, and efficient management of institutional resources. Ideally, Administration and Community Development Programmes at the University of Nigeria, Nsukka should be implemented within a well-managed academic environment where teaching and learning activities are effectively coordinated, instructional resources are adequately provided, academic staff are properly supervised and supported, communication among stakeholders is efficient, curriculum delivery is continuously monitored and evaluated, and available resources are prudently managed to ensure the attainment of programme objectives. However, the reality appears to be different. There are growing concerns that curriculum implementation in many university programmes continues to experience management-related challenges. Inadequate planning of academic activities, ineffective coordination of programme implementation, weak supervision of instructional delivery, poor communication among stakeholders, insufficient monitoring and evaluation of curriculum activities, inadequate instructional resources, and administrative constraints have continued to affect the effective implementation of university curricula. These challenges may reduce the quality of teaching and learning, hinder the attainment of programme objectives, and limit the ability of graduates to acquire the competencies expected for effective professional practice and community development. If these management-related challenges persist, they may continue to undermine the quality of curriculum implementation and the overall effectiveness of Administration and Community Development Programmes at the University of Nigeria, Nsukka. Despite increasing attention to educational management and curriculum implementation in higher education, there is insufficient empirical evidence on the management practices perceived to support effective curriculum implementation within the Administration and Community Development Programmes at the University of Nigeria, Nsukka. Hence, it is against this background that this study seeks to investigate the perceived management practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka.

Purpose of the Study

The main purpose of this study is to investigate the perceived management practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka. Specifically, the study seeks to:

1. determine the planning practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka.

2. examine the organizing practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka.
3. ascertain the coordinating practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka.
4. identify the supervising practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka.

Research Questions

The following research questions guided the study:

1. What are the planning practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka?
2. What are the organizing practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka?
3. What are the coordinating practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka?
4. What are the supervising practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka?

Methods

The study adopted a descriptive survey research design because it sought to obtain the perceptions of respondents on the management practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka. The study was carried out at the University of Nigeria, Nsukka, Enugu State, Nigeria. The population of the study comprised 783 respondents in the Administration and Community Development Programmes at the University of Nigeria, Nsukka. Using the Taro Yamane formula, a sample size of 265 respondents was selected for the study. A simple random sampling technique was employed to select the respondents, ensuring that every member of the population had an equal chance of being included in the study. Data were collected using a structured questionnaire titled Management Practices for Effective Curriculum Implementation Questionnaire (MPECIQ). The questionnaire was structured on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The instrument was face-validated by three experts in the Department of Continuing Education and Development Studies, University of Nigeria, Nsukka. Their comments, observations, and suggestions were used to improve the quality and clarity of the instrument before the final copy was produced. The reliability of the instrument was established through a pilot study conducted outside the study area. The data obtained were analyzed using the Cronbach Alpha reliability method, which yielded an overall reliability coefficient of 0.86, indicating that the instrument was reliable for the study. The researcher, with the assistance of two research assistants, administered the questionnaire directly to the respondents. The completed copies of the questionnaire were collected immediately after completion to ensure a high retrieval rate. The data collected were

analyzed using mean and standard deviation to answer the research questions. The decision rule was based on a criterion mean of 2.50. Mean scores of 2.50 and above were regarded as Agreed (A), while mean scores below 2.50 were regarded as Disagreed (D).

Results

Research Question 1: What are the planning practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka?

Table 1: Mean Ratings of Respondents on the Planning Practices for Effective Curriculum Implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka

S/N	Planning Practices	Mean ($\bar{X}$)	SD	Decision
1	Academic activities are adequately planned before the commencement of each semester.	3.41	0.68	A
2	Course outlines are prepared and made available before instruction begins.	3.32	0.74	A
3	Academic calendars are effectively utilized to guide curriculum implementation.	3.28	0.71	A
4	Lecture timetables are properly prepared and implemented.	3.37	0.69	A
5	Curriculum objectives are considered during academic planning.	3.44	0.65	A
6	Lecturers participate in planning curriculum implementation activities.	3.19	0.77	A
7	Departmental meetings contribute to effective planning of curriculum implementation.	3.25	0.73	A
8	Instructional resources are adequately planned for curriculum implementation.	3.14	0.81	A
9	Students' learning needs are considered during curriculum planning.	3.22	0.75	A
10	Periodic review of academic plans enhances curriculum implementation.	3.35	0.70	A
Grand Mean		3.30	0.72	A

The results presented in Table 1 reveal that the respondents agreed that planning practices enhance effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka. This is evident from the grand mean score of 3.30, which is above the criterion mean of 2.50, with a standard deviation of 0.72 indicating a relatively close agreement among the respondents. The findings imply that planning practices, including academic planning, preparation of course outlines, utilization of academic calendars, development of lecture timetables, and periodic review of academic plans, are perceived as important for effective curriculum implementation.

Research Question 2: What are the organizing practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka?

Table 2: Mean Ratings of Respondents on the Organizing Practices for Effective Curriculum Implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka

S/N	Organizing Practices	Mean ($\bar{X}$)	SD	Decision
1	Teaching responsibilities are appropriately assigned to lecturers based on their areas of specialization.	3.36	0.69	A
2	Instructional materials are adequately organized for effective curriculum implementation.	3.28	0.73	A
3	Class schedules are effectively organized to facilitate teaching and learning.	3.33	0.71	A
4	Academic staff collaborate effectively in organizing curriculum implementation activities.	3.24	0.76	A
5	Departmental committees effectively organize academic programmes and activities.	3.19	0.79	A
6	Learning facilities are properly organized to support curriculum implementation.	3.26	0.74	A
7	Students are appropriately grouped for practical and field-based learning activities.	3.17	0.80	A
8	Academic records and instructional documents are properly organized for effective programme implementation.	3.29	0.72	A
9	Orientation programmes are organized to acquaint students with programme requirements.	3.22	0.77	A
10	Administrative support services are effectively organized to facilitate curriculum implementation.	3.31	0.70	A
Grand Mean		3.27	0.74	A

The results presented in Table 2 indicate that the respondents agreed that organizing practices contribute to effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka. This is evidenced by the grand mean score of 3.27, which is above the criterion mean of 2.50, with a standard deviation of 0.74 indicating that the respondents had relatively similar opinions. The findings suggest that organizing practices such as assigning teaching responsibilities based on specialization, organizing instructional materials, coordinating class schedules, providing administrative support services, and organizing learning facilities are essential for effective curriculum implementation.

Research Question 3: What are the coordinating practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka?

Table 3: Mean Ratings of Respondents on the Coordinating Practices for Effective Curriculum Implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka

S/N	Coordinating Practices	Mean ($\bar{X}$)	SD	Decision
1	Academic activities are effectively coordinated among lecturers for curriculum implementation.	3.38	0.68	A
2	Coordination among departments enhances effective	3.26	0.74	A

	curriculum implementation.			
3	Programme coordinators effectively coordinate teaching and learning activities.	3.34	0.70	A
4	Regular meetings are held to coordinate curriculum implementation activities.	3.29	0.73	A
5	Collaboration among academic staff promotes effective curriculum implementation.	3.41	0.66	A
6	Coordination of fieldwork and practical activities enhances students' learning experiences.	3.21	0.79	A
7	Information relating to academic activities is effectively coordinated among stakeholders.	3.24	0.76	A
8	Coordination of academic schedules minimizes conflicts in curriculum implementation.	3.30	0.72	A
9	Academic units effectively coordinate the utilization of instructional resources.	3.18	0.81	A
10	Coordination among administrators and lecturers promotes the achievement of curriculum objectives.	3.36	0.69	A
Grand Mean		3.30	0.73	A

The results presented in Table 3 indicate that the respondents agreed that coordinating practices enhance effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka. This is evidenced by the grand mean score of 3.30, which is above the criterion mean of 2.50, with a standard deviation of 0.73, indicating a relatively close agreement among the respondents. The findings imply that effective coordination of academic activities, collaboration among lecturers, regular departmental meetings, coordination of fieldwork, academic scheduling, and efficient utilization of instructional resources are essential coordinating practices for successful curriculum implementation.

Research Question 4: What are the supervising practices for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka?

Table 4: Mean Ratings of Respondents on the Supervising Practices for Effective Curriculum Implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka

S/N	Supervising Practices	Mean ($\bar{X}$)	SD	Decision
1	Heads of Department regularly supervise lecturers to ensure effective curriculum implementation.	3.42	0.66	A
2	Classroom teaching is periodically monitored to ensure adherence to the curriculum.	3.35	0.70	A
3	Lecturers receive regular feedback on their instructional performance.	3.27	0.74	A
4	Students' learning progress is regularly monitored to improve curriculum implementation.	3.31	0.72	A
5	Continuous supervision enhances lecturers' commitment to curriculum implementation.	3.38	0.68	A
6	Academic records are regularly checked to ensure compliance with programme requirements.	3.24	0.76	A

7	Internal quality assurance mechanisms support effective supervision of curriculum implementation.	3.29	0.73	A
8	Supervisory visits help to identify and address challenges affecting curriculum implementation.	3.33	0.71	A
9	Departmental supervision promotes compliance with approved academic standards.	3.37	0.69	A
10	Effective supervision contributes to the achievement of curriculum objectives.	3.45	0.64	A
Grand Mean		3.34	0.70	A

The results presented in Table 4 reveal that the respondents agreed that supervising practices contribute significantly to effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka. This is evidenced by the grand mean score of 3.34, which is above the criterion mean of 2.50, with a standard deviation of 0.70, indicating a relatively high level of agreement among the respondents. The findings suggest that regular supervision of lecturers, monitoring of classroom instruction, provision of instructional feedback, quality assurance activities, supervision of academic records, and continuous monitoring of students' learning progress are important supervisory practices that facilitate effective curriculum implementation.

Discussion of the Findings

The findings of the study revealed that planning practices are perceived as essential for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka. The respondents agreed that proper planning of academic activities, preparation of course outlines, effective utilization of academic calendars, preparation of lecture timetables, and periodic review of academic plans contribute significantly to effective curriculum implementation. This finding implies that effective planning provides a clear direction for curriculum delivery and ensures that programme objectives are achieved within the stipulated academic period. The finding is consistent with the submission of Mugambi and Matula (2025), who reported that strategic planning is fundamental to successful curriculum implementation and institutional effectiveness. The finding also agrees with Al-Mamary (2024), who maintained that effective management practices begin with adequate planning, which enhances organizational efficiency and the achievement of institutional goals. Similarly, Bosu and Agormedah (2025) emphasized that effective planning creates a conducive environment for successful instructional delivery and curriculum implementation.

The findings further indicated that organizing practices are perceived as important for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka. The respondents agreed that appropriate allocation of teaching responsibilities, organization of instructional materials, effective scheduling of lectures, proper organization of learning facilities, and efficient administrative support facilitate effective curriculum implementation. This suggests that a well-organized academic environment enhances teaching effectiveness and promotes the realization of curriculum objectives. The finding corroborates that of Ohanyelu (2025), who observed that effective university management depends largely on proper organization of academic resources, personnel, and institutional activities. The finding also supports the position of Rawis, Sumual, Azhar, Al Azhar, and Pranoto (2025), who concluded that effective curriculum management requires systematic organization of academic activities and institutional resources to achieve quality educational outcomes. In

the same vein, Fasinro, Akinkuotu, and Aina (2024) asserted that proper organization of educational resources enhances curriculum implementation and improves the quality of teaching and learning.

The study also found that coordinating practices are perceived as indispensable for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka. The respondents agreed that effective coordination of academic activities, collaboration among lecturers, regular departmental meetings, coordination of fieldwork activities, and proper scheduling of academic programmes contribute to successful curriculum implementation. This finding implies that coordination promotes teamwork, effective communication, and efficient utilization of institutional resources, thereby enhancing curriculum delivery. The finding is in agreement with Mugambi and Matula (2025), who established that effective coordination among university administrators and academic staff enhances curriculum implementation and institutional performance. The finding also aligns with the report of Hong Yang (2025), who noted that successful curriculum reform and implementation require continuous coordination among stakeholders, effective communication, and collaborative decision-making. Furthermore, Owan, Emanghe, Denwigwe, Etudor-Eyo, Usoro, Ebuara, Effiong, Ogar, and Bassey (2022) found that effective curriculum management significantly improves programme viability and institutional effectiveness.

The findings finally revealed that supervising practices are perceived as vital for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka. The respondents agreed that regular supervision of lecturers, monitoring of classroom instruction, provision of instructional feedback, supervision of academic records, quality assurance activities, and monitoring of students' learning progress contribute to effective curriculum implementation. This finding suggests that supervision promotes accountability, adherence to curriculum standards, and continuous improvement in instructional delivery. The finding is consistent with Owan, Johnson, Osim, Anagbogu, Otu, Undie, Ogabor, Apie, and Ekere (2023), who found that effective supervisory practices significantly improve teachers' job effectiveness and educational quality. The finding also agrees with Ogunjimi, Lawal, and Ifinju (2026), who reported that regular supervision and institutional support enhance lecturers' commitment to curriculum implementation. Similarly, United Nations Educational, Scientific and Cultural Organization (2025) emphasized that continuous monitoring, supervision, and evaluation are indispensable management practices for improving the quality of higher education and ensuring effective curriculum implementation.

Conclusion

Based on the findings of this study, it was concluded that management practices are indispensable for effective curriculum implementation in Administration and Community Development Programmes at the University of Nigeria, Nsukka. The study established that planning, organizing, coordinating, and supervising practices are perceived as essential management functions that enhance the successful implementation of the curriculum. Effective planning provides direction for academic activities, organizing ensures the efficient utilization of available resources, coordinating promotes collaboration among stakeholders, while supervising facilitates quality assurance and continuous improvement in instructional delivery. Therefore, strengthening these management practices will contribute significantly to improving curriculum

implementation and the overall quality of Administration and Community Development Programmes at the University of Nigeria, Nsukka.

Recommendations

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

1. University management should strengthen planning practices by ensuring that academic calendars, course outlines, lecture timetables, and curriculum implementation activities are adequately planned before the commencement of every academic session.
2. The Department of Administration and Community Development should organize human and material resources effectively to facilitate quality teaching, learning, and the successful implementation of the curriculum.
3. University administrators and departmental management should improve coordination among lecturers, programme coordinators, and other stakeholders to promote collaboration and ensure the smooth implementation of the curriculum.
4. Heads of Department and other academic administrators should strengthen supervisory practices through regular monitoring of instructional activities, provision of constructive feedback, and continuous evaluation of curriculum implementation to enhance the achievement of programme objectives.

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