

ADVANCEMENT OF CTBT ACADEMIC CURRICULA IN SOUTH-SOUTH NIGERIA

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Abstract

Four years having passed since the introduction of CTBT issues into academic curricula in the University of Benin, it can be stated that this has stimulated the spread of such an approach to other parts of the South-South region of Nigeria. The South-South states of Rivers, Bayelsa, Cross Rivers and Delta have seen a particular rise in the incorporation of CTBT issues into academic curricula. This is a reflection of the dedication of both teaching staff and students cutting across almost all academic disciplines. Results of structured questionnaires administered to more than 3000 respondents in the six states of the region revealed that inherent potential research opportunities using IMS products and overall diversification of knowledge-based academic curricula were central to this success. However, in spite of this progress, incorporation of CTBT issues into curricula in Nigerian higher institutions remains a challenge requiring attention. CTBT-related research in the South-South region has also given rise to specific questions on ease of access to CTBT materials, internet-based tools, and CTBT course accreditation etc. As integration of its activities builds momentum, strategic steps should be taken by relevant authorities within CTBTO to deliberately establish communication channels with Nigeria's educational authorities for the purpose of CTBT curricula integration.

Introduction

❖ Most students and some academic staff of tertiary institutions still find it difficult to comprehend the relevance of CTBT academic curriculum in Nigeria

❖ CTBT academic curricula was first introduced to University of Benin, Edo State, South-South Nigeria, in 2014.

❖ About four years on, CTBT academic curricula have spread to other parts of the South-South region.

❖ States currently covered include: Edo, Rivers, Bayelsa, Cross Rivers and Delta, mostly coastal states

❖ The states are either border States to the Atlantic Ocean, or to Gulf of Guinea

Factors responsible for the gradual spread

1. Dedicated academic staff from Universities
2. Increasingly curious students cutting across social, sciences, engineering, disciplines
3. Proximity among the states recently covered

Motivations

- ❑ The study was carried out in order to sample opinions from wider communities to better position CTBT activities in the region of interest.
- ❑ Engage in intensive drive to further the familiarization of the CTBT academic curricula to more institutions in the South-South region.

Procedures

❖ Prospects and challenges of the CTBT academic curricula in carefully selected institutions within the five South-South states of Nigeria has put to test.

❖ The states are Edo, Delta, Bayelsa, Rivers and Cross Rivers
❖ Structured questionnaires were prepared and administered to wide spectrum of the region

❖ A total of 3000 respondents were targeted in different institutions, which include, University of Benin, Ambrose Alli University, Petroleum Technology Institute, University of Portharcourt, River State University of Science and Technology, University of Calabar, etc.

❖ This was obviously capital intensive and time consuming .
❖ The questionnaires reflected issues on age, sex, educational background, disciplines, knowledge of CTBT academic curricula, how relevant to their respective institutions, readiness to become an ambassador to sensitization campaign, how long has he/she been involved in the activities, ease of access or otherwise to IMS products, other challenges, gains and advantages, what is needed to enhance the understanding and spread etc.

❖ Feedbacks from academic staff involved in the CTBT activities also form part of the bulk database for the statistical analysis.

Results

The bar chart in fig. 1 shows the results of the questionnaires representing the number of respondents per State

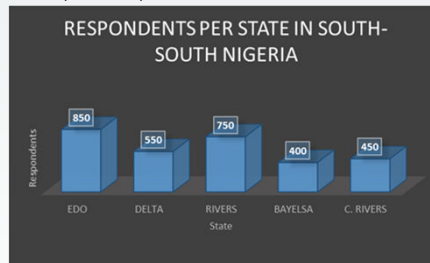


Fig. 1: Bar chart s showing number of respondents per State . (Source: Author's field work, 2016)

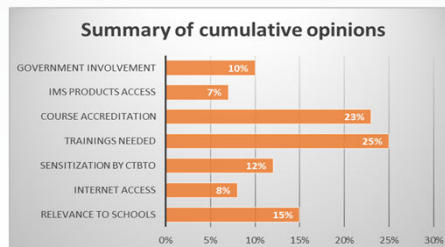


Fig.2: Pie chart presenting cumulative opinions on CTBT academic curricula across the South-South region

Discussion

❖ During the analysis of the questionnaires, it was observed that opinions of the respondents were not formed around age, sex, educational disciplines.
❖ Rather, they were based on:

1. Knowledge of CTBT academic curricula
2. Relevance to respondent's institution
3. Ease of access to IMS products
4. Peculiar challenges
5. Way forward of CTBT academic curricula

- ❖ It is obvious from fig. 2 that issues on internet access to guarantee easy access to IMS products require attention.
- ❖ Respondents also want more sensitization on the CTBT academic curricula to facilitate proper integration into the existing curricula in the respective institutions.
- ❖ Relevant regulatory agencies in Nigeria need to be involved to move forward.
- ❖ Training opportunities are equally desirable to achieve much desired results in the CTBT academic curricula's integration into existing curricula in the study area.

Table 1: Summary of respondents' opinions on CTBT academic curricula in South-South Nigeria

OPINION STATE	Knowledge of curricula	Relevance to institutes	Access to IMS products	Challenges	Way forward
EDO	Very good	Relevant	Easy	Internet, accreditation	Trainings, sensitization
DELTA	Good	Relevant	Not easy	Internet	Involvement of Government
RIVERS	Good	Relevant	Not easy	Internet, accreditation	Trainings, Internet access
BAYELSA	Fair	Not relevant	Easy	Internet, accreditation	Internet, trainings
CROSS RIVERS	Fair	Not relevant	Not easy	Internet, accreditation	Trainings, sensitization

Conclusion

❖ The fusion of the CTBT academic curricula in five states of South-South region of Nigeria has been x-rayed in this study, barely four after its introduction to the University of Benin.

❖ Although, the incursion may not be rapid, results of structured questionnaires administered to carefully selected respondents within the states of interest, have shown that the programme is being gradually accepted and familiar among the teaching staff of Universities and other higher institutions.

❖ However, in spite of this progress, incorporation of CTBT academic curricula into some Nigerian higher institutions remains a challenge requiring attention.

❖ CTBT-related research in the South-South region has also given rise to specific questions on ease of access to CTBT materials, internet-based tools, and CTBT course accreditation at the respective institutions etc.

❖ As integration of its activities builds momentum, strategic steps should be taken by relevant authorities within CTBTO to deliberately establish communication channels with Nigeria's educational authorities for the purpose of CTBT curricula integration in the tertiary institutions.