OPEN ACCESS

Kashf Journal of Multidisciplinary Research
Vol: 02 - Issue 06 (2025)
P-ISSN: 3007-1992 E-ISSN: 3007-200X
https://kjmr.com.pk

MINIMUM STANDARDS FOR GENERAL EDUCATION IN COLLEGES OF EDUCATION AND NCE STUDENT PERFORMANCE IN NORTH-WEST NIGERIA

Dr. Nura Bello Abubakar*
Tukur Mode Sifawa Department of Nigerian Language Shehu Shagari College of Education, Sokoto.

Corresponding author: Dr. Nura Bello Abubakar (nurabello@gmail.com)

Article Info

Abstract

This study investigated the impact of the Minimum Standards for General Education courses for the Nigeria Certificate in Education (NCE) on students' learning activities and academic performance in North-West Nigeria. Three research questions and hypotheses guided the study. Data were collected through documentary analysis and two researchers developed instruments: the NCE Course Load Assessment Rating Scale (NCE-CLARS) for students and Lecturers' Effectiveness Determinant Questionnaire (LEDQ) for lecturers. These instruments were validated by experts in measurement/evaluation and General Education Courses. The study was conducted in Nigeria's North-West geopolitical zone. The study was conducted in Nigeria's North-West geopolitical zone, where eight state colleges of education were randomly selected (one per state) from a population of fourteen federal and state colleges in the region. The sample comprised 700 students and 350 lecturers randomly drawn from these institutions. Students' final NCE results were collected across departments in all eight colleges to compare performance under different minimum standards editions. Data were analysed using descriptive and inferential statistics. Results revealed, among other findings, that the NCCE minimum standards negatively affect student performance. Therefore, it was recommended that the current minimum standards revision should emphasize course reduction to enhance student performance.

Keywords:

General Education Standards, NCE Student Performance, Colleges of Education, Educational Quality Assurance, Curriculum Implementation North-West Nigeria Education.

Introduction

The Federal Government of Nigeria established the National Commission for Colleges of Education (NCCE) in 1989 as the supervisory body for Colleges of Education nationwide. Borishade (2002) described the NCCE as 'the third leg of the tripod of excellence' in Nigerian tertiary education supervision. Its mandate includes setting minimum standards for all teacher education programs and accrediting certificates/academic awards, subject to prior ministerial approval (NCCE, 1990). This mandate emerged from the need to standardize practices across Colleges of Education (formerly Advanced Teachers Colleges). Uniformity became essential because universities, to which these colleges were affiliated, applied inconsistent and discriminatory admission standards for NCE graduates entering B.Ed. programs.

The NCCE prioritized curriculum development in teacher education programs. Its focus was to establish appropriate curriculum content that would adequately prepare student teachers, equipping them with the competence and confidence to enter (or re-enter) the profession successfully. Accordingly, the NCCE developed the Minimum Standards for Nigerian Certificate in Education (NCE), defined as: the essential knowledge base, skills, and professional dispositions required for teacher educators to maintain and advance in their careers (NCCE, 2012). Over thirty years since the first edition's publication in 1990, the Minimum Standards has undergone multiple revisions. Each revision has introduced either new courses or additional topics to existing ones. For instance:

i. The 1990 edition contained 9 GSE courses
ii. The 2002 (3rd) edition expanded to 13 GSE courses
iii. The 2012 (5th) edition further increased to 18 GSE courses.

Significant topic expansions have also occurred in established courses like Research Methods, and Measurement and Evaluation.

The NCCE Minimum Standards' continuous course additions and content expansions have created curriculum overload - a problematic imbalance between educational capacity and content load (National Council for Curriculum and Assessment, 2010). This overload compromises quality, potentially explaining the declining standards in teacher training that Omalle (2010) observed, where graduates' teaching skills remained inadequate despite their qualifications. While curriculum overload might be tolerated in other educational sectors, teacher education demands exceptional care due to its unparalleled multiplier effect on the entire education system. During the NCCE's 1989 inauguration, former Education minister Professor Jibril Aminu (NCCE, 2002) emphasized the critical need to maintain uncompromising standards in teacher education, warning that poor quality would constitute a national disaster. Despite this mandate, no existing studies have examined how the overloaded Minimum Standards for General Education courses impact NCE students' performance. This study therefore addresses the key question: How does curriculum overload in the Minimum Standards affect NCE students' learning activities and examination performance?

This study's significance lies in guiding curriculum planners to balance content with available resources during revisions, which should enhance teaching effectiveness, learning facilitation, and student performance. Given teacher education's multiplier effect, such improvements will elevate education quality at primary and junior secondary levels where college graduates teach. The study specifically examined how NCCE Minimum Standards curriculum overload affects NCE students' learning and examination performance.

Research Questions

The study sought answers to the following research questions:

1. How does the minimum standards for General Education courses affect Lecturers' effectiveness in teaching and assessment of students?
2. What is the effect of the over load of the General Education courses on lecture timetable and on students' engagement in their academic activities?
3. How does the performance of students who did their NCE programme using different editions of the NCE minimum standards for General Education courses compare with one another?

Objectives of the study

1. To find out how does the minimum standards for General Education courses affect Lecturers' effectiveness in teaching and assessment of students?
2. To Investigate effect of the over load of the curriculum on lecture timetable and on students' engagement in their academic activities?
3. To examine how does the performance of students who did their NCE programme using different editions of the NCE minimum standards for General Education courses compare with one another?

Hypotheses

The following hypotheses were also tested at 5% significance level:

H01: There is no significant difference ($P < 0.05$) in General Education Courses mean performance among students who graduated both prior to and with different editions of the NCCE minimum standards in General Education.

Ho2: There is no significant difference ($P < 0.05$) in the mean performance in General Education among students who graduated both prior to and with different editions of the NCCE minimum standards for General Education.

H03. There is no significant difference ($P < 0.05$) in the NCE overall mean performance among students who graduated both prior to and with different editions for General Education courses of the NCCE minimum standards curriculum.

Literature Review

The quality of education primarily depends on the teacher's ability. Whether in a simple setting or a well-equipped classroom, students will not receive a good education unless the teacher is competent. Even with strong administrative support, ample resources, and modern facilities, an inexperienced or poorly trained teacher will render these efforts ineffective. According to Hussaini (2024) Teachers must be properly prepared through professional education to handle diverse roles, challenges, and specialties in teaching. Colleges of education play a crucial role in equipping teachers with the necessary skills and qualifications to support a thriving education system.

These national goals also underlie the philosophical ideals of Nigerian education, of which Teacher Education is one concrete manifestation, terminating in the approved programmes. No educational system should be above the quality of its teachers, National Commission for Colleges of Education, (2020). Academic standards are defined as specified levels of academic performance used to evaluate institutions' and students' achievements and needs. The Australian Learning and Teaching Council (ALTC) (2010) describes them as discipline-specific learning objectives encompassing knowledge, skills, and capacities, aligning with benchmarking practices like those in the UK. Scholars such as Sadler (1989), Middlehurst (1996), Harvey (2002a), Alderman (2009), and Coates (2010) highlight the complexity and varied interpretations of academic standards. For example: Middlehurst (1996) views them as a combination of input, process, and output elements. Harvey (2002b) differentiates them from competence, service, and

organizational standards, focusing on academic attainment. Alderman (2009) defines them as discrete levels of intellectual performance leading to academic credit. Sadler (1989) considers them a designated degree of excellence and Universities UK (UUK, 2008) frames them as the threshold achievement required for a degree or award.

The term quality assessment is used in relation to academic standards to evaluate the quality of inputs, processes, and outputs, as well as to form a judgment about the overall quality of an institution, program, or specific components such as research performance and output. This process not only enables public evaluation of higher education research but also determines the allocation of major government funding, with higher-ranked institutions receiving more financial support.

The National Council for Curriculum and Assessment (NCCA) identifies curriculum overload as stemming from competing demands between core subjects and perceived less important ones. Educational reforms have often exacerbated this issue, as noted by former Nigerian Education Minister Prof. Ruqayyatu A. Rufai, who acknowledged that the 2012 revision of Nigeria's NCCE minimum standards was implemented to align with the government's transformation agenda (NCCE, 2012)

Eneogwe and Oguebgunne-Okwuenu (2007) described the overload of the NCE curriculum in Nigeria as being associated with serious frustrations. The problems they identified included teachers' failure to discharge competently their responsibilities as qualified teachers whereas their products are very poor quality NCE teachers in the country.

Methodology

This study adopted the descriptive survey design. The study was executed in the south-south geopolitical zone of Nigeria. The zone is made up of the following seven states which include Jigawa, Kano, Kaduna, Kebbi, Katsina, Sokoto and Zamfara States. Each of these states has at least one approved college of education. On the whole, there are fourteen approved federal and state colleges of education in the seven states as at 2024 (Hussaini, 2024).

The research population comprised all the approved fourteen colleges of education in the zone. The stratified random sampling was used to constitute a sample of seven state colleges of education. Stratification was conducted by state, with one college of education selected from each state using simple random sampling. The study adopted instrument triangulation, employing three data collection methods: (1) the NCE Course Load Assessment Rating Scale (NCE CLARS) for students, (2) the Lecturers' Effectiveness Determinant Questionnaire (LEDQ) for lecturers, and (3) documentary analysis. Both questionnaires a researcher-developed four-point rating scale for students and a parallel tool for lecturers—were designed to gather relevant data.

Documentary analysis was also conducted to examine records of students' academic performance both before and during the implementation of the minimum standards. The research instruments were validated by experts in measurement and evaluation, as well as in General Education courses. A Cronbach's Alpha reliability index of 0.63 was obtained for the rating scale.

"The data collected using these instruments were analyzed using simple percentages, while Analysis of Variance (ANOVA) was employed to test the hypotheses. Performance comparisons were made across the following groups:

1. The pre- minimum standards group i.e those who graduated prior to the introduction of minimum standards (1980-1992)

2. Those who graduated from 1992-1998 (products of first edition)

3. Those who graduated from 1999-2004 (products of second edition)

4. Those who graduated from 2005-2013 (products of 3rd and 4th editions)

5. Those who graduated from 2013 till 2018 (products of the 5th edition).

Results and Presentation

The findings of the study are presented in this section, aligned with the research questions and hypotheses.

Research Question 1: How does the minimum standards for General Education courses affect Lecturers' effectiveness in teaching and assessment of students?

Table 1

Extent of coverage of course content by lectures within the allocated time

Options	No	Percentage (%)
Teaches all the topic	91	68.9
Does not teach topics	41	31.1
Total	132	100

Table 1 shows that while 68.9% of lecturers cover their course content within the allotted time, 31.1% do not cover all topics in their course outline.

Table 2

Lectures' Self-Assessment of their Teaching Effectiveness

Response	Number	Percentage (%)
Effective	105	68.9
Not effective	41	31.1
Total	146	100

Table 2 indicates that 71.9% of lecturers rated themselves as effective in teaching and assessing students despite their academic workload, whereas 28.1% considered themselves ineffective. This suggests that workload constraints prevent some lecturers from fulfilling their teaching responsibilities effectively.

Research Question 2: What is the effect of the over load of the General Education courses on lecture timetable and on students' engagement in their academic activities?

Table 3

Impact of General Education Overload on Lecture time table and on Students' Engagement in their Academic Activities

S/N	Items	N	Mean	SD*	Remark
1	The NCE curriculum is so crowded that we are	500	3.46	0.75	Accept

	meant to offer more than 12 courses per semester				
2	The time table is consequently overloaded **The following are the result of the overload:**	500	3.49	0.77	Accept
3	We hardly have time for recreation and extra-curricular activities	500	3.27	0.90	Accept
4	Sometime we start lecturers as early as 8.00 am and end at 6.00pm	500	3.24	1.04	Accept
5	I find it difficult to complete the assignments given by lecturers due to lack of time	500	3.04	1.01	Accept
6	I find it difficult to attend all the lectures everyday	493	2.95	1.06	Accept
7	I feel so exhausted after lectures that I find it difficult to read at night	493	3.3	0.94	accept
8	I do not have time to make use of the library	489	3.21	0.98	Accept
9	Students carrying over some courses do not have time to attend lectures in such courses	500	3.47	0.87	Accept
10	The examination time table is also so overcrowded that students carrying over some courses are meant to write two courses at a time	500	3.43	0.91	Accept

* SD = Standard deviation

Table 3 reveals that students perceive their lecture timetables as overcrowded, leaving them insufficient time for activities essential to effective learning and academic performance.

Research Question 3: How do the performance of students who did their NCE programme under different editions of the NCCE minimum standards for General Education courses compare with one another?

To address this question, Table 4 presents a descriptive analysis of the cumulative grade point averages (CGPAs) of students who completed their NCE program under different editions of the General Education courses in the NCCE minimum standards. The table displays their CGPAs across the three key components of the program: General Studies, Education, and their aggregate CGPA (which combines General Studies, Education, and their subject(s) of specialization).

Table 4

Average CGPA of Students who Graduated under Different Editions of the Minimum Standards for General Education

Editions of Min. Stand	GEN. STUDIES			EDUCATION			AGGREGATE*		
	N	X	S	N	X	S	N	X	S
Pre. M.S	101	2.93	0.66	116	2.83	0.68	221	3.25	0.64
1993-1998	240	2.82	0.65	240	3.13	0.54	240	3.2	0.51
1999-2004	240	2.65	0.65	240	3.05	0.52	240	3.21	0.50
2005-2013	240	2.41	0.61	240	2.70	0.50	240	3.07	0.56
2014-2018	240	2.67	0.56	240	2.99	0.64	240	3.07	0.56
2019-2022	240	2.69	0.52	240	3.09	0.69	240	3.09	0.65

Pre-M.S. # = Pre-Minimum Standard; Aggregate* = the average CGPA for General Studies, Education and Subject(s) of Specialization; N = sample size, X =mean; and S = standard deviation.

Table 4 reveals that the highest CGPA (2.93) in General Studies was achieved before the introduction of the NCCE Minimum Standards (Pre-M.S.), while the lowest (2.41) occurred between 2005 and 2013 during the implementation of the 3rd and 4th editions. In contrast, the highest CGPA (3.13) in General Education was recorded between 1993 and 1998 under the 1st edition of the NCCE standards. Conversely, the lowest overall CGPA (2.70) was observed between 2005 and 2013, coinciding with the use of the 3rd and 4th editions. Additionally, the table indicates that the highest aggregate CGPA (3.26) was achieved under the 1st edition, whereas the lowest mean score (3.07) corresponded to graduations under the 3rd, 4th, and 5th editions.

Hypotheses 1: There is no significant difference ($P < 0.05$) in the mean performance in GSE among students who graduated both prior to and with different editions of the NCCE minimum standards for General Education.

Table 5

Summary of Analysis of Variance of CGPA (in GSE) of Students who graduated Under Different Editions of the NCCE Minimum Standards General Education

	Sum of Squares	Df	Mean Square	F	Sig.	
Between Groups	28.446	4 1056	7.111 388		.000	
Within Groups Total	409.477	1060		18.340*		
	437.923					

F is significant at 0.05

Table 5 demonstrates significant differences in GSE mean scores between student groups who completed their NCE program before versus during implementation of various NCCE minimum standards editions for General Education. Consequently, we reject the null hypothesis at the 0.05 significance level.

To identify which specific groups showed significant mean differences, a post hoc test was conducted. The results indicate that students who completed their NCE program before the introduction of the minimum standards scored significantly higher in GSE than those under the 1st–5th editions and those who studied under the 1st edition outperformed graduates of the 2nd, 3rd, and 4th editions; and However, 5th-edition graduates achieved higher GSE scores than their 3rd- and 4th-edition counterparts

Hypotheses 2: There is no significant difference ($P < 0.05$) in the mean performance in Education among students who graduated both prior to and with different editions of the NCCE minimum standards for General Education.

This hypothesis was tested using the analysis of variance statistics. The result of the analysis is shown in table 4.

Table 4

Summary of Analysis of Variance of CGPA in Education of Students who graduated Under Different Editions of the NCCE Minimum Standards for General Education

	Sum of Squares	**df**	**Mean Square**	**F**	**Sig**
Between Groups	27.073 331.039	4	6.768 .309	2 1. 8 9 7 *	.000
Within Groups Total	358.112	1071			
		1075			

*The mean difference is significant at 0.05 level

Table 4 reveals significant differences ($p < 0.05$) in General Education CGPA among NCE students who completed their programs before versus during implementation of various NCCE minimum standards editions. The null hypotheses are therefore rejected at this significance level. Post hoc analysis further indicates that: Students under the 1st edition significantly outperformed both the pre-minimum standards group and those from the 3rd–5th editions in Education performance. Graduates of the 2nd edition also achieved significantly higher Education scores than both the pre-standards group and the 3rd/4th edition cohorts."

Hypotheses 3: There is no significant difference (P < 0.05) in the NCE overall mean performance among students who graduated both prior to and with different editions of the NCCE minimum standards for General Education.

This hypothesis was tested using analysis of variance (ANOVA). The results of the analysis are presented in Table 5.

Table 5

Summary of Analysis of Variance of Overall NCE mean Performance of Students who graduated Under Different Editions of the NCCE Minimum Standards for General Education

	Sum of Squares	Df	Mean Squares	F	Sig.
Between Groups	7.997 317.784	4 1014	1.999	6.376*	0.000
Within Groups	325.781	1018	.313		
Total					

The mean difference is significant at 0.05 level

Table 5 reveals a statistically significant difference ($p < 0.05$) in overall NCE performance between students who completed their program under different editions of the General Education minimum standards and those who graduated before these standards were implemented. We therefore reject the null hypothesis at this significance level.

Post hoc analysis indicates that the pre-standards group significantly outperformed the 3rd, 4th, and 5th edition cohorts. Similarly, 1st edition graduates achieved significantly higher scores than those from the 3rd, 4th, and 5th editions."

Summary of major findings

i. Some lecturers are unable to execute their teaching responsibilities effectively due to excessive workload
ii. Students perceive their lecture timetables as excessively overcrowded, which adversely affects both their learning and participation in extracurricular activities
iii. Students who completed their NCE program prior to the implementation of the NCCE minimum standards for General Education achieved significantly higher performance in General Studies than those who studied under the various editions of these standards.
iv. Graduates from the first edition of the minimum standards demonstrated significantly stronger performance in both Education and their specialization subjects compared to graduates from subsequent editions, and the pre-standards cohort

Discussion of Findings

The first research question examined the impact of lecturers' workload on teaching effectiveness. Key findings revealed that while 68.9% of lecturers completed their course content within the allotted time, 31.1% were unable to cover all topics in their course outlines. Additionally, although 72% self-rated as effective in their teaching duties, 28% perceived themselves as ineffective. These results suggest that time constraints prevent a significant proportion of lecturers from comprehensively addressing all prescribed course topics. This finding aligns with Ugoeze and Oguegbunne-Okwuenu's (2007) observations on curriculum overload. While they noted that student teachers ultimately graduate despite these challenges,

they emphasized that such graduates often lack the competence to fulfil their professional responsibilities effectively. The study also revealed that students' lecture timetables are excessively congested, leaving insufficient time for essential learning activities or recreational breaks - both critical for effective education

Consequently, nearly all students concurred that the timetable constraints prevented them from attending lectures regularly, completing all assignments, participating effectively in extracurricular activities, utilizing library resources, and engaging in private nighttime study due to exhaustion after daily lectures. These findings align with Salisu's (2004) report that overcrowded lecture schedules negatively impacted attendance, frequently resulting in absenteeism and tardiness. More critically, the examination timetable was similarly compressed, requiring students with carryover courses to sit for these examinations concurrently with their regular course exams. This time allocation crisis mirrors Ojo's (1998) earlier findings regarding insufficient time allocation for practical activities in physical and health education.

The study also examined how different editions of the NCCE Minimum Standards for General Education affected student performance. This analysis compared academic outcomes across three curriculum components: General Studies, Education, and Aggregate performance (which combined General Studies, Education, and specialization subjects).

The findings in this regard were that:

i. Students who completed their NCE program prior to the implementation of NCCE minimum standards for General Education demonstrated significantly stronger performance in General Studies compared to those who studied under subsequent editions of these standards. This finding holds particular significance given the extensive course requirements in General Studies before the standards' introduction.

ii. Graduates from the first edition of the minimum standards demonstrated significantly stronger performance in both Education and their specialization subjects compared to: (1) graduates from subsequent editions, and (2) the pre-standards cohort.

iii. An analysis of curricular requirements reveals notable differences across editions:

iv. The 1st edition contained 9 General Studies Education (GSE) courses and 19 Education courses, compared to 13 GSE and 24 Education courses in the 3rd edition. 18 GSE and 24 Education courses in the 5th edition Specialization requirements were more intensive in the 1st edition; for instance, Biology-Chemistry students completed 56 specialization courses versus 52 in the 5th edition. These structural differences suggest the 1st edition's curriculum facilitated deeper subject mastery than later editions, potentially explaining the performance advantage.

v. Overall, Biology-Chemistry students were required to complete 63 total courses under the 1st edition, compared to 94 courses in the 5th edition - a difference primarily attributable to the increased number of General Studies Education (GSE) and Education courses in later editions. This pattern of curricular overload in the GSE and Education components was consistent across the 2nd, 3rd, and 4th editions as well. These findings support Auna's (op. cit.) assertion that the proposed curriculum revision would benefit students by eliminating excessive course burdens, and potentially reducing failure rates through more focused course requirements

Conclusion

The current NCCE Minimum Standards Curriculum for Nigerian Colleges of Education suffers from significant course overload. This excessive burden manifests in areas: the sheer number of required courses, the detrimental impact of overcrowded lecture timetables on both academic performance and extracurricular participation, and compromised teaching effectiveness. The overload is particularly acute in the General Studies and General Education components.

These curricular demands leave students inadequate time for effective study, resulting in demonstrably poorer performance in NCE examinations. This declining performance likely contributed to the extension of post-NCE degree programs from two to three years. Notably, the curriculum's shortcomings may also explain why contemporary NCE graduates often lack the confidence to teach junior secondary classes effectively - a stark contrast to their pre-1990 counterparts who competently handled senior secondary instruction.

Recommendations

i. The paper recommended that the current minimum standards revision should emphasize course reduction to enhance student performance. The reviews of the minimum standards should be rigorously implemented, using the first edition's General Education framework as the benchmark. A substantial reduction in both General Studies and General Education course requirements for NCE students is urgently needed.

ii. The current one-unit credit system should be revised, with all courses carrying a minimum of two credit units. Additionally, timetable planners must allocate dedicated time for student recreation and independent academic work.

iii. The minimum standards review for General Education should carefully consider the actual teaching level of NCE graduates to prevent curricular overload with non-essential courses.

REFERENCES

Abdul Rahman, S. M. (2009). Overloaded curriculum and its effects to the teacher. From http://chekgumuna.blogspot.com/2011/08/

Borishade, A. B. (2002). Forward to national commission for colleges of education minimum standards for colleges of education (3rd ed.) Kaduna : NCCE

Campbel,J. (2014). Overloaded curriculum may lead to underperformance. Retrieved from www.nst.com/news/2015/09/overloaded...

Eneogwe and Oguegbune-Okwuenu (2007).Curriculum content overload and teacher effectivenss: Focus on NCE curriculum. In Paul C. Israel and J. Oguegbune-Okwuenu (Eds.) Readings in Educational Foundations (pp.27-43). Obudu: Teo Ventures

Hyattractions System. (2016). Meaning of curriculum content and learning experience. From https://hyattractions.wordpress.com/2016/12/07/the-meaning-of-curriculum- content- and-learning experiences/

Libit, H. (1995).Teachers attack curriculum overload. From http//articles.baltimoresun.com/ 1995-06-23/news/1995174036

National Commission for Colleges of Education (1990). Minimum standards for NCE teachers' accreditation manual. Kaduna: Author N.C.C.E. (2012). Nigeria certificate in education minimum standards for general education (2012 ed). Abuja: Author.

National Council for curriculum Assessment (2010). Curriculum overloads in primary schools: An overview of national and international experiences. USA: Author Nicholas, L. (2015). Complete list of approved colleges of education in Nigeria. From http://myedugist.com/approved-colleges-of-education-in-nigeria/

Ocampo,V. D. (2016). Curriculum content or subject matter. From https://www.slideshare.net/ vddeocampo/ curriculum-content-orsubject- matter

Ojo, O. (1998). An appraisal of the new NCCE curriculum for physical and health education in colleges of education in Nigeria. The Nigerian Teacher Today 6 (1) 154-161

Paton, G. (2010). Schools overloaded by curriculum reform, says exam chief. From www.Telegraph.co.uk/education/educationnews/8143429/schools-overloaded…

Premium Times. (2014). Education research council plans new curriculum for schools. From https://www.premiumtimesng.com/news/5025education_research_council_plans_new_curriculum_for_schools.html

Salisu, A. R. (2004). Effects of lecturer schedules on students' academic performance. The Nigerian Teacher Today 12, (1) 81-85

Hussaini, A.(2024). Effects of lecturer schedules on students' academic performance. The Nigerian Teacher Today 22, (8) 181-185