



## CURRICULUM SATISFACTION AND STAKEHOLDERS' COLLABORATION IN UNIVERSITIES IN KWARA STATE

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### Abstract

Curriculum satisfaction refers to the contentment derived from curriculum performance, system and content, implementation, and evaluation while stakeholders work together to develop a functional curriculum that contributes to the employability and growth of a nation. The objective of the study is to examine the relationship between curriculum satisfaction and stakeholders' collaboration among universities in Kwara State. Two research questions were raised to guide the study, while the hypothesis was tested at 0.05 level of significance. The study adopted a descriptive survey of correlation type. The population of the study comprised 2,197 lecturers, students, parents, and staff of the Ministry of Education, out of which 322 were sampled. Reliability of the instruments was carried out with the use of Cronbach alpha, and the result was 0.77 and 0.82, respectively. The findings revealed that there is collaboration among stakeholders as well as curriculum satisfaction among students. The study concluded that stakeholders' collaboration determines students' satisfaction in terms of curriculum, and it was recommended among others that stakeholders' collaboration should be maintained to foster progress.

**Keywords:** Curriculum, Satisfaction, Stakeholders, Collaboration, knowledge

### Introduction

Curriculum satisfaction has to do with the level of contentment gotten from activities of curriculum, complexity, and content, moving concepts to reality, as well as assessment. It is paramount to acknowledge that students are central to curriculum satisfaction. Students are one of the major stakeholders in the system of education in any country. The brilliance level of academic achievement and quality attained is determined by students' satisfaction level with the curriculum (Onder & Zeynep, 2021). There is a need for continuous assessment of the contentment state of undergraduates in various tertiary institutions in terms of curriculum. The problems and challenges of curriculum are easily recognized, and ways out are quickly provided. The needs of society change from time to time, and this probably influences the performance of students and the skills they develop (Farouk, 2007). Therefore, it is necessary to review the curriculum regularly to be in sync with society's requirements.

The expectation of the society is for tertiary institutions to examine the level of contentment of the students in relation with the curriculum as well as the requirement of employers of labour. By reviewing the contentment level of students, working on the expectation of employers of labour and the society the gap between tertiary institutions and the society might be bridged. The review of curriculum is a constant, persistent and continuous activity. Stakeholders' collaboration is the relationship happening among different stakeholders in reviewing curriculum to include the requirement of the society. Stakeholders' collaboration in respect of the number of materials contained in the curriculum, teaching resource materials and curriculum activities demand persistent review to adjust to the revolving world while curriculum satisfaction by students include relevance of curriculum structure and content, execution of the curriculum, moving the curriculum from ideas to reality, and curriculum assessment require continuous evaluation. Hence, how is the collaboration among different stakeholders in advancing the curriculum? Are the students' satisfaction with the present curriculum? Therefore, this paper examined the collaboration among stakeholders and the satisfaction of the curriculum among students.

The satisfaction students derive from the curriculum is an indication of effectiveness and practicality of the curriculum. Ineffectiveness in the structure of our present curriculum makes it clear that, it is not meeting the needs of both employers and employees. It is a known fact, that students must be prepared to meet the present challenges in the labour market. If the curriculum does not meet expectations of the society, it shows that the curriculum should be overhauled in order to bring about the desired results.



Studies carried out by Kanwar (2022) revealed the importance of examining curriculum satisfaction by students. This implies that institutions need to make amendments where necessary. Also, Mark (2019), examined stakeholders management collaboration and it was revealed that a lack of collaboration can reduce the outcome of curriculum implementation. This implies that it is necessary for stakeholders to collaborate in improving curriculum satisfaction. In the light of the above, the study examined the relationship that exists between curriculum satisfaction and stakeholders' collaboration among universities in Kwara State.

Stakeholder collaboration is the working together of parents, lecturers and ministry officials as well as students and employers of labour. Their working together is to complete a workable curriculum that might make the students relevant in the society after completing their programmes. It is compulsory for different stakeholders to come together and work on the curriculum for effectiveness. The process of collaboration is a two-way thing with exchange of information that is free of restrictions. The process demands high level of interest or high impact from stakeholders who are involved. In the words of Mark (2019) the stakeholders' collaboration in curriculum satisfaction must be a persistent one in order to meet the needs of the students and provide manpower required by employers of labour for achieving high level of success.

According to Allison (2021), stakeholder collaboration deals with various dialogue methods involving all stakeholders to contribute in a meaningful way to the attainment of curriculum objectives. Community gets involved by elucidating on what the locality expects to be the outcome of the curriculum. The public participate by involving all members of the society in developing specific programmes that is of advantage to the immediate community and the entire nation. Stakeholders are people or groups within a community who exert influence or who are gaining from the programme. Thus, stakeholder refers to various groups working together to ensure their contribution to a workable curriculum of certain programmes. These include communication of feedback, that is submitting the progress report attained at every juncture. That is, making available essential competence for the programme execution; contribution of required knowledge and provision of finance for implementing the programme.

There are basically three types of stakeholder collaboration and these are: (a) community collaboration: the most popular form of collaboration is community collaboration due to its communal advantage and development. This form of collaboration requires the participation of all community members for optimum success. There is a community gathering where all members have privilege to information that is required; (b) Internal collaboration: Is the coming together of stakeholders within the same working environment to review the curriculum of a particular programme. The members are free to express their minds, the financial implications are discussed and finalized, they communicate by providing factual information for better decision making, and improve programmes outcomes. Internal stakeholders in universities include the vice chancellor, the lecturers, students, and parents. and (c) Partnership with Organization: This involves collaborating with stakeholders from diverse organizations. The organizations have similar goals and objectives that they can achieve together (Farouk, 2015).

The curriculum structure of the university system develops in students the quality knowledge and skills needed in the workplace and community. According to Zezhong et al. (2016), satisfaction is a state that reveals how a person is satiable. The extent or persistence of an individual in achieving a specific task hinge on his or her determination to commit time and energy, and in this way, the satisfaction level might be ascertained. Therefore, the students should be able to discuss their satisfaction level with the present curriculum in order to overhaul or improve it, as well as its teaching methods, and this is paramount to curriculum stakeholders. Haiyin (2016) stated that university curriculum satisfaction is an indication of what the students are expecting and what the graduates experienced. Curriculum satisfaction covers curriculum performance, curriculum organization and what to teach, curriculum execution, and curriculum evaluation. It is an important parameter to affirm the quality of education in any tertiary institution. Presently, the findings on university curriculum satisfaction are not adequate. Abroad, research on curriculum satisfaction began in the 1980s, and by 2000, China had done several studies on curriculum satisfaction that included various teachings in the classrooms, the academic level of university students, different learning objectives, what the students expect and their learning results, and disciplinary levels in the classrooms. Studies also examined instructional materials and their financial implications. Richard (2020) stated that several students have low levels of satisfaction as a result of the high population of lecture rooms without a public address system, insufficient furniture, and inadequate water supply that hinder hygiene. The lack of curriculum satisfaction and inadequate stakeholder collaboration in universities in Kwara State has led to a disconnect between academic programmes and industry needs, ultimately affecting graduate employability and economic development in the state. This study seeks to address this problem by examining the relationship between curriculum satisfaction and stakeholder collaboration in universities in Kwara State.



### Research Questions

The following research questions were raised to guide the study.

1. What is the level of curriculum satisfaction among universities in Kwara state?
2. What is the level of stakeholders' collaboration among stakeholders' in Kwara state universities?

### Hypothesis

Ho: There is no significant relationship between curriculum satisfaction and stakeholders' collaboration among universities in Kwara state

### Methodology

This study was a descriptive design of the correlation type. The population of the study comprised 2,197 lecturers, students, parents, and staff of the Ministry of Education. A random sampling technique was used, and 322 respondents were sampled, made up of 84 lecturers, 176 students, 57 parents, and 5 staff members of the Ministry of Education, with the use of a research advisor. The instruments used were adapted closed-ended questionnaires of strongly agree, agree, disagree, and strongly disagree. The reliability of the instruments was 0.78 and 0.81, respectively. The first questionnaire was tagged Stakeholders Collaboration Questionnaire (SCQ), and the second one was tagged Curriculum Satisfaction Questionnaire (CSQ). The questionnaires were distributed and retrieved by the researchers and two trained research assistants. The collected data were answered using descriptive statistics of frequency count and research questions while inferential statistics of the Pearson Product Moment Coefficient were used to test the hypothesis at 0.05 level of significance. The decision rule was that the null hypothesis was accepted when the critical r value was greater than the calculated r value and was rejected when the critical r value was less than the calculated r value.

### Results

#### Research Questions

Research one: What is the level of curriculum satisfaction among universities in Kwara state?

Level of curriculum Satisfaction	Frequency	Percent {%
Low	17	19.1
Moderate	41	46.1
High	31	34.8
<b>Total</b>	<b>89</b>	<b>100.0</b>

Table 1 shows the level of curriculum satisfaction. Seventeen (17) respondents representing 19.1% of the sample size agreed that the level of curriculum satisfaction is low. Forty-one (41) respondents representing 46.1% of the sample size agreed that the level of curriculum satisfaction is moderate. Thirty-one (31) respondents representing 34.8% of the sample size agreed that the level of curriculum satisfaction is high. Thus, the level of curriculum satisfaction among universities in Kwara state moderate.

Research Two: What is the level of stakeholders' collaboration among universities in Kwara state?

**Table 2: Stakeholders' collaboration among Kwara State Universities**

Level of stakeholders' collaboration	Frequency	Percent (%)
Low	14	15.7
Moderate	45	50.6
High	30	33.7
<b>Total</b>	<b>89</b>	<b>100.0</b>

Table 2 shows the level of the stakeholders' collaboration. Fourteen (14) respondents representing 15.7% of the sample size agreed that the level of stakeholders' collaboration among universities in Kwara state is low. Forty-five (45) respondents representing 50.6% of the sample size agreed that the level of stakeholders' collaboration among universities in Kwara state is moderate. Thirty (30) respondents representing 33.7% of the sample size agreed that the level of stakeholders' collaboration among



universities in Kwara state is high. Thus, the level of stakeholders' collaboration among universities in Kwara state is moderate.

Ho: There is no significant relationship between curriculum satisfaction and stakeholders' collaboration among universities in Kwara state

**Table 3: Relationship between curriculum satisfaction and stakeholders collaboration**

	Mean	SD	r-Cal	Sig 2- tailed	Decision
Curriculum satisfaction	57.79	7.45			Not significant
Stakeholder' collaboration	92.06	6.72	0.116	0.281	

**P<0.05**

Table 3 shows that  $r = 0.116$  and  $p\text{-value} = 0.281 > 0.05$ . This shows no significant difference between curriculum satisfaction and stakeholders' collaboration among universities in Kwara State. The null hypothesis is therefore not rejected.

### Discussion of Findings

The study's findings revealed a moderate level of curriculum satisfaction among universities in Kwara state. It supports the findings of Farouk (2007) who affirmed that stakeholders' collaboration is to address identified problems and proffer solutions to them. This implies that universities in Kwara state collaborate to ensure that students develop skills, knowledge, and required competencies. The study's findings also revealed a moderate level of stakeholder collaboration among universities in Kwara state. This study agrees with Chabakswar et al. (2015) who asserted that stakeholders are important in determining the curriculum used for skill acquisition and knowledge development. This implies that without stakeholders' participation curriculum satisfaction would not be achieved.

In the same vein, the hypothesis revealed that there is a significant relationship between curriculum satisfaction and stakeholders' collaboration in Kwara State universities. This study agrees with Zezhong et al. (2016) who stated that curriculum satisfaction of the present curriculum is used to determine students' learning outcomes which is important for restructuring the curriculum and teaching methodology. This implies that curriculum satisfaction is dependent on stakeholders' collaboration in order to conform to uniformity and students' practical development.

### Conclusion

Stakeholders' collaboration is highly commendable because the output of any institution is fundamental to the functioning curriculum used. Disparity among students of various institutions of learning has been reduced based on collaboration in harmonizing the curriculum. Students' curriculum satisfaction also yields the expected result, as many of them contend with the teaching and learning emanating from the curriculum. Thus, issues arising from curriculum resources, implementation, teaching resources, and skills to be acquired are notable for redress. Students' satisfaction is a function of collaboration among stakeholders in the issue of curriculum. When students are dissatisfied, it means the content of the curriculum is not meeting the needs of society.

### Recommendations

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

1. Stakeholders' collaboration in the state tertiary institutions should be maintained to foster academic progress of the students.
2. Students' curriculum satisfaction should be enhanced by stakeholders, they should find out other factors that contribute to their satisfaction and incorporate it into the curriculum.
3. The various stakeholders should interact with the students and employers of labour to remove or add those activities that might contribute to high level of satisfaction by students.



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