

**EDUCATION IN THE
SERVICE OF
HUMANITY**

Edited by
Samuel O. AYODELE

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EDUCATION IN THE SERVICE OF HUMANITY

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PREFACE

By the time Professor Pai Obanya was leaving the University of Ibadan to take up an appointment as the programme Director (Education) in the World Conference of Organisations of the Teaching Profession (WCOTP) in Morges, Switzerland, in 1986 he was just 47 years of age and so was in the prime of his life. He had then put in only fifteen years in the service of his alma mater, the University of Ibadan, but had risen to the top of his career having served as a professor for seven years. He was also the Director of one of the most vibrant institutes in the university, the Institute of Education.

It is now some ten years since he left the University of Ibadan, and his associates still have very fond feelings for him. They remember him as a great scholar, the man who was always working, a man always publishing papers in journals from all imaginable places who would then distribute copies of his papers to unsoliciting colleagues, no doubt to inspire them to write too. They remember him as the man who made friends easily with all and sundry and as someone who put you at ease, even if you were meeting him for the first time. They remember him, above all, as the great scholar who made it a point to help others attain great heights.

As soon as he learnt of my promotion to the rank of professor, his letter bore the unmistakable challenge: that I must know address myself to the upliftment of others. I knew precisely what that message implied. As a man who devoted himself to the founding and sustenance of journals when he was here, and one who compiled and edited papers in honour of his own teacher (Prof. J. A. Majasan) and another in memory of his friend (Prof. P. O. Okunrolita), he would like to hear of journals being founded and books being published along with others. So, I addressed myself to this volume.

Right from the time I sent out letters inviting papers for this publication, I could hardly cope with the responses. Had I been gifted with some more patience, I would have waited for many more contributions and this volume would have been much bigger. Quite a number of people

indicated their interest in the project, but appealed for a drastic relaxation of the time schedule. However, there is a limit to which one could continue to relax the set time schedule, and so we had to contend with just these twenty-nine papers. Some that came in before the final revised schedule, of course, did not quite fit in and had to be turned down on the advise of assessors.

Each of the contributors here is an associate of Pai Obanya in one respect or the other. Some, like me, Obagah and Oderinde, were his supervised students, while some like Obomeata, Longe, and Onolewa were fellow members of the academic staff in the University when Pai was there. Others, like me, Yoloye, Eneke, Onocha, Okpala, Ibeaghal, Alade, Nwazuoke, Odeyemi, Isiuogho-Abanihe and Akinwumiju, joined the staff of the university when he was already a very senior person. But these are academics who always found him a friendly, though senior, figure.

These then are papers by academics who recognised that Pai deserves much honour. Each of the papers addresses a specific issues in the contributor's own field; but at the same time each one is a tribute to one man who has done so much for the cause of education in this country. It would be difficult for a scholar to work in te field of language education, especially the teaching of French in tis country.

Our collection of twenty-nine papers covers several fields of education. Only the first paper, mine, is specifically directed on the works of Pai Obanya himself. Following this are those (by Obemeata, Yeloye, Osuji, Eneke, Araronmi, and Adeyoju) on general thoughts on the descipline of education. Next are those on specific areas : educational management, women education, environemental education, physical and health education, effective teaching at the unversity level. The last nine papers focus mainly on specific school subjects, ranging from the teaching of French, and Oral English to the teaching of physics and mathematics. Of course, we cannot possibly have an in-depth treatment of crucial issues, such as only a textbook can provide, in a collection of this nature, but these are papers which reflect the thoughts of those who have been privileged to be associated with Pai Obanya; and each of these is just the tip of the iceberg in the works of each of the contributors.

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As each of the contributors enthusiastically accepted to be involved in a project of this nature, I have the privilege to present to the public this volume, with the sincere hope that as you read through, you can have a feel of how dear to each of us Pius Augustine Ikechukwu Obanya has been.

Samuel O. Ayodele,
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THE TEACHER AS CURRICULUM DEVELOPER AND EVALUATOR

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INTRODUCTION

For a long time, the curriculum of Nigerian education was ill-defined, though every one knew it existed or at least expected it to exist. The scenario has changed to a very large extent within the last five to ten years. There is beginning to be a well-defined notion of CURRICULUM and efforts are being made not just on curriculum development, but there are also continuous efforts to improve and enrich the school curriculum to meet the changing needs in the area of curriculum development. However, developing curriculum is not the end of the educational exercise, rather curriculum must be seen to be achieving its desired objectives. It must undergo a continuous process of evaluation.

The teacher is the most important single factor in this process, and it is to this extent that this chapter focuses on the teacher who can and should serve as a curriculum developer and an evaluator of the curriculum in all ramifications of the term "evaluation". The teacher must be an evaluator of the curriculum by focusing at three main levels of evaluation, viz. of the teacher, of the educational programme, and of pupils' educational achievement.

CURRICULUM DEVELOPMENT IN HISTORICAL PERSPECTIVE

Time was in the history of curriculum operations in Nigeria, when the teacher had no input whatsoever to the implementation of the curriculum. From the 1930s to the middle 1950s, for example, secondary school leavers were certified by the Cambridge Overseas Examination Syndicate. From the mid 1950s to the 1960s, WAEC examined, but in collaboration with Cambridge. Since the middle 1960s, WAEC has completely taken over.

Even at the primary school level, where a foreign-examining body was not involved, the picture was not much different. In all cases, syllabuses were relatively externally imposed, with virtually no elementary school teacher participating in the development.

This period can be described as the "Syllabus Era", an era where the syllabus was mistaken in for "the curriculum". The examination-oriented syllabuses were centrally-imposed. A major problem of centrally-imposed examination-oriented syllabuses is that success in examination becomes the only yardstick for evaluating both the individual school and the entire educational system. This, over the years, led to the erosion of the ability of the schools to get children really educated. This is because the wider society tended to regard any school activity that is not examinable as not worthwhile. Thus, only tangible examinable learning outcomes were focused upon in all school subjects. The result was that in subjects like drama, music, physical education and home economics, the more lasting outcomes (though less tangible) were neglected in preference for the tangible and examinable aspects of these subjects.

There was the additional disadvantage that the teacher was not the examiner. This tended to reduce his ability to adapt his teaching to the his pupils' needs. He thus strove to meet the requirements of the external examination. Later, it was recognised that a centrally imposed syllabus would not promote the development of a systematic curriculum if the teacher was to be an important factor in curriculum development.

The Comprehensive High School, Aiyetoro, established in the 1960s as an experiment in comprehensive secondary education, was the earliest attempt at teacher-input curriculum development. For the first time in Nigeria's educational history, (though largely influenced by American teachers then working in Aiyetoro), teachers sat together to define the objectives of education, to select appropriate content, to draft teaching-learning materials, and to try them out in the classroom. It is in fact to the Aiyetoro attempt that we owe the acceptance of Social Studies and Integrated Science as curriculum activities in Nigerian schools.

THE TEACHER AS A CURRICULUM DEVELOPER

Curriculum, like many other concepts in Education, is not easy to define. As rightly put by Salia-Bao (1989), the term is 'elastic', with a range of meanings that can include almost every type of educational change. In

spanning the definitions of curriculum, such as those of Owen, (1969), and Johnson, (1975). different aspects of concern are emphasised. But Taylor and Richards (1979) in their definition, which seems more embracing, see curriculum as "comprising those deliberately planned activities through which courses of study or patterns of educational activity are designed and promoted as proposals for those in educational institutions." This definition implies the following:

- i. that curriculum development is a deliberately planned enterprise;
- ii. it involves syllabus constructions, which includes aims, content and methods; and
- iii. the syllabus may be sent to schools as guide for teachers.

From the above definition and implications, the curriculum is implemented in a school environment on students by teachers. In all these areas the teacher has a great input in curriculum development.

The teacher in fitting into the role of Curriculum Developer must know and keep in focus the following about curriculum development: the meaning, the concept, the models, and strategies for implementation.

Fig. 1 below expresses the above diagrammatically and each component shall be looked at briefly.

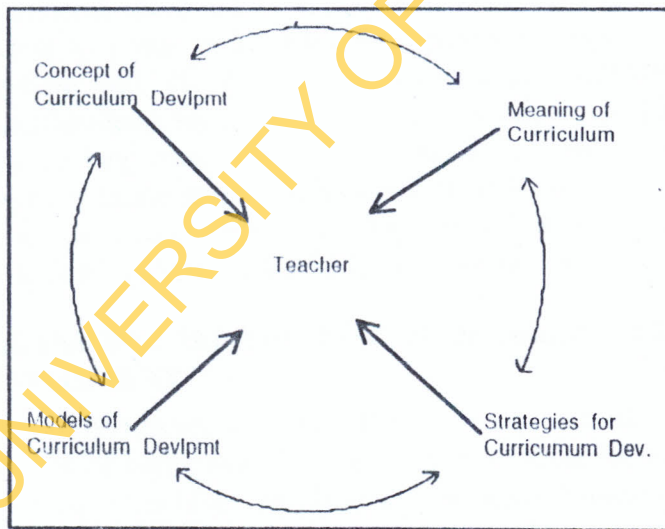


Fig. 1: The Teacher as a Curriculum Developer -- A Model of Approach

THE TEACHER AND THE MEANING OF CURRICULUM

The curriculum has been viewed in different ways over the years. The word "curriculum" is derived from the Latin word *currus*, which referred to school subjects from nursery to university. There have however been controversies among educationists about its precise meaning. Three principal views or meanings of curriculum can be deduced from the literature, namely:

- (a) The subject-centred meaning of curriculum which views curriculum as graded course of different subjects followed in a school or college (Doll, 1965; Kerr 1968).
- (b) The society-centred meaning of curriculum which sees curriculum as an instrument which utilises the experiences and activities of the pupils for society (Farrant, 1980).
- (c) The student-centred meaning of curriculum which views curriculum as representing all the activities used in school to influence the child based on him/her needs and characteristics.

The teacher as a curriculum developer should be aware of these different views and meanings of the curriculum. The curriculum cannot be devoid of the different school subjects being taught, it must not neglect the student who is the centre of the school system, for if there are no students there will be no schools. Thus the overall needs of the student in terms of his interests, capabilities, aspirations, attitudes, cognitive and affective needs must not be overlooked. Also, the curriculum must serve the needs of the society, and prepare the student for a life long education and functional integration into the society to where he returns after his formal education. In the light of all the above, the teacher as a curriculum developer must hold an eclectic view of the curriculum, understand it as such and implement it with that focus.

THE TEACHER AND THE CONCEPT OF CURRICULUM DEVELOPMENT

The teacher as a curriculum developer must fully understand the concept of curriculum development as implying the development of "systematic teaching and planning in which individual decisions about context, teaching and learning are taken, not in isolation, but in relation to an overall design or framework." (Salia-Bao, -1989). The teacher must

understand that the content of the curriculum should be selected from varied sources in the society in which the curriculum is to be used.

These sources include:

1. The societal needs - cultural, health, physical needs etc.
2. The children's needs, their physical environment, etc.
3. The different subjects and disciplines taught in school.
4. The philosophical and psychological foundation of teaching and learning.
5. The ideological beliefs of the society.

THE TEACHER AND MODELS OF CURRICULUM DEVELOPMENT

In his upward climb to becoming an effective curriculum developer, the teacher must know and understand the type of curriculum design models that he could use as guide. The popular models in vogue at present are:

(1) **The Objective Model:** It is also called the Goal-oriented Model, and it dates essentially to Tyler (1949) who outlined four major stages in the model. The first stage involves defining clear goals or objectives, i.e. what the curriculum hopes to achieve. Next, these objectives are screened using philosophy of education and psychology of learning screens. The third stage is the development of the objectives that survive the screen into measurable learner behaviour and at the final stage, the teacher designs effective instructional methods.

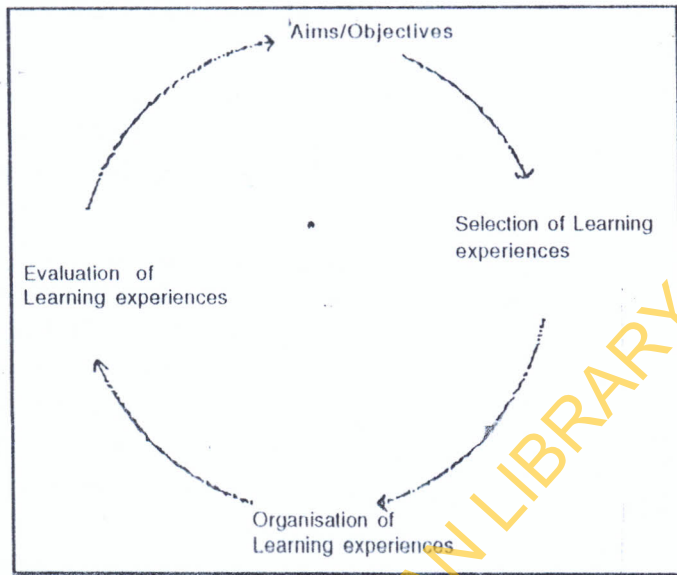


Fig. 2. Tyler's Model for Curriculum Development

For Tyler, the sources for the derivation of objectives are the students, (in terms of studying their needs and interests), the society (looking at contemporary life outside the school in order to determine the competencies needed by today's citizens) and the subject (studying the suggestion of subject specialists). Tyler's Objective Model has undergone a lot of modifications in recent years as evidenced by the works of Bloom (1956), Tyler himself (in 1970), Stenhouse (1970) and Socketer (1976) among others.

(2) **The Process Model:** This model was developed by Lawrence Stenhouse (1970) in objection to and as an alternative to Tyler's Objective Model. Stenhouse argued that the Objective model makes content rests on the pupil behaviour to which it gives rise, but that the Process Model on the other hand, is not that dependent, in that the content simply reflects the field of knowledge in the discipline or subject area, which is intrinsically worthwhile. In the Process Model, the curriculum developer designs the curriculum by specifying content and principles of procedure rather than by pre-specifying the anticipated outcome in terms of objectives. In this way, developing a curriculum involves devising teaching methods and materials which are consistent with the principles, concepts and criteria inherent in the activities. This represents the process. The end product produced by the pupils is not pre-specified in terms of

behaviours, but can be evaluated after the event by the criteria built into the process,

In the Process Model, the teacher does not promote any particular point of view or response in the pupils. In place of objectives, the emphasis is on defining acceptable principles of procedure for dealing with such issues.

(3) **The Situational Model:**- This model is a more comprehensive one which can encompass either the Process or the Objective Model. This model, developed by Shielbeck (1976), has its root in cultural analysis, putting curriculum design and development firmly within a cultural framework. In the model, the teacher modifies and transforms pupil's experiences through providing insights into cultural values, inter-pretative frameworks and symbolic systems. The model is based on the assumption that the focus for curriculum development must be the individual school and its teachers; that school-based curriculum development is the most effective way of promoting genuine change at school level. In fact, the situational model provides us a greater insight into why and how the teacher should be a curriculum developer. In achieving the task of curriculum development in this model, the teacher goes through the five major components of situational analysis, goal formulation, Programme building, Programme Interpretation and implementation, and lastly the monitoring, assessing, receiving feedback and reconstructing the curriculum if need be.

In the above described model, the teacher can start anywhere and activities can develop concurrently. He only needs to take into account different aspects of the curriculum process, see the process as an organic whole, and thus work in a moderately systematic way.

Having looked in some detail at the teacher as a curriculum developer, we shall now turn to the second major aspect of this paper, i.e. the teacher as an evaluator.

THE TEACHER AS AN EVALUATOR

Educational evaluation is a decision facilitative venture, and the skilful evaluator should contribute to the making of better decisions.

Who can better facilitate educational decisions more than the teacher? Who can better shape the statement of objectives, the attainment

of these objectives, the assessment of outcomes, the attainment of the overall input into the educational cycle other than the teacher? The teacher is thus an evaluator and the educational evaluator must be the teacher. "The talented evaluator," as aptly stated by Cronbach (1980) "is in the finest sense of the term, an educator," (a teacher).

Modern concept of educational evaluation is more all embracing, departing from the traditional concepts which linked evaluation with measuring students' achievement in a particular school subject, or only at the end of his exposure to a course of instruction.

Present day evaluation takes into consideration everything that goes into the teaching-learning situation. This includes details about the learners, i.e. their entry behaviours, what they are capable of doing etc. It also includes the teacher (his personality, intelligence, attitude etc); resources available for teaching, the methodology being used, and the students' achievement at the end of instruction. Data from measurement process then enables the teacher to take appropriate decisions regarding the appropriateness of the objectives of instruction, the content, etc.

In other words, evaluation takes cognisance of INPUTS (i.e. everything that goes into the teaching-learning process), the evaluation of PROCESSES OR TRANSACTIONS (i.e. what happens to the input in the course of educational instruction) and the evaluation of OUTCOMES (i.e. the end results of education).

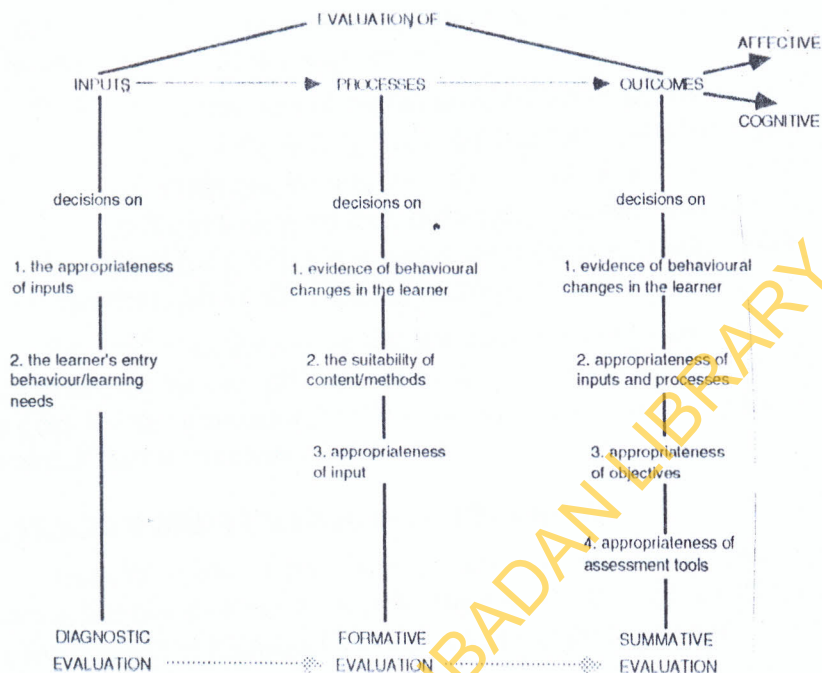
Evaluation can also be:

DIAGNOSTIC - when it takes place before the exposure of learners to instruction.

FORMATIVE -when it takes place as instruction or schooling (programme) progresses.

SUMMATIVE- when it involves the evaluation of terminal behaviour.

Evaluation can thus be seen as a cyclic process as shown diagrammatically by Obanya (1981) in Fig. 3 reproduced below:



THE TEACHER AND EVALUATION OF INPUTS

As already said, input refers to everything that goes into a programme. In a learning situation, this will be made-up of the learner and the school. The teacher as an evaluator at this stage is interested in and will evaluate what the learner is before his exposure to the (new) programme of instruction. The teacher will also evaluate what the school has to offer the learner.

No learner ever comes to a learning situation as a "tabula rasa". The teacher-evaluator at the input level assesses the cognitive skills the learner is bringing into the learning situation. The skills are made up of the learner's prior knowledge of the subject or topic he is going to learn. The learner's affective traits are also part of the focus of the teacher-evaluator. These traits deal with the learner's interest in the subject or topic of the day, his motivation for learning and his attitude towards the subject.

The learner's immediate environment also constitutes elements of evaluation at the input level. The immediate environment involves the

physical, material, and personnel resources of the school, as well as the quantity and quality of these components.

Data from the two sets of evaluation (the learner and the school), are within the reach of the teacher and any time he makes systematic analysis of these situations before commencement of an instructional programme, he is evaluating. In fact, the teacher should carry out this diagnostic evaluation if good decision must be made concerning content, methods and materials for the teaching-learning process.

The teacher-evaluator can use self made or standardised tests of cognition to evaluate the entry skills of the learners at the input stage. The same goes for the evaluation of the students' affective domain, and the influence of the environment on the learner.

THE TEACHER AND EVALUATION OF PROCESSES

The evaluation of processes or transactions, strictly speaking, focuses at five major elements namely: the syllabus, the individual lesson plan, the conduct of individual lessons, student achievement and student attitudes.

The teacher though not ideal to be and is not always the only evaluator of the process or transactions, can still comfortably carry out evaluation at this level.

The teacher in evaluating the syllabus takes a critical look at the syllabus and asks certain questions in order to resolve some basic issues relating to the general principles of syllabus design and curriculum development.

1. Is this syllabus ADAPTIVE to the peculiar conditions of my pupils?
2. Is the DEPTH in consonance with the general curriculum?
3. What DETAILS are there concerning subject matter and suggested teaching methods?
4. Is the syllabus based on an external examination?

The above questions and more can form the basis for this selection of items for inclusion in a questionnaire which the teacher-evaluator can use to evaluate the syllabus.

Though oftentimes, the head teacher or Departmental lead evaluates the lesson plan, the teacher can also evaluate it himself. The

conduct of individual lessons more easily fall under the evaluation of curriculum planners, administrators and researchers, the teacher can also readily carry out this aspect of process/transaction evaluation. If teachers want to see themselves as people who are continuously learning (and this should be the case), they should carry out self-evaluation of their classroom activities as a matter of necessity. Perhaps, the most effective method and source is the data from his own evaluation of students. With an in-built method of evaluation carried out at determined and regular intervals during the lesson, the teacher can assess the students' performance and comprehension of the lesson. This he can use as an index of his own competence, effective instructional methodology, achievement of objectives, etc. Thus, he is acting as an evaluator. The end of a unit of instruction forms a very, good stage for evaluation of student achievement. There is need to evaluate the outcomes of instruction **FORMATIVELY**, that is along the process of inculcating skills. Interests and attitudes also have to be evaluated. Is there a change in attitude - from an initial unfavourable one to a more favourable one as exposure to instruction continues? Or if the initial attitude was favourable, to what extent is it being maintained? Where interests and attitudes have gone on a downward trend, the teacher may have to take action to improve on teaching methods and on personal relations with learners.

THE TEACHER AND THE EVALUATION OF OUTCOMES

The focus here is the extent to which the learner has grown as a result of his exposure to the curriculum or programme of instruction. Both cognitive and affective outcomes will be considered, and since all the teaching programmes are designed for the benefit of systematic evaluation of what learners have gained, it is of utmost importance.

Evaluation of Cognitive Outcomes: For the teacher to do justice to this aspect of evaluation, he needs to first of all outline the details of what he has taught, specifying the skills and sub-skills learned. He should then develop a test specification or a test blue print. Essay tests or objective type tests (which include multiple-choice, short answer form, fill in the blank, true-false types) can be written to evaluate the cognitive outcomes of instruction. What is important is that what is contained in the test is related to what has been taught and is expected to have been learned by the students.

Evaluation of Affective Outcomes: The affective outcomes which include interests, motivation, attitudes, etc., are non-cognitive, but are nevertheless important aspects of the programme of instruction and should therefore be of importance at this evaluation level. Those traits which already exist in the student before taking part in the instruction should be evaluated at the beginning of instruction and at the end, to estimate the level of change.

The tests used at the input stage can be again used at the outcome stage for this evaluation. It is in fact best to administer the same tests, for they best bring out degree of discrimination between entry point and output point. The result can help the teacher in the future planning of his content and methodology, as well as serve as index of the pattern of cognitive achievement.

Evaluation of Self: The teacher as an evaluator should also evaluate his person. This is very important because the teacher's attitude towards his subject, his attitude towards his students and his interest in his subject, are important factors in the achievement of the objectives of instructions and of the total curriculum. Also of importance is the teacher's interest in his subject. His interest may begin to dwindle due to many reasons such as lack of job satisfaction, inadequate moral and material incentives from the school and the government, increasing interest in other subjects/disciplines in response to changing societal needs, inadequate teaching facilities and many other related factors. With all the foregoing, his motivation may become really low or poor. It is thus of paramount importance that the teacher should carry out on himself an evaluation of his affective domain periodically, and even also of his cognitive domain.

This evaluation he can do through a process of self-evaluation or peer-evaluation. He can administer on himself standardised tests of attitude, interests motivation, self-concept and the like. With the test manual as a guide, he can come to interpret his scores and arrive at a value judgement of the trait under consideration. From the results he may be able to see whether or not to seek professional counselling so as to be able to bring out the utmost in himself, both for his own good, for the good of his students and all other personnel involved in the curriculum. The evaluation can also be done through peers. Here, the teacher calls on his colleagues to evaluate him. He invites his colleagues to his classroom,

they watch him teach and give him a feedback as to their comprehension of the content of his lesson, their impression of his warmth and other indices of interpersonal relationships and so on.

Such self evaluation described very briefly above is a much neglected aspect of teaching generally; and this must not be so. The teacher should engage in this exercise, as he fits into the role of curriculum developer and evaluator as we are encouraging him to be.

CONCLUSION

Curriculum development, with the teacher as an active participant, will yield a lot of results. The 'syllabus era' should be a thing of the past. The teacher should be familiar with the different approaches to curriculum development and move from curriculum development to evaluation, evaluating the inputs, the process and the outcome components of education. In addition to this he should not neglect the education of himself: his interests, attitudes, motivation, etc.

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