

# EDUCATIONAL MANAGEMENT

**A SKILL BUILDING APPROACH**

*Edited by:* **Glad O. Unachukwu, Ph.D**  
**Perpetua N. Okorji, Ph.D**

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# CHAPTER TWENTY-ONE

## CURRICULUM DEVELOPMENT AND IMPLEMENTATION

Isah Emmanuel A. Ph.D

### **Chapter Objectives**

*At the end of the chapter the reader should be able to*

- i. Define the concept of curriculum.*
- ii. Itemize and discuss the phases of curriculum development.*
- iii. List and explain the three major types of curriculum*
- iv. Carefully explain the following showing their import in curriculum planning  
(a) Pedagogy (b) Content (c) classroom management (d) professionalism.*
- v. Discuss the following curriculum models illustrating the answer diagrammatically  
(a) Tyler's Curriculum Model (b) Taba's Curriculum Model*
- vi. Discuss the impediments to effective development and implementation of curriculum in Nigeria.*

### **Introduction**

Curriculum serves as the driving force in educational venture. The importance of the curriculum is evident as it is often the driving force in any economic development. Every profession is often interested in the content of its curriculum as it stands to dictate every other thing. With this importance, educators and the world in general need updated information on curriculum development as well as its implementation. Noting that there are several curriculum challenges, this paper examined the concept of curriculum and curriculum implementation. It further investigated the challenges in curriculum implementation especially in a plural society like Nigeria and some other countries of sub Saharan Africa. Finally, the study recommended strategies to facilitate curriculum development and implementation.

### **Overview of the Curriculum Concept**

Curriculum has always been an issue. This is so because several educational programmes have evolved out of inability of nations to

understand the cause of their developmental challenges. Countries with good educational technocrats have often preferred to look inwards. In Nigeria for example, after independence, Nigerian's complained and decried the theoretical curriculum in education bequeathed to the country after independence. Such cry resulted in the process that led to the development and adoption of the National Policy on Education of the Federal Republic of Nigeria (FRN) (2004). The previous educational system consisted of 6-5-2-3 system while the new one adopted in 1981 was 6-3-3-4 though it has been modified into 9-3-4 system of education.

Squires (1987), described curriculum as 'what is taught ... ought to be taught ... is at the heart of the educational enterprise'. Taylor and Richards (1985), further posited that 'it is the means through which education is transacted. Without curriculum, education has no vehicle, through which it can transmit messages, convey meanings and exemplify values.

Moronkola, Akinsola and Abe (2000), explained that curriculum is derived from a latin word '*Curere*' which means to run a race but now redefined as and commonly used as to 'work schedule' or 'particular body of courses'. Other commonly used terminologies of the concept are; unit, syllabus, scheme of work, lesson notes and lesson plan. Again, Brent (1978), argues that the concept of curriculum can be traced to Plato's exposure to *transcendental reality* in which Plato related several theories, among them being the theory of forms, knowledge, recognition, relational argument, pragmatist theory of knowledge etc. In the argument of Brent, it was explained that Plato's theory of knowledge yielded criteria for determining the validity of both a *Process* and a curriculum as educational. He went further to explain that an educational process to which curriculum is related can be termed '*dialectical*' in essence, a *slowly dawning vision*.

Another key scholar in curriculum Hawes (1979) posited that curriculum is contextual. Curriculum is contextual in that it must find a place among competing variables (micro and macro) variables. The indices involved in this context include; politics, economy, social system and the professions. Also included in the context are material and immaterial issues such as history and administration. From the foregoing it is clear that the issue of curriculum cannot be discussed in isolation of so many things.

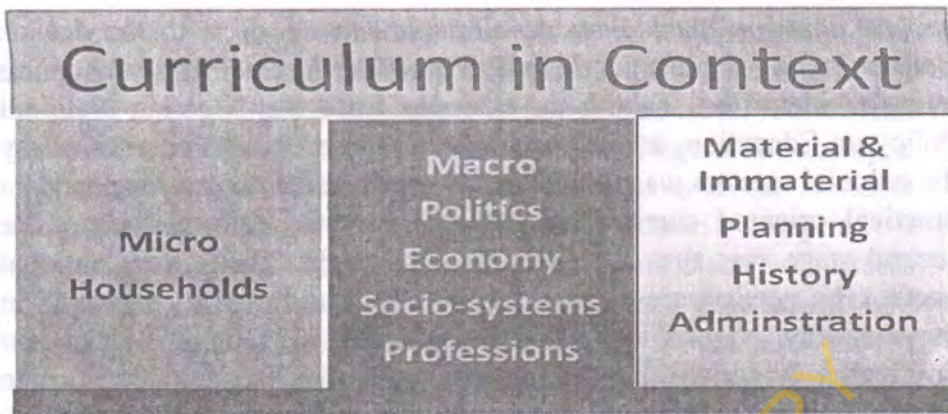


Figure 1: Curriculum Overview

Curricula do not just emerge. Curricula are often prepared to meet needs. In the meeting of needs, some issues are to be considered especially by educational planners and administrators. Once a need is nationally identified, the next thing is to prepare the content of what the curriculum for the need will be. This leads to the next section - Curriculum development.

### Curriculum Development Process

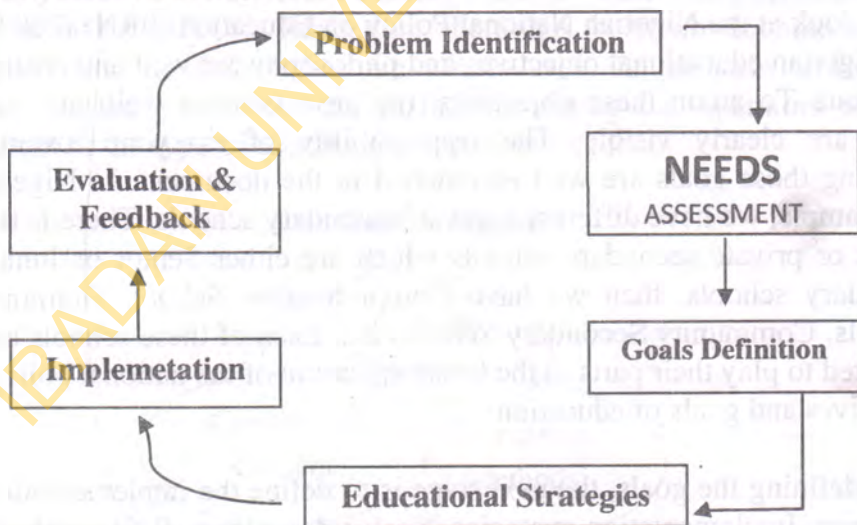


Figure 2: First stage in Curriculum Development

The curriculum development process can be broken into two phases. The first phase involves the six (6) stages itemized in Figure 2. The

second phase in curriculum development has to do with the design. Before drafting the design, the problem to be addressed in a curriculum must be identified. Taking an example from the Nigerian National Policy on Education, it was observed that the education bequeathed by the colonial masters was too theoretical and as such the nation needed a practical oriented curriculum that will enhance self reliance. The second stage was that all needs were assessed. There were national needs. The needs were categorized into various forms for example in the economy, Nigeria was not independent at all though independent politically. Nigerians needed an education for emancipation hence practical courses were introduced into the policy that culminated into the production of a new curriculum.

Another example is the case in Eastern Africa that consists of several countries. Majority of the countries in Eastern Africa find it difficult to express in the English language why? The national need has been identified to show that they are not interested in another culture whipping away their indigenous culture. To them the whipping away of their culture begins from the language hence the policy insists that the indigenous language must be the official language of communication in schools up to the end of secondary education. The indigenous language all over East Africa is Swahili. To attain these, there should be goals set. A look at the Nigerian National Policy on Education (FRN) (2004), the Nigerian educational objectives and philosophy are well and clearly spelt out. To attain these objectives, the processes are well laid out. They are clearly visible. The responsibility of everyone towards attaining those goals are well entrenched in the document. In Nigeria for example, we have different types of secondary schools. There is the public or private secondary schools which are either Senior or Junior secondary schools, then we have Comprehensive School, Grammar Schools, Community Secondary Schools etc. Each of these schools are expected to play their parts in the broad spectrum of the national policy, objectives and goals of education.

After defining the goals, the next stage is to define the implementation strategies. Implementation strategies involve describing all the methods with which what has been penned down will be attained. It involves the description of what is, who is where and who is responsible for anything and the definition of time lines for such activity. In Nigeria, the Ministry of Education at the Federal, State and Local government



levels is statutorily empowered to carry out such functions. The Ministry of Education apart from over-seeing the functionality of education is responsible for allocation of scarce resources, recruitment of personnel and distribution of responsibilities. In Nigeria for example, the curriculum process after needs identification goes to the National Council of Education (NCE). The National Council comprises a selection of people from all works of life and professions who assess what has been brought down to them. This initial assessment will determine whether the need will proceed further. If the need passes through the NCE, then it progresses to the next stage. There are several smaller bodies charged with the responsibility of break down. In Nigeria, we have the Center for Adaptation of Secondary Schools Curriculum (CESSAC), there is the National Mathematical Centre along with several other smaller groups that will take into cognizance what the NCE has done. It is important to note that these processes take years.

A final stage in curriculum development process is the evaluation stage. At this stage, it is sought to be found out if the objectives and goals/philosophies initially spelt out were attained. If they were not attained, why? A feed back system is usually plugged into the system to raise an alarm. In the Nigerian context, after 32 years of implementing the National Policy on Education, there has been no documented evaluation but its deficiencies are clearly seen. In the case of East Africa, we are yet to see dissatisfaction among the operators and recipients of the type of education practiced over there.

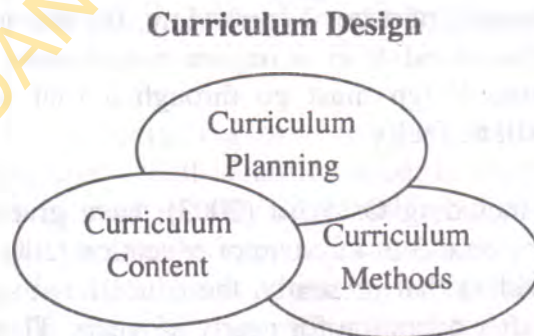


Figure 3: Curriculum design

## **Curriculum Planning**

Igwe and Rufai (2012), maintain that in the build up to the development of a curriculum is the first aspect known as the curriculum design. The design of a curriculum must of necessity involve curriculum planning, curriculum content, methods etc. The design of a curriculum begins from its plan. A plan involves the complete identification of needs, resources to meet the needs inclusive in the process and in most cases implementation and evaluation. In the process of planning a curriculum, the following must be available. There must of necessity be a NEED. After the need, there must be goals that the need is directed at and consequently objectives. When the objectives are known, then a philosophy must be formulated and thereafter, we can say that a scope has been created. When these are in place, the curriculum design process has begun to take shape.

In planning a curriculum, the curriculum planner must ask him/herself several questions. What are the intentions of this educational system? We need to take an example from the experience of the secondary education level in Nigeria where for sometime; educational administrators and planners have wondered if Nigeria has an educational curriculum at the secondary school level? The answer is both yes and no why? To an outsider, there are documents for teaching etc but how comprehensive? Have they been subjected evaluations since their use if so where are the reports? Who is the agency in charge of curriculum development? In recent years, parents and teachers who ought to be part of curriculum planning have been left out of the process with the result that new educational curriculum are introduced at will. In the planning of a good curriculum, the relevant bodies and agencies must be involved. It must require consultation and advocacy. A good curriculum design must go through a trial test or else its implementation will be faulty.

Several scholars including Osokoya (2003), have given reasons why the Nigerian policy on 6-3-3-4 system of education failed to achieve its objective. It is evident that presently, the educational system is under intense criticism after operation for nearly 35 years. Though the nation needed a better educational system, the planning process was incomplete. Moreover, the plan was eventually implemented by politicians and suffered several summersaults. What is the effect of the errors in that educational system which was so well designed? In the

modern educational discuss in Nigeria, the following were identified; absence of key personnel to run the educational programmes introduced (integrated subjects like social studies, integrated science), introductory technology, vocational subjects (carpentry, electrical works, home economics, sewing) etc. Again, several equipment especially welding and carpentry machines that were bought but had no buildings to enclose them rotted and wasted till today. While the paper produced in terms of subject and content were considered adequate, the ancillary provisions for a good system were absent which boiled down to the fact that the planners of that educational system and by extension that curriculum did not finish their task. The foregoing takes us to the warnings on curriculum design by Tyler (1950), represented by Igwe and Rufai (2012) on curriculum design. The description warned thus;

A curriculum must be designed to operate effectively in a society where a number of constraints are present, and with human beings who have purposes, preferences and dynamic mechanisms in operations... an initial early step... is to examine and analyze significant conditions that influence the construction and operation of a curriculum. The study observed that most curricula will not meet the needs of the society or community they intend to serve. The design and process of curriculum implementation is cumbersome that a mistake is quite expensive and difficult to rectify. There are several issues to a wrong curriculum design. First, the financial resources deployed therein become a waste. Secondly, the objective and philosophies of such designs are unmet. Such failures often result in stunted development of most national economies especially economies of developing countries and countries of sub Saharan Africa.

What therefore are the indices of a good curriculum plan? A good curriculum must have a well identified need. In identifying a need the curriculum planner must be devoid of self and selfishness. In most countries of sub Saharan Africa, needs are usually those of political parties who hold power. Needs appear micro instead of being macro. Needs are seen in terms of winning political followers knowing that education is a highly demanded commodity. In Nigeria today, the current graduate unemployment is not a product of a one day policy but a product of several years of combinations of poor curriculum planning, policy planning and improper coordination of policies.

## **Types of Curriculum**

There are different types of curriculum but principally, the following types will be considered in this study:

1. Learner centered curriculum
2. Teacher centered curriculum
3. Subject centered curriculum

### **Learner Centered Curriculum**

The learner centered curriculum is that type in which the learner centers as the object of attraction and in such a curriculum; several items will be built in. A major aspect that must be considered in developing a learner centered curriculum is the instruction method. The instruction method is important because once the learner fails to grasp what is intended, the goal of such a curriculum has failed. In essence, a learner centered curriculum inter-loops with teacher preparation. In a learner centered curriculum, the goals, objectives and philosophies of the educational enterprise must be borne in mind by the curriculum planner. The goals serve as the ultimate end of the plan. In the Nigerian National Policy on Education, the goals, objectives and philosophy of education are clearly spelt out (FRN, 2004). These goals are clearly written in the preamble of the document. It is expected of the curriculum planner to digest these goals and objectives. Other things that must be known about the learner to effect good comprehension are the learners mental age and his chronological age. Both of these enable the learner to cope with what he is taught. Though in modern psychology, chronological age has often been played down as there are evidences of children with low chronological ages but high intelligence quotient, but the occurrence is quite few hence psychologists argue that the chronological age cannot be done away with.

The issue of age in the development of curriculum can still be found in FRN (2004). The document posits that the age for attending pre nursery is 3 years while primary education begins at 6 years and post primary is to commence at 11+ years. Most tertiary institutions accept entry age of 17 years (UTME, 2012). It can be seen that in the preparation of a curriculum, the age factor is important.

Another very important consideration while planning or developing a learner centered curriculum is the instructional materials to be used by both teacher and students. Over the years, the quantity and quality of

instructional materials have kept changing in content, context and quality. Such changes have been occasioned by changes in Information Communication Technology (ICT), globalization. Determinants of Instructional Materials (IM) include; the nature of the subject (science, arts, abstract) etc. Another determinant is cost of IM, ability to handle complex IM by course teachers and tutors. The issue of IM is so over bearing on learner's ability to comprehend that it is highly necessary that it is included in the curriculum.

Again, it must be noted that the quantity of IM required, varies with levels and age of education. Take an example, at the nursery level, much attention is not paid to text books why? The comprehension level of the kids has not got to the level of textbooks. Any nursery child that handles a text book only looks for the pictures in that book. How then will a curriculum planner include textbooks in the content of the nursery school? At that level, children require pictures, workbooks especially. It is expected that a curriculum developer must have been well armed with such facts before embarking on the programme.

### **Teacher Centered Curriculum**

The teacher centered curriculum is that which has the teacher as the centre of attraction. It is necessary here to point out that over time, teacher centered curriculum has given way to learner centered curriculum, but in a recent study, Omolewa (2009), explained that despite all researches in the education sector, no alternative has been found to the teacher hence in any curriculum design, the teacher stands out distinct and must be taken into consideration. What are the factors to be considered in the teacher centered curriculum? Pedagogy, content, classroom management, students, training, professionalism etc

### **Pedagogy**

Pedagogy refers to teaching skills in the education enterprise. Not all who stand before students in the class are skilled in the art of imparting educational values. It can be argued that in most teaching service commissions, people without teaching qualifications are made to impart knowledge which is forbidden in developed economies. In the works of Osokoya (2003), a major challenge faced by the 6-3-3-4 educational system was the absence and insufficiency of trained education personnel. In Nigeria today, the problem still abounds despite the large number of teacher training institutions. Several times, the National

Assembly and others associated with law and policy making have set various bench mark dates that failed to change the qualification of teachers for example, the National Policy on Education (FRN, 1981), stated explicitly that the least teaching qualification in Nigeria from 1982 will be Nigerian Certificate in Education (N.C.E) but till date, some states employ unqualified teachers to teach in schools. Another case in point is the recent cry by the National University Commission (NUC), decrying the shortage of doctorate degree (Ph.D) holders as teachers in the universities and required lecturers to update their status before 2010 but additional 12 federal universities have been created between 2012 and 2013 worsening the already lecturer short market.

A teacher centered curriculum must look into the availability of teachers who are competent and can be sourced for the curriculum if is designing. Where it is impossible to source, then there must be a plan to produce but massively too. In the study of Akangbou (1985), the shortage of teachers for the Federal Military Government (FMG) initiated Universal Primary Education (UPE) of 1976, resulted in the evolution of crash teacher training programmes while the Unity Party of Nigeria (UPN) initiated free education programme of 1979 resulted in the proliferation of Advance Teachers Colleges (ATC)s and Colleges of Education (COE) most admitting students with lower qualifications. Any programme must take into consideration, teachers.

### **Content**

A teacher centered curriculum must be content driven. What is content? It is the fundamental knowledge that is expected to be inculcated into students. It will become a mockery of curriculum planning, development and implementation when teachers who are expected to be curriculum drivers do not have a mastery of the content of the subjects which they are to teach. In recent years, there has been much controversy over who awards teacher certificates. A school of thought argues that teachers must be certificated in education since basically they are to teach hence every teacher must be awarded a Bachelors of Education (B.Ed.) degree from the Faculty of Education. However, other teachers are of the opinion that there is no need awarding a special certificate for education teachers rather every body should study content. However, as educators, we all know that no man is born a teacher. Every one acquire basic skills for teaching hence this study

aligns with the fact that anyone who must teach must be certified with a certificate and license as is done in advance countries.

Teacher education content must be designed for the classroom. No one should be allowed to 'gate crash' into the teaching profession. The curriculum designers must be so content driven that it will be clear to the gate crashers and their mentors that they will not be able to fit into the system.

A good curriculum designer should be able to design the content in line with the level of the learner. The pre-service teacher must be well prepared for these. A teacher should have been exposed to severe practicals before leaving school. Another important aspect to be considered when designing a teacher centered curriculum is availability of teacher resources. What are teacher resources? They are those special skills which a teacher relies on in time of need and challenges. Apart from skills (pedagogy), the teacher requires physical school resources to be able to excel. However, in most curriculum plans in Africa, these resources are scarcely included in planning. As far as most curriculum designers are concerned, as soon as the needs are identified most planners go ahead to design syllabus etc.

### **Classroom Management**

Classroom management is another significant aspect of curriculum development and implementation. Good curriculum development must put into consideration the indices of good classroom management. What are these indices? They include; the subject and nature of the subject. Again, it should involve the prescribed pupil/teacher ratio for the subject. Others are the availability of requisite infrastructure and its utilization. The type of subjects in schools varies from the arts, science, and technology to natural science. Arogundade (2009) posited that good classroom management should of necessity involve the structure of the classroom. This means that the way the school's classrooms are constructed is of essence. In today's education sector, planners have come up with designs expected of schools but most times, these are not carried out while implementing. Schools are often designed to facilitate entry and exit as well as security reasons.

Another important factor is the knowledge of the learners by the teachers. Good classroom management should allow teachers ample

opportunities to know their students, interests and abilities. Again there must be a good supply of instructional materials and adoption of appropriate teaching methodology. Most curriculum designs in Nigeria lack many of these qualities for example, there were times when some programmes were introduced before the basic texts required for such programmes were written. In other cases, programmes would have taken off for quite some time before teachers, instructors, lecturers and guides are scouted for such programmes. As at today, some subjects introduced in 1981 still lack teachers in many states of the Federation for example; introductory technology, vocational education etc.

### **Professionalism**

In the preparation of a curriculum, professionalism is designed within, if standards and quality are to be maintained. In the design of a technology based curriculum, it will be absurd to find an expert in theatre arts instructing would be pilots on how to fly an aircraft. To maintain standard and ethics of any society, professionalism must be built into the curriculum. In essence, at every stage of the curriculum design, instructions must be embedded on who handles what and how he/she does it. Further to this, the principles of professional development of teachers needed for any aspect of the curriculum must be noted.

### **Principles of Curriculum Design and Development**

The principles often adopted in curriculum design and development include;

- Activation of previous knowledge
- Demonstration
- Applications
- Activation of developed curriculum into real world experience

To effectively design a curriculum in the process of curriculum development, there must of necessity be an activation of the learner and the teacher's previous knowledge. In this regard for the teacher, emphasis is on acquisition of knowledge in the form of content which is gotten during training. Such knowledge places the teacher or guide above the student he or she is to teach in scope. Without the activation of previous knowledge, the teacher and the learner will be at the same level. On the part of the learner, he is made to draw from related physical examples that abound in his environment. The learner



becomes highly motivated to learn and hence it is a way of gradually inserting the teaching methodology into the design. Curriculum designers must be aware of this principle. It must be well understood that the role of the teacher, the learner and content in curriculum design and development forms a major aspect and is a principle in curriculum development.

In all subjects, there has to be demonstrations especially when such subjects contain elements of practical studies. Important subjects as the sciences (mathematics, physics, chemistry, biology etc), physical education, theater, agriculture, technology etc require demonstrations. Teachers and students must be able to show mastery of the contents of those subjects while in schools. A good curriculum designer must be principled on the methods of skill transfer especially in the type of instructors recruited to develop these areas. In the area of medicine for example that deals with human life, there must be nothing left to chance. Text and materials must have been well designed with practical instructions put in place for learners and students. The next stage is the application of the developed curriculum. These can be done through modeling. Modeling could partially run simultaneously with evaluation. Though the curriculum may not have been practicalized in the real world setting but its major trust could be seen through modeling. A good curriculum before final introduction to real world experiences ought to have been subjected to real world experiences. Many of these principles itemized are not easy to execute in real life but are necessary for a curriculum design to be adjudged good. Finally, a major principle in curriculum design is curriculum evaluation. The designers must evaluate the designed curriculum. Evaluation is in various forms as formative, summative and final evaluations. A good curriculum is designed to accommodate interest of all parties that will be involved in its execution which in essence means that a good curriculum must be user and learner friendly.

## Elements of Curriculum Design

Types of Curriculum		
<b>Teacher</b>	<b>Learner</b>	<b>Content</b>
Training/Pedagogy	Learner's age	National Needs
Content acquisition	Learner Needs/National interest	Societal/community Needs
Knowledge about Learner	Educational objectives/philosophy	Educational levels
Methodology	Student Motivation	Syllabuses
Classroom management	Structure of classroom	Texts etc

Figure 4: Elements involved in a curriculum design

## Illustrations of Principles in Curriculum Design

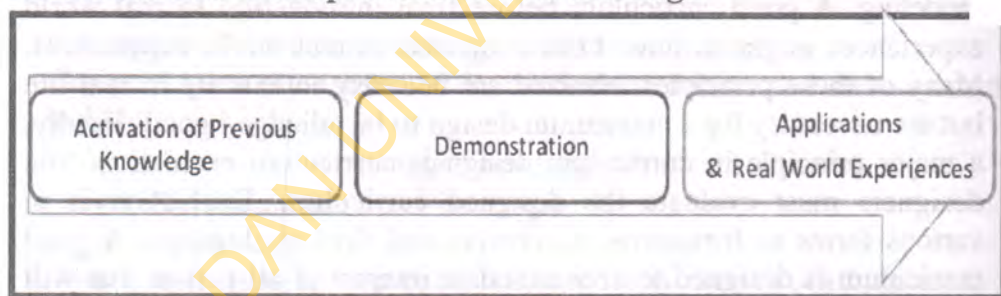


Figure 5: Principles in Curriculum Design

## Models in Curriculum Development

There are several models of curriculum design. Among these are the Classical Humanist, Wheeler's, Tyler and Taba's curriculum models. The prominent ones that shall be discussed in this study are the Ralph Tyler's Model and Hilda Taba's Model. This is so because the duo of Ralph Tyler and Hilda Taba are quite positive. It is asserted that they have been the most influential curriculum models the world has known.

## Ralph Tyler Curriculum Model

Ralph Tyler was an American educator that was born in Chicago and lived between 1902-1994. He worked on the field of educational assessment. Ralph Tyler was fortunate to be born into an aristocratic American family as his father was a medical doctor. Such family background and pedigree gave him the opportunity for good education. Ralph Tyler served on and chaired the Committee that developed the National Assessment of Educational Progress (NAEP) in the USA. Ralph Tyler had great influence on curriculum development as an educationist because he was opportune to direct the channel of resources being a professional and a chairman to the committee. Ralph in his interactions especially on primary and higher education asked four basic questions that eventually became the pillars of his postulation in curriculum modeling and they are;

1. What is the educational purpose that an institution should seek to attain?
2. What are the educational experiences that can be provided that can likely help to attain these purposes?
3. How can these educational experiences be effectively organized and
4. How can we determine if these purposes are attained?

Tyler's questions simply pictured in a diagram can be seen in figure 6

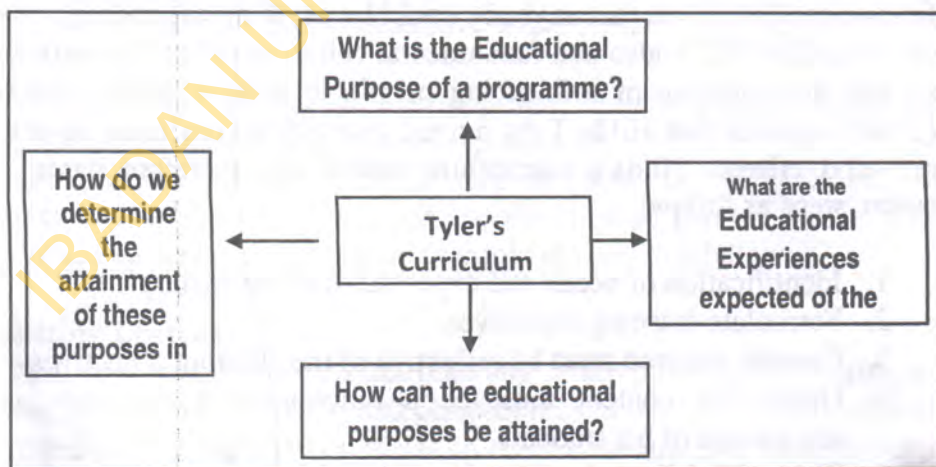


Figure 6: A diagrammatic representation of Tyler's questions that is commonly referred to as Tyler's model.

The model from all assumptions/thoughts has 4 questions, yet encompasses all the stages and processes required of a good curriculum design or development. The first question is what is the educational purpose of the curriculum? This question encompasses the aspect of needs assessment and purpose for the design. The second question centers on the educational experiences bringing into focus the learner, the content and the institution. The interactions of these three are central and pivotal to the purpose of curriculum development and design. The third question has to do with the strategies to be adopted while the fourth question has to do with evaluation. As could be seen from these four questions, some other designers had formulated up to 12 or more. That will bring us to another popular model, the Hilda Taba's model.

### **Hilda Taba's Curriculum Model**

Hilda Taba's conceptual curriculum model according to the knowledge portal is often referred to as the grass root model. Hilda was born in Estonia in the former Union of Soviet Socialist Republic (USSR) and lived between 1902 and 1967. She was a curriculum reformist, educator and teacher. Hilda in her psychological, social-political and educational development was greatly influenced by the renowned educational psychologist, John Dewey especially on the tenets of democracy which she was not opportuned to experience. Again, Hilda's assertion and influence were re-modified by the Russian revolution. Hilda's fundamental idea was that anybody could be anything depending on the opportunities. Hilda also had fundamental beliefs in the community and so had the intention of influencing people to achieve goals. Frankel (1994) explains that Hilda Taba agreed that curriculum must be made on valid criteria. Hilda's curriculum model was therefore based on seven steps as follow;

1. Identification of needs and expectation of the society
2. Formulate learning objectives
3. Content selected must be reflective of the learning objectives
4. Organizing content must be a function of the teacher and knowledge of his students
5. There should be selection of learning experiences
6. There should be an organization and determination of actual learning activities
7. Evaluation and effectiveness of curriculum

The above tenets of Hilda's model are very important in curriculum development and implementation. Comparing the Hilda model with Tyler's model shows that Tyler had four (4) questions that showed all the stages and processes of curriculum development but Hilda had seven. What then were their differences? In the first instance, Tyler was more interested in the modification of curriculum to suit social and national needs while Hilda was more concerned about the individual, community and society. It is not unlikely that the social environment in which the two model instructors lived had sharpened their imaginations about the world. While Tyler lived in a democratic setting, Taba was brought up under a socialist/community setting and hence Taba as an individual and an educator needed liberation for herself and her society unlike Tyler that was born into an aristocratic democratic society.

Again, Hilda Taba was influenced by renowned social educators like John Dewey with the Russian revolution having its influence but the same is not true of Tyler. Tyler was educated and had the opportunity to chair a committee that dictated the channelization of funds. Specifically, he had a firsthand experience. While both parties eventually said the same thing, Tyler had only four (4) stages which he described with questions but Taba explained her stages with statements. Other influences on Tyler and Taba included Bloom who developed the famous Taxonomy of Educational Objectives. There is also Blooms curriculum model which is not the focus of this study. It is clear that Tyler's curriculum model is deductive while Hilda's is inductive.

### **Challenges to Curriculum Development and Implementation in Nigeria and Sub-Saharan African Countries**

Several factors serve as impediment to both the development of curriculum and its implementation process in many parts of Africa with Nigeria inclusive. The factors responsible are detailed below.

#### **Selecting Learning Goals**

A core challenge to curriculum planning is the ability of educators to select the goals (objectives) and philosophies of the type of educational curriculum that will be beneficial to their communities, societies and nation. Most of the time, Nigerians find it difficult to establish the ultimate goals of its system. In the post independence Nigeria, it was observed that Nigeria's educational system patterned after the British was unsuitable for Nigeria. An indigenous 6-3-3-4 system was adopted.

The theoretical approach to the system including curriculum development was excellent but 30 years into its operation, gaps and lapses have been identified for example, the trust of the 6-3-3-4 system was self reliance but emerging figures from the Nigerian Bureau of Statistics indicates that Nigeria is experiencing the highest level of unemployment unprecedented after independence. This also applies to other countries of sub-Saharan Africa. It is perceived that something is wrong with the educational system especially the curriculum that seem to produce unemployable graduates.

### **Selecting Knowledge Delivery Models**

This has to do with methodology. In some cases, the wrong hands are made to select the type of models to be adopted. Challenges occur when the wrong knowledge delivery model is adopted. Most countries depend on some models that are irrelevant to the African setting. Among factors responsible for this is that the socio-political environment of the knowledge model being adopted may not have been properly examined before importing it. Take for example, the 6-3-3-4 system had commenced before it was observed that teachers for special areas were completely unavailable then started the crash programme to foreign countries for training etc. The equipment that were bought are no where in our schools today. The ultimate is that the programme has failed but who is accountable?

### **Creating Assessment Methods**

Some challenges with curriculum development and implementation in Nigeria and other sub-Saharan African countries is inability to create viable assessment methods. Assessments are either not done at all or the assessment indices are not clear. A clear case is the assessment for the 6-3-3-4 education curriculum. Despite the fact that its failure is obvious, assessment has not been published by Nigeria's Ministry of Education. The case is the same in most other African countries. In some cases, politics, ethnicism and corruption cloud some assessment criteria. Assessment criteria must be built into any curriculum programme before implementation and fine tuned during implementation.

### **Finance, Community and Society**

The inability of several African governments to finance curriculum and by extension education leaves much to be desired. In several situations,

the education provided has no direct relationship with the needs of the society. Most communities are not consulted when curricula are being designed. In some cases those to implement curricula may not be aware of the curriculum design until the implementation process. Assessment of skills and manpower is not carried out before the decision to design and implement curriculum. Most communities are not aware of the linkage between education and their society.

### **Politics and Expected Returns**

Despite the number of educational planners in Nigeria, the rate of returns of education on investment is yet to be properly ascertained but early classical educational planners and economists opined that returns on primary and secondary education far outstripped returns to tertiary education hence other educational economists like Akangbou (1985) agreed that tertiary education should not be made free in Nigeria. Expected returns to education in some other instances have been politicized especially as it pertains to the supply of education. Educational demand has consistently been on the rise in Nigeria due to the fact that it has some positive results. It is the sure and easiest way to escape poverty while it is also a good tool for improving the age earning profile. In Nigeria, politics has been introduced to education and with this, both location of schools, admission to schools bear political leanings that influence expectations.

### **Personnel**

The challenge of personnel in education has been a problem till today. It has severally been researched by educators that most educational institutions lack personnel. Shortages in personnel manifest in the absence of experts. In the history of Nigeria's curriculum design and implementation, personnel availability has always been a problem for example, the 1976 FGN Universal Primary Education (UPE) scheme that led to the development of teacher using the crash programme. Another was the Unity Party of Nigeria (UPN), free education scheme that led to the establishment and proliferation of Colleges of Education and Advance Teachers Colleges. After the 1981 adoption of the National Policy on Education, it was shortage of personnel that affected the take off of the programme. In addition to this, the personnel in the area of curriculum planning and implementation are in short supply hence the challenges. It is observed that most people that engage in

curriculum planning in the developing world are not experts in that area.

### **Determination of Curriculum Content**

Determination of curriculum content is another challenge. An example is the current unemployment problem facing graduates traceable to poor curriculum content. While the 6-3-3-4 education system was predicated on several factors as incongruent curriculum content with social community, the present policy emphasizes self reliance. However, the present unemployment indicates that there is no congruence between skills and certification questioning the educational objective and philosophy of the country. Most time, curriculum content that is not well articulated serves as the source of challenge. Such challenges however cannot be unexpected with poor personnel, politics etc.

### **Technological**

Technological innovations have remained a core challenge to curriculum development and implementation in Nigeria. In the first instance, along with all aforementioned challenges especially personnel, technology has a lot to contribute in modern curriculum monitoring and implementation. Despite cost for acquiring these equipment they often improperly deployed, maintained and in most cases not well used. Modeling in curriculum using technology has not been articulated in developing countries. Again, educational dissemination is mostly technological (e-learning, computer assisted learning) etc. these are yet to take root in most less developed countries.

### **Evaluation**

Evaluation is a major component of curriculum development and implementation. Due to its significant nature, curriculum evaluation is often divided into formative and summative but it is observed that in Nigeria, it is uncoordinated. The relevant agencies saddled with these responsibilities have simply not proffered solutions over time. Curriculum evaluation mechanisms must be put in place by qualified and competent experts.

Finally, it must be said that the curriculum implementation process in most countries is decentralized as it is done in Nigeria depending on the



levels of government. Education in Nigeria is coordinated by the Federal Ministry of Education (FME) and replicated in the States Ministry of Education (SME). On a lower scale, the Local Education Authorities (LEA) due to the constitutional requirement for administration. To this end, it can be said that the evaluation process is uncoordinated as the SME are often administered with political leaders with differentiated ideologies. Worse still is the absence of data to fully evaluate the level of curriculum implementation as well as determine the next line of direction.

### **Implications of the Study for Educational Planners and Administrators**

The significance of this study cannot be over emphasized. The current problems facing most countries of sub-Saharan Africa in the area of graduate unemployment is absence of skills for self reliance traceable to poor educational curriculum content hence it will be highly beneficial for educational planners and administrators to observe the following;

1. There should be continuous determination of social needs and relevance of curriculum at all times in the curriculum implementation process. The current situation where social needs are determined once by a group of politicians or the media is not only unacceptable but unethical.
2. We must learn to put square pegs in square holes to attain fit. A situation where politicians that have no training in curriculum development or education become the determinants of curriculum and the theories that will be used for curriculum development and implementation will take nations no where. Experts must be allowed to do their works. Experts in question must be seasoned curriculum development experts.
3. Curriculum monitoring and evaluation must be given its due priority. It is not sufficient to develop a curriculum but its implementation must be evaluated at all stages. In addition to this, the evaluation process must be coordinated between Federal, state and LEAs to give meaning.
4. The implementation needs of curriculum should always be determined during the development process before embarking on implementation. A situation where the curriculum implementation

begins before it is noted that there is inadequate teachers, laboratories, classrooms etc is a plan to fail. It reveals sinister motives.

5. Social cankerworms must not be allowed to destroy social engineering processes like curriculum. An example of this is corruption. An inroad of corruption will result in a total waste of all scarce resources allocated to the process

### **Summary**

This study examined the development and implementation of curriculum and laid significant emphasis on less developed countries. The chapter explained that the curriculum development process and implementation needs to be better articulated to give a good content with good methodologies and learning content. The importance of philosophies and objectives of education were well spelt out. Though several curriculum models were identified, the chapter examined the Tyler and Taba models of curriculum development. The challenges of curriculum development and implementation in Nigeria and other less developed countries especially countries of sub-Saharan Africa was explained.

### **Review Questions**

1. Carefully explain the following  
(a) Curriculum (b) Curriculum Planning
2. With the aid of a diagram discuss the phases of curriculum development.
3. Development of curriculum as well as its implementation process has been problematic in Nigeria. Adjudge and explain giving suitable examples, six reasons that account for this and proffer solutions.
4. List the types of curriculum and explain each of them.
5. Identify and explain any four factors that must be considered in the development of a teacher centered curriculum.
6. Discuss the models of curriculum by:-  
(a) Ralph Tyler and (b) Hilda Taba

7. Write short notes on the following in the curriculum development
- |                             |              |             |
|-----------------------------|--------------|-------------|
| (a) Professionalism         | (b)Content   | (c)Age      |
| (d) Instructional materials | (e) Pedagogy | (f) Content |

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