

## Curriculum Studies for Tertiary Institutions in Nigeria: A Review

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### OBSERVATIONS

The book has a nice cover and clear printed words, except P.57 that reflects poor toner usage. It has Forward, Acknowledgements and Preface but no stated prize. It has seven (7) Chapters. It has a Foreword, Acknowledgement and Preface but no stated Prize.

The outlay of **Chapter One: Education and Curriculum** is poorly arranged, obviously not sequential: Education and Curriculum, Concept of Education, Importance of Education, the Concept of Curriculum, the Need for Curriculum in Education, Education as an Instrument of Social Change, School as an Agent of Societal Development, Summary, Review Questions. One of the objectives of writing Text Books for Students usage is to present ideas in a sequential manner to encourage students to see how ideas are related and interrelated and also to generate overall understanding of the contents of the book. Thus, in the text, the **desired sequence should have been:** Concept of Education, Importance of Education, Concept of Curriculum, Importance of Curriculum, the Need for Curriculum in Education, The School As an Agent of Societal Development, Summary, Review Questions.

In explaining the concept of Education, the authors quoted copiously different sources, including the **National Policy on Education** (2004, Revised); Njoku (1980) Francis (2010) & Captain (2011) on page 3 without entering page (s) of quoted materials: this is unacademic and unacceptable. Therefore, the page(s) of quoted materials must be entered.

On page 3 also, there is **Mayer et.al.** (2012). All sources must be entered, no et. al. There is the need for adequate spacing between words, numbers, and so on. While explaining the

concept of Curriculum on P.7, the authors wrote another source, Reysetal (2003). In **The Need for Curriculum in Education** the following material should be entered on P.9 after the word attainment. It is imperative for every modern nation to have a **National Policy on Education** which is to drive the nations educational development.

Under **Education as an Instrument for Social Change**, The following material is suggested to be added for clear elucidation: Education is the powerful instrument of economic, political, cultural, scientific and social change. The teacher should know well the needs of the society and the nature and direction of social change.

Social Change refers to the modification in the organization and behavior of the group expressed in its laws, institutions, customs, modes and beliefs. When change supposedly for the better it becomes progress which is essentially an evolutionary concept (Mathur, 8964). The term social change might imply changes in social attitudes, behavior, customs, habits, manners, relations and value of People, in social instructions and structures, in the ways or styles of living.

A major flaw in the Book is the lack of account regarding the Development of Curriculum in Nigeria. **Enter on P.8** Historical Development of Curriculum in Nigeria. The advent of Christian Missions marked the beginning of curriculum development in Nigeria. The Christian Missions - who arrived in 1842 – set up missionary schools where Nigerians were taught the 4 R's. Despite being foreigners, the Christian missionaries were so influential that they solely regulated the Nigerian School curriculum from 1842-1882.

They maintained sole ownership and management of Nigerian schools after establishing them. Likewise, they laid down the teaching methods, the objectives and the curriculum to be adopted by the schools. Primarily, the teaching methods focused on how the subjects in the missionary curriculum were taught. As provided by the schools, four R's comprised Arithmetic, Reading, Religion, and Writing.

The first group of primary schools instituted by the missionaries was in Lagos, Abeokuta, and Badagry (peakng.com).

### CURRICULUM DEVELOPMENT SINCE INDEPENDENCE

Shortly after the Ashby Report was submitted, Nigeria attained independence from British rule on October 1, 1960. The Ashby Commission drew specific attention to Nigeria's curriculum development particularly by suggesting the establishment of compulsory manual projects in Nigerian secondary schools. More so, it recommended that various types of curricula should be provided at secondary schools. Meanwhile, it was suggested that the curricula should include agricultural, vocational and commercial courses. Members of the Ashby Commission further suggested the establishment of Advanced Teachers Colleges (to be affiliated with Universities) and the integration of pre-service and in-service training given to teachers. Other recommendations implied that there should be a new undergraduate course described as B.Ed. (alternatively) B.Sc.Ed. and B.A.Ed in the Universities – in Nsukka, Lagos, ABU, Lagos, Ilorin, and Ibadan.

The summary on P.14 does not specify which edition of the **National Policy on Education** was being referred to.

On Page 19, the page (s) of the quoted material in the **National Policy on Education** (2004, Revised) must be entered. The last paragraph on P.19 reflected an incorrect spelling of learners, instead of learners. On Page 30, the Cognitive Domain was said to have consist of six (6) levels from the lowest to the highest namely. The levels should have been serialised, rather than arrowed thus:

1. Knowledge,
2. Comprehension,
3. Application,
4. Analysis,
5. Synthesis, and
6. Evaluation.

Similarly, Page, 33 reflected the Affective Domain where the five (5) levels of Affective Domain were stated. The levels should have been serialised in roman figures (to ensure consistency) :

- i) Receiving, ii) Responding, iii) Valuing, iv) Organizing, and v) Characterization by Value /Value complex.

Surprisingly, the Psychomotor Domain was correctly serialized on 35. This is consistent with the Reviewer's suggestions.

### Chapter Three: Patterns of Curriculum Design ..... Mints / dement

**Characteristics of Activity Curriculum** on P.51 should have been explained serially, i), ii) thereby making it consistent with the other materials in the book and so on rather than started.

**Chapter Four: Models for Curriculum Planning and Development** Definition of Curriculum Planning was stated on P.56. A more succinct definition should be added to the explanation of what **Curriculum Planning is** : Curriculum planning refers to the creation of a **curriculum**. There is in clear definition of what a **curriculum** is. Some definitions are rather centered around student activities, e.g. **curriculum** is the planned engagement of learners.

A curriculum is considered the "heart" of any learning institution which means that schools or universities cannot exist without a curriculum. With its importance in formal education, the curriculum has become a dynamic process due to the changes that occur in our society.

### STAGES IN CURRICULUM DEVELOPMENT

The four stages of Curriculum Development are:

1. **Planning:** During this stage, the specific development steps are laid out. The idea or issues that are being addressed is determined and a curriculum development team is formed. Once professionals are gathered, they look over changes in the content area and assess the needs of the students.
2. **Content:** As the team moves into the second stage, their focus turns to the intended outcomes of the curriculum, the program's unifying framework, and the content they are focusing on. After that, new methods of teaching said content are created.
3. **Implementation:** Finally, the new designs and methods are put into play. Facilitators must be made based on how the new

program is received. Not every plan results in the designed goals, so developers must be willing to change things.

4. **Evaluation:** As the curriculum's use continues, it may require updates as the nation/ world progresses. New content may be added in while old content might be removed. Additionally, the curriculum may start to fail with newer groups of students, thus requiring another redesign.

**Chapter Six Curriculum Evaluation** P.111  
Forms of Curriculum Evaluation on P.113 should have been serialized as i) .....iv) xx

**Techniques and tools of Evaluation** on P118 should have been serialized as i), ii) and not bulleted to make for easy referencing by learners and their teachers. This is also true of the material on **Advantages of Curriculum Evaluation** just as the material on the last paragraph of P. 121 ought to have been serialized consistent with best practice and not arrowed which looks quite untidy as it makes referencing practically difficult.

### CHAPTER SEVEN: CURRICULUM CHANGE, INNOVATION AND INFUSION

The page (s) of the MKpa (1985) definition of Curriculum innovations on Pp 124-125 must be entered on P.124 consistent with best practice.

**Importance of Curriculum Innovation. In explaining Strategies and Models for Curriculum Change and Innovation on P. 131,**

the Authors entered a source wrongly: Harries et. al. (1978) model: All sources must be entered within the text and on the reference page (s).

The steps identified in the material on **The Innovation Process** should have been serialized to facilitate understanding and comprehension. The following material is suggested to be added for clearer understanding. **Curriculum innovation.** Babson's innovative curriculum engages students and professionals in interdisciplinary education that inspires analytic thinking, creativity, and ethical business practices through experiential learning (babson.edu).

### REFERENCES

- [1] Apologum, S.S. (2005). **Challenge of Globalisation to Curriculum Planning in Nigeria.** S. O
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- [4] Mathur, R. B. (2012). Education As An Instrument of Social Change in: **Education and Development** Unit 1. Wednesday, October 3<sup>rd</sup>.
- [5] Taba, H. (1962). **Curriculum Development: Theory into Practice.** New York: Macmillan Co. Inc.
- [6] Babson.edu
- [7] Peakng.com

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