

## **CURRICULUM DEVELOPMENT PROCESS IN SECONDARY SCHOOLS IN NIGERIA WITH REFERENCE TO DELTA STATE**

*Dr. Christiana N. Nwadiokwu*

*Dept of Curriculum Studies & Educational Technology  
School of Education,  
College of Education, Agbor,  
Delta State.*

### **Abstract**

This study sought to examine curriculum development process in secondary education in Nigeria with particular reference to Delta State. Descriptive survey was employed for the study. Two research questions were raised for the study. The target population comprises of 11,112 secondary school teachers across the three (3) senatorial district in Delta State. Stratified random sampling technique was used in selecting eighty (80) teachers from the target population. The instrument used for data collection was a four point likert rating scale of very great extent, great extent, little extent and very little extent, the questionnaire was tagged: Curriculum Development Process in Secondary Schools Scale (CDPSSS). The instrument were faced validated by two experts, one from the department of curriculum studies and instruction and the other from the department of measurement and evaluation both from the College of Education, Agbor. The reliability of the instrument was ascertained using Cronbach Alpha analytical technique which yielded 0.83 reliability coefficient. Data of 2.50 was used for decision taking on the respondents responses as benchmark. Data collected were analysed using frequency distribution, mean rating scale and standard deviation. Findings revealed amongst others, that the society influences the aims/objectives on the development of curriculum process, that majority of experts were not satisfied with curriculum development process in the secondary school level because teachers lack special training in curriculum development process. It was further recommended that, there is need to revise the curriculum and textbooks to improve the quality of curriculum in Delta State.

**Keywords:** Curriculum development process, secondary school, Delta State.

Curriculum development is a dynamic process as it changes according to the needs of the society and the stakeholders of the education system. The curriculum

development process includes several stages such as planning, preparing, designing, developing, implementing, evaluating, revising, and improving. Traditionally curriculum development has been seen as planning for a sustained process of teaching and learning in a formal institutional setting. Curriculum development is systematic and dynamic process sensitive to time and place in which preparation, development, implementation and evaluation steps are involved (Begg, 2013).

According to Hussain (2011), curriculum development is a permanent search for qualitative improvement in response to change in the society. It is a formulation of materials and its use for educative processes to organize better learning opportunities. For example, should the policy aim to teach what is of value, as embodied in subject disciplines, and for deep understanding in preparation for competing in the global economy? Or should policy aim for a personalized curriculum that recognizes students as active partners in their learning or develop their potential as a person (Koskei, 2015).

The nature of school organization and type of administrative structure in which the programme is carried out influences the curriculum development process as a whole. The centralized administrative structure in Delta State has strong effect on curriculum development. In consultation with education providers in the country, the government is working to develop a national curriculum and come up with educational policies that will govern the education system of the country (Akhtar, 2004).

### **Curriculum Development**

Curriculum development is that aspect of the curriculum process that is concerned with the detailed selection and organization of content, learning experiences and resources. The process of building the curriculum into a functional form for schools is termed Curriculum Development. According to Ivowi (2014), Curriculum Development is a formulation of material and its use for educative processes. Similarly Alvor (2014) is of the opinion that Curriculum is considered as the "heart" of any learning institution which means that schools or the university cannot exist without a curriculum. With its importance in formal education, curriculum has become a dynamic process due to the changes that occur in our society.

Curriculum Development is a permanent search for qualitative improvement in response to change in the society. Curriculum Development is thus a dynamic process as it changes according to the needs of the society and the stakeholders in the education system (Begg, 2013). According to Obiefuna (2009), the essence of curriculum development is to generate a package that will direct and guide the teacher, ensure that the learner acquires appropriate skills that will enable him/her develop provoking ideas and thoughts, sensitive feelings about his/her environments.



To this, curriculum development includes the following stages:

1. Needs assessment of the society;
2. Preparation of a proposal for developing the curriculum;
3. Involving the ministry of Education;
4. Establishing a project team;
5. Preparation of an experimental curriculum outlines in which subject contents and methods were allocated;
6. Making a limited publication of the trial edition;
7. Trying out this new curriculum experimentally;
8. Making judgement in terms of the extent to which the new aims and objectives were met;
9. Seeking approval from classroom teachers, educators and ministry of Education;
10. Publication of results and
11. Follow-ups using in service training seminars and workshops.

#### **Purpose of the Study**

The main purpose of this study was to investigate the process of curriculum development in secondary school education in Delta State. Specifically the study sought to:

- i. Determine the extent to which societal needs influence curriculum development process in Delta State.
- ii. Examine extent to which the skills of curriculum experts influence curriculum development process in Delta State

#### **Research Questions**

The following research questions were raised for the study:

- i. To what extent do societal needs influence curriculum development process in Delta State
- ii. To what extent do skills of curriculum experts influence curriculum development process in Delta State.

#### **Significance of the Study**

- ✓ The findings will be useful to curriculum developers because it will provide an insight into the curriculum development process in secondary schools.
- ✓ It will be helpful to meet most of the queries raised by the Ministry of Education who will use them to guide curriculum development process.
- ✓ It will be significant to policy makers who make policies in education.

### **Literature Review**

The literature is reviewed under the following headings:

- i. Concept of curriculum and curriculum development;
- ii. Factors influencing curriculum development process;
- iii. Processes involve in curriculum development;
- iv. Theoretical Framework and
- v. Conceptual Framework

#### **i. Concept of Curriculum and curriculum development**

Curriculum development may be defined as a process in which the learning opportunities, materials, equipment and other resources are constantly planned, assessed and reviewed with the aim of bringing about some positive changes in the students being taught. It is clear from this definition that curriculum development should be guided by certain principles which makes it a dynamic process. The components of the process are identified as follows:

- (i) Setting up the aims and objectives to be achieved by the curriculum;
- (ii) Determination of the content of the curriculum;
- (iii) Choosing the methods to be adopted in the organization and the presentation of the contents to the students;
- (iv) Measuring or assessing the progress and performance of the students and
- (v) Obtaining a feedback from graduates or products of the curriculum and analyzing the data so as to review other components in the curriculum process, the dynamics and recurring process of curriculum development, is based partially on (Al-Missned, 2010).

#### **ii. Factors that influence curriculum development process**

The relationship between education and society is dynamic and interactive. Education not only reflects a society but is an influence in shaping its development (Sagglomo, 2011). It helps to equip children to share in the benefits of the society in which they live and to contribute effectively to that society's sustenance and evolution. Curriculum reflects the educational, cultural, social and economic aspirations and concerns of a people. It also takes cognizance of the changing nature of knowledge and society and caters for the needs of individual children in adjusting to such change. The social influences and importance of these influences are factors in the curriculum development process (Akhtar, 2004).



### **iii. Process involve in Curriculum Development**

The curriculum development process involves four interrelated phases: curriculum shaping, curriculum writing, preparation for implementation and curriculum monitoring, evaluation and review. The phase one produces a broad outline of the Foundation to curriculum for a learning process. This phase is developed with expert advice and provides broad direction on the purpose, structure and organization of the learning area. It also provides a reference of the final curriculum documents for the learning area. This phase includes key periods of consultation such as open public consultation and targeted consultation with the key stakeholders including teachers and education experts (Koskei, 2015).

Phase two produces curriculum for a particular learning areas, that is, specifications of content and achievement standards to be used by education authorities, schools and teachers in all institutions. This phase involves teams of writers, supported by expert advisory groups, and includes key periods of consultation such as open public consultation as well as targeted consultation with key stakeholders including teachers, state and territory education authorities, parents and students, professional associations, teachers unions, universities and community groups. This phase involves delivery of the curriculum to schools. Teachers and school management authorities start curriculum implementation support from school authorities. (Koskei, 2012).

The monitoring and evaluation and review phase makes consideration on curriculum evaluation. Curriculum evaluation refers to the collection of information on which judgment might be made about the worth and the effectiveness of a particular programme. It includes making those judgments so that decision might be made about the future of programme, whether to retain the programme as it stand, modify it or throw it out altogether (Hussain, 2011).

Reforming an existing curriculum involves removing subjects, correcting errors and adding new subjects, is cheaper than developing a whole new curriculum. Developing a curriculum is a long-term target; it could take years before a new one emerges, and teaching and learning processes cannot wait for that. Children need to be taught, but they should be taught with new approaches guided by new policy. Therefore, reforming an existing curriculum could be an easier and cheaper route for post-conflict education reconstruction. However, as rightly pointed out by Freeman, Weinstein, Murphy and Longman (2008), Curriculum reform is often controversial, arguably even more so in post conflict situations where conflicts have ridden countries of the trust of people and governments. For this reason, some leading scholars in the field have called

for the gradual reform of a curriculum, to ensure that national consensus is reached. (Hussain, 2011).

Taking feedback of stakeholders is one of curriculum development strategy. Use of technology for fulfillment of demands of stakeholders; Revision of curriculum is done for each five years and so on. The seminars, panel discussions, orientation programmes and workshops must be arranged for involvement of teacher as curriculum developer. Curriculum developers must follow some of the principles of curriculum development such as conservative principle, forward looking principle, creation principle, activity principle, child centered principle, flexibility principle, leisure principle, character building principle, and dignity of labour principle. The principles of maturity, preparation for real life, linking with life, individual difference, loyalties, core or common subjects, all round development of body, mind and spirit, democracy, Islamic, socialism and so on (Kelly, 2009).

#### **iv. Theoretical Framework**

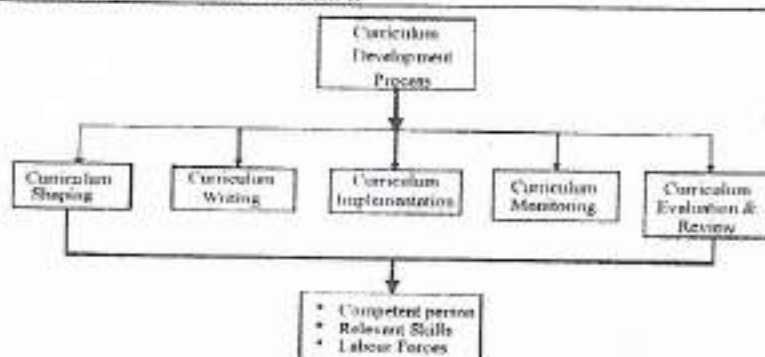
The study is based on the Hilda Taba's (1962) grass root theory on the process of curriculum development. She modified Tyler's basic model to become more oriented to curriculum development in schools. She believed that teachers have the expertise and the time to get involved in designing, planning and developing of the curriculum rather than educational planners, policy makers and the authorities who may not have knowledge of what is actually happening in the classroom. In her model, Taba came up with seven major steps that make up the grassroots rationale in which the teachers have a major input. The following are the seven steps:

- i. Diagnosis of needs;
- ii. Formulation of Objectives;
- iii. Selection of content;
- iv. Organization of content;
- v. Selection of learning experiences;
- vi. Organization of learning activities and
- vii. Determination of what to evaluate and ways and means of doing it.

#### **v. Conceptual Framework**

The conceptual framework indicated processes concerning the curriculum development in secondary schools.





**Figure 2.1 Curriculum Development Process.**  
*Source: Modified by the Researcher.*

### Research Methodology

#### i. Research Design

The Research Design employed in the study was descriptive survey. The survey is the most frequently used method for collecting information about people's attitudes opinions, habits, or any of the variety of education or social science issues.

#### ii. Population, Sample Size and Sampling Techniques

The target population was 11,112 teachers across the three (3) senatorial District of Delta State. Stratified random sampling was used in selecting 80 teachers as sample.

Table 3.1 represent sample size for the study.

Senatorial Districts	Target population of Teachers	Sample	Sampling Technique
Delta North	4,980	30	Stratified
Delta Central	4,020	30	Stratified
Delta South	2,112	20	Stratified
<b>TOTAL</b>	<b>11,112</b>	<b>80</b>	

**Presentation of Data /Results**

**Research Question I**

**To what extent do societal Needs influence curriculum development process in Delta State?**

**Table I: Frequency distribution, Mean score and Standard deviation of teachers responses to the extent of societal Needs on Curriculum Development**

S/N	Items	Very Great Extent	Great Extent	Little Extent	Very Little Extent	Total	Mean	Standard Deviation	Remark
1	Society influences the aims/objectives on development of the curriculum	50	20	06	04	80	3.45	0.86	Great Extent
2	Curriculum should be dynamics to reflect societal needs and culture	45	35	0	0	80	3.56	0.95	Great Extent
3	Adequate knowledge of the society plant a role in curriculum development process	60	10	05	05	80	3.56	0.95	Great Extent
4	Curricular activities should be tailored towards achievement of set values.	45	30	0	05	80	3.44	0.85	Great Extent
5	Culture has no influence on the curriculum provided by the society	0	0	0	80	80	1.0	1.50	Little Extent

Results from table I revealed that seventy (70) out of eighty (80) teachers responded positively to items number 1,2,3 & 4. They all agreed that society needs had influence on development of curriculum process in secondary schools to a great extent which is 88% of the total sample with a mean score of 3.45, 3.56, 3.56 and 3.44. These mean scores are above the benchmark of 2.50 indicating that curriculum should reflect societal needs.

**Research Question 2: To what extent do skill of curriculum experts influence development process in Delta State?**



**Table 2:** Frequency distribution, Mean score and Standard deviation of teachers responses to the extent to which skill of curriculum experts influence development Process

S/N	Items	Very Great Extent	Great Extent	Little Extent	Very Little Extent	Total	Mean	Standard Deviation	Remark
6	Experts are competence in curriculum development process	40	30	02	08	80	3.28	0.74	Great Extent
7	There is need for constant revision of the curriculum and textbooks to improve the quality of curriculum	45	30	03	02	80	2.35	0.51	Great Extent
8	Subject experts are given due representation in the curriculum committee	50	20	09	01	80	3.49	0.89	Great Extent
9	Curriculum experts are competent to analyse the future needs of the society	0	08	22	50	80	1.48	0.82	Little Extent
10	Experts are satisfied with the process of curriculum development by non-involvement of teachers in secondary school	0		46	34	80	1.58	0.84	Little Extent

Table II shows that items number 6, 7 & 8 responded positively that curriculum experts are competent in handling curriculum development which is 94% of the sample population. The mean score of 3.28, 2.35 and 3.49 which is above the benchmark of

2.50 is an indication that curriculum experts should be given due representation in the curriculum committee.

### **Discussion of Findings**

The research question one (1) which is on the extent of influence of societal needs in the school curriculum development process revealed that society can influence curriculum. Items 1,2,3 & 4 indicates that the mean scores are higher than the decision rule of 2.50. This finding strongly agree with Saggiomo, (2011) who opined that Education not only reflects the society but is an influence in shaping its development. Akhtar, (2004) in agreement with question number four (4) states that social influences are importance factors that influences curriculum development process.

The findings in table 2 shows that 94% are of the opinion that curriculum experts are competent in curriculum development process. This is indicated in the mean scores of items 6,7 & 8 which is above the decision of 2.50 benchmark. This is in line with Hussain, (2011) who opine that leading scholars in the field have called for a gradual reform of a curriculum, to ensure that National consensus is reached. On the other hand, respondents to question 9 & 10 disagreed that experts are satisfied with the process of curriculum development by non-involvement of teachers in secondary school. This is in alignment with Koskei, 2015 who argued that teachers and school management are authorities in curriculum implementation and should be involved in curriculum development process.

### **Conclusion**

Based on the findings, the following conclusion were made:

The curriculum development process is systematic, dynamic and sensitive to time and place in which preparation, development, implementation and evaluation steps are involved. Generally, teachers are not involved in the curriculum development process in Delta State. Most experts were not satisfied with curriculum development process at secondary level because they lacked special training for curriculum development process. Findings of the study also revealed that there is need to revise curriculum and textbooks to improve the quality of curriculum in Delta State.

### **Recommendations**

The study recommends the following:

- (i) Curriculum planners are backbone of education policies of a country. They should be well trained, qualified and competent in their fields;



- (ii) The Ministry of Education should offer special training for curriculum experts and teachers to develop the policy of curriculum development process in Delta State.;
- (iii) The Ministry of Education should provide guidelines and policies of curriculum development process in Delta State.;
- (iv) The current curriculum and textbooks should be reviewed to improve the quality of curriculum in Delta State and
- (v) Teachers' opinion should be given prime importance in the curriculum development process in secondary school level in Delta State.

#### **References**

- Aklitar, M. (2004) *Analyses of Curriculum process and Development of a Model for Secondary School level in Pakistan*. Published by Internet PhD.Ed Theses University Institute of education and research, University of Arid Agriculture Rawalpindi Pakistan.
- Al-Missned, M. (2010). International Law and the protection of education systems'. In *protecting Education From Attacks: A State of the Art Review, UNESCO, Paris, pp.147-177*
- Alvor, M.G. (2014). Curriculum Development. Retrieved from <https://www.what is curriculum development>. On 21/8/2018.
- Begg, A. (2013) *Challenging Curriculum: process and product*, Open University, United Kingdom
- Freeman. S.W. Weinstein, H.M, Murphy, K. and Longman T. (2008). Teaching History after identity based conflicts: The Rwandan Experience, *Comparative Education Review, 52(4), 663-690*.
- Hussain, A. (2011) Evaluation of Curriculum Development Process, *International Journal of Humanities and Social Science* Vol. 1 No. 14; October 2011.
- Ivowi., U.M.O. (2014). Curriculum Development Agencies and Projects in Nigeria. In N.A. Nwagwu and U.M.O. Ivowi (Eds.) *Education in Nigeria: Development and Challenges*. Sab O-Yaba, Lagos: Foremost Educational Services.

*Academic Scholarship*

---

Kelly, A.B. (2009). *The Curriculum Theory and Practice*, (6<sup>th</sup> Edition), London: SAGE Publication Limited

Koskei, K.K. (2015) Assessment o Stakeholders' Influence on Curriculum Development Process in Secondary Schools *IOSR Journal of Humanities and Social Science (IOSR-JHSS) Volume 20, Issue 3, Ver. III (Mar. 2015), PP 79-87 e-ISSN: 2279-0837, p-ISSN: 2279-0845*

Moronkola, A.O. et al (2000). *The nature of Curriculum*. Ibadan: Royal People.

Obiefuna, C.A. (2009). Models of curriculum development, in U. M. O. Ivowi, K. Iwufo, C. Nwagbara, J. Ukwungwu, I.E. Emah & G. Uye (eds), *Curriculum theory and practice*, Abuja: Curriculum Organization of Nigeria, 48-64

Saggiomo, V. (2011) *The Open Area Studies Journal*, 2011, Volume 4 P. 58.