

Curriculum Development and Teaching Methodology for Effective Learning in Secondary Schools in Benin City, Edo State

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Abstract

The objective of the study is curriculum development and teaching methodology for effective learning in secondary schools in Benin City. This research was a descriptive survey research and the instrument used was a structural questionnaire developed by the researcher. Data collected were subjected to statistical analysis called averages, means. The findings of the study showed the problems of distribution of curriculum in the secondary schools and the factors affecting curriculum development and teaching methodology in the schools which were identified as using inefficient manpower for curriculum writing, editing. Based on the findings the researcher recommended teachers should have access to curriculum in different subject areas across the state, there would be an increase in production of curriculum to meet the needs of the schools and adequate teaching staff should be provided by the Government in order to boost the development and implementation of curriculum.

Introduction

The term curriculum itself has meant different things to different people at different times and cultures. Tanner and Tanner [1975] say curriculum is the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school for the learners continuous and willful growth in personal-social competence. Igwebuikwe (2008) sees the curriculum of a school as 'the formal and informal content, and process by which learners gain knowledge and understanding, develop skill and alter attitude, appreciation and values under the auspices of the school.' It is the task of the teachers to interpret the curriculum or prescribed curriculum. To interpret the curriculum means to explain it in order that it could be understood using effective teaching methodology. Success in the task of interpreting the curriculum prescription or the prescribed curriculum depends on the intellectual ability and experiential horizon of the teachers. Okeke (2003) said if the curricula were to present only a host of topics and subheadings and teachers were expected to develop the context, there would have existed the risk of excessive shallowness of subject matter in most case and perhaps, excessive defect in a few cases of very brilliant teachers. Thus the quality of treatment given to a topic would depend on the knowledge and the methodology base of the teacher.

Nwankwo (2000) said curriculum is a planned, executed and experienced programme of instruction. According to Nwankwo, curriculum planned, and designed to be a true reflection of the society. Since the country has been constantly change, curriculum must be reformed and development to accommodate and meet the demands of the changing society, as the needs of learners changing. As the society changes, and as new knowledge appears curriculum must change and developed. Nwachukwu (2013) further said the general purpose of curriculum development is to design a programme of education for society which can foster its ideas and values head to anxious attainment of it social, economic, political advancement and other needs.

The philosophy of the new curriculum development in Nigeria is based that every learner who has pass through the education should have acquired appropriate levels of literacy, numeracy manipulative, communicative and life-skills, as well as the ethical, moral and civic values needed for laying a solid foundation for long life, learning as a basis for scientific and reflective thinking, as well as required relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation (NERDC Handbook, 2013).

The roles of the new curriculum as it affects teaching methods for effective learning in secondary schools in Benin City has have been hindered by poor management of funds, inadequate manpower for implementation, poor funding by the government, overloaded work, inadequate distribution of curriculum and lack of sensitization and capacity building for teachers in the State. Other areas include; poor quality of learner due to complex curriculum content, large number of population of students in the classes, inadequate teaching staff, the

quality of the teachers and inadequate provision of necessary textbooks, workbooks, exercise books and curriculum in different subject areas.

Statement of the Problem

The challenges of the curriculum development are affected by inconsistencies of government policies in education which also include frequent change of minister and commissioner of education and poor distribution of curriculum. Another problem affecting proper curriculum development and teaching methodology for learners is poor funding by the State and Federal Government, poor quality of learner, large number of classes, inadequate teaching staff and the quality of the teachers, lack of necessary textbooks, workbooks, and curriculum in different subjects in the state.

Objective of the Study

The objective of the study is curriculum development and teaching methodology for effective learning in secondary schools in Benin City. The study will also focus on the following areas;

- 1) The problems of distribution of curriculum in the secondary schools
- 2) The factors affecting curriculum development and teaching methodology in the schools
- 3) The role of teachers in curriculum development in the school
- 4) The effects of funding of curriculum development.

Research Questions

The following research questions are formulated to guide the study. These include:

1. What are the problems of distribution of curriculum in secondary schools in Benin City?
2. What are the factors affecting curriculum development and teaching methodology in secondary schools in Benin City?
3. What are the roles of teachers in curriculum development in the school in Benin City?
4. To what extent does funding affect curriculum development in the state in Benin City?

Hypothesis of the Research Questions

In an attempt to provide tentative and testable guide for this study, the following hypothesis is formulated.

1. Ho: There is no significant difference between males and females responds on the role of curriculum development and teaching methodology for effective learning in secondary schools in Benin City.
2. H1: There is significant difference between males and females responds on the role of curriculum development and teaching methodology for effective learning in secondary schools in Benin City.

Research methodology

Design of the Study

This research was a descriptive survey research, because it is directed toward determining the nature of a situation as it exists at the time of the study.

Area of Study

This study is based on curriculum development and teaching methodology for effective learning in secondary schools in Benin City, Nigeria.

Population of Study

The targeted population for this study was three thousand (3000) and raw data was drawn from teachers from selected schools and education officers from the Ministry of Education. The population was made up of males and females.

Sample and Sampling Techniques

A stratified random sampling approach was used in the selection of subject for the study. The sample consisted of 200 teachers and 40 education officers in Benin City, Edo state. [i.e. 10 teachers from 20 selected secondary schools and 10 education officers from the Ministry of Education Benin City, Edo State].

Instrument for Data Collection

The researcher developed a structural questionnaire by the researchers. The questionnaire was divided into two sections, section A for personal characteristics of the respondents, while section B required the respondents to indicate the problems of distribution of curriculum in the secondary school in Benin City. Section C required the respondents to indicate the factors affecting curriculum development and teaching methodology in the schools, Section D required the respondents to indicate the role of teachers in curriculum development in the school, Section E require the respondents to indicate the extent funding and how it affects curriculum development in the State. In session B, C, D, and E, each item had a four rating scale of Strongly Agree, Agree Strongly Disagree, and Disagree.

Method of data analysis

Data collected for the study were analyzed using descriptive statistics which are means using an interval scale of 0.05 and a mean of 2.50 [i.e. 0.05 + 2.50], the cutoff point was fixed at 2.55. Therefore, items with means of 2.55 and above were considered as significant and below as not significant. And inferential statistics used was t-statistics for the hypothesis 1 which was tested at 0.05 level of significant. The researcher and three researcher

assistants participated in the field administration and retrieval of the 240 questionnaires. The Cronbach alpha reliability co-efficient of 0.75

Results

The data presented in Table 1 below showed lack of access to the curriculum, under production of the curriculum, inadequate information reaching the teachers in most rural areas were the problems of distribution of curriculum in the secondary school in Benin City.

The data presented in Table 2 showed that using inefficient manpower for curriculum writing, editing during curriculum process, frequent review of curriculum, and the number of hours allocated for the curriculum development during writing were the factors affecting curriculum development and teaching methodology in the schools.

The data presented in Table 3 showed how the teachers help in planning instruction within the classroom in the development of curriculum, counseling the learners in order to be successful in understanding and coping with the numerous challenges of the curriculum and producing and utilizing instructional materials to enable the students learn during teaching-learning activities were the role of teachers in curriculum development in the school.

The data presented in Table 4 showed most of the funds released were pushed to other areas due to political reasons, delay in release of fund due to due-process, irregularity in managing the funds allocated for the development of the curriculum were the problems of funding of curriculum development in the State.

The data presented in Table 5 showed there is no significant difference between males and females responds on the curriculum development and teaching methodology for effective learning in secondary schools.

Discussion of Findings

The problems of distribution of curriculum in the secondary school in Benin City were attributed to lack of access to the curriculum, under-production of the curriculum that leads to scarcity of the material in the state, and inadequate information reaching the teachers in most rural areas of the state concerning the curriculum. The results of this study confirm previous researches in Nigeria (Ajeyalemi, 2012, Akande, 2012; Udeani, (2009), Akinsola (2007), Chukwu (2005) and Ifamuyiwa (2010).

The factors affecting curriculum development and teaching methodology in the schools were identified as using inefficient manpower for curriculum writing and editing, frequent review of curriculum, and the number of hours allocated was not fully utilized during the curriculum development. The findings presented in table 2 were supportive of Mefu (2010), Nwankwo (2010), Igwe (2012) and Maduewesi (2006).

The role of teachers in curriculum development in the school were identified how the teachers helped in planning instruction within the classroom, helped in counseling the learners in order to be successful in understanding and coping with the numerous challenges from within and outside the school and produced and utilized instructional materials to enable the students produce and use the aids during teaching-learning activities. The findings presented in table 3 were supportive of Okobiah (2010), Adaralegbe (2010), Igwe (2012) and Maduewesi (2006).

The problems of funding of curriculum development in the state were identified most the funds released were pushed to another areas due to political reasons, delay in release of fund due to due-process, and irregularity in managing the funds allocated for the development of the curriculum. The result of this study confirms previous researches in Nigeria. Akinsola (2007), Nweke(2009), Adegoke (2012) and Agu (2009).

It is seen that there is no significant different between males and females contributions on the role of curriculum development and teaching methodology for effective learning in secondary schools. The calculated t-value of 1.37 is less than critical t-value of 2.58 at 5% level of significance and 238 degrees of freedom. The null hypothesis H_0 is therefore accepted. This is consistent with the views expressed by Aina (2009) and Nwachukwu (2014).

Conclusion

The researcher concluded that teachers lack of access to most of the curriculum in different subjects, and there was under-production of curriculum, inefficient manpower for curriculum development, and frequent review of curriculum were the factors affecting curriculum development and teaching methodology in the schools.

Recommendations

From the findings of the study, the researcher recommends the following that:

1. Teachers should have access to curriculum in different subject areas across the State.
2. There would be an increase in production of curriculum to meet the needs of the schools in the State.
3. Adequate teaching staff should be provided by the Government in order to boost the development and implementation of curriculum.
4. The Government should also ensure that adequate information will be provided to the teachers through capacity buildings, workshops and seminars in the State.

5. The content of curriculum should be well-broken down and explained for easy understanding for teachers during capacity building and workshop.

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Table 1

RESEARCH ITEMS	SA	A	SD	D	X
[1]. Lack of access to the curriculum was due to problems from the organizers [NERDC]	100	100	40	-	3.3
[2]. Under production of the curriculum by NERDC leads to scarcity of the material in the state	150	50	40	-	2.8
[3]. Inadequate information reaching the teachers in most rural areas of the state concerning the curriculum.	80	100	60	-	3.1
[4]. Most of the curricula distributed were only monopolized by the state government without private schools	80	100	60	-	3.1

Table 2

RESEARCH ITEMS	SA	A	SD	D	X
5] Using inefficient manpower for curriculum writing, editing, due to 'man-know-man' during curriculum process.	200	40	-	-	3.8
6]. Frequent review of curriculum in the country.	120	120	-	-	3.5
7]. The number of hours allocated for the curriculum development during writing was not fully utilized.	150	50	40	-	2.8
8] diversion of funds meant for curriculum development for selfish interest	150	50	40	-	2.8

Table 3

RESEARCH ITEMS	SA	A	SD	D	X
9]. The teacher help in planning instruction within the classroom in development of curriculum	100	60	80	-	3.5
10]. The teachers help in counseling the learners in order to be successful in understanding and coping with the numerous challenges of the curriculum	120	70	50	-	3.3
11]. Producing and utilizing instructional materials to enable the students learn during teaching-learning activities.	150	50	40	-	2.8

Table 4

RESEARCH ITEMS	SA	A	SD	D	X
[10]. Most the funds released were pushed to another areas due to political reasons	180	40	20	-	3.7
[11]. Delay in release of fund due to due-process	180	30	30	-	3.6
[12]. Irregularity in managing the funds allocated for the development of the curriculum.	150	40	50	-	2.8

Table 5: Comparison of males and females responds on curriculum development and teaching methodology for effective learning in secondary schools

Variable	Gender	Mean score x	Standard deviation	Calculated t-value	Degree of freedom	Critical t-value	Remark
curriculum development and teaching methodology for effective learning in secondary schools	Male	3.60	1.67	1.37	238	2.58	Accept null hypothesis
	female	3.43	1.31				

*Significant ($p < 0.05$)

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