PLACE OF CULTURE IN CURRICULUM PLANNING IN NIGERIA TERTIARY INSTITUTIONS

By:

MUSA, H.A, Ph.D

Department of Educational Foundations

Faculty of Education

Prince Abubakar Audu University, Anyigba. Kogi State.

lamihadiza@gmail.com

Abstract

Culture, Curriculum ,and education are viewed from different angles but the main focus of this work is the position of culture in curriculum planning in Nigeria tertiary institutions .This paper argues that curriculum cannot stands on its own without considering the culture of the society since curriculum is being planned for the students and his environs .The key concept of culture ,curriculum and its planning are explained while tertiary education was also explained in line with national policy on education. The paper went ahead discussing objectives of curriculum planning as a basic tool for higher education system in order to achieve the educational goals requirements necessary for students' success across and entire curriculum. And also stated that Nigeria culture plays an important role in the lives of separate individuals and the society as a whole .The paper fully discusses the place of culture in curriculum Planning at Tertiary Education in Nigeria, as well as some necessary way forward on how to strengthen Nigeria education and its curriculum.

Key words : Culture,curriculum, planning, tertiary and institutions

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Introduction

The essence of tertiary education is to ensure that competence, knowledgeable and talented individuals are produced in our societies. The national policy in Education, NPE,(2013) Stipulated that, Tertiary Education should contribute to national development through high level of manpower training, provide high quality career counseling and lifelong learning opportunity that prepares students with knowledge and skills for self-reliance. These goal will be achieved through quality student intake; quality teaching, learning, research and development. However, tertiary education in Nigeria is not meeting these challenges. Education does not happen in isolation, rather it influences and is in turn influenced by the culture of the society Kapur, (2019). Culture, as defined by Offorma(2016), refers to a complex whole and is an important factor in curriculum planning and drives the contents of every curriculum-culture.

If culture is a complex whole, then tertiary institution curriculum should include knowledge, belief, art, law, morals, custom and any other capabilities and habits acquired by man and woman as a member of society. It suffices therefore to have

the believe that, whatever the school is doing is a conscious attempt at using the curriculum to introduce the students to the culture of a particular society. According to Brown (1990), culture is not static but dynamic and it responds to external influences which bring about changes in curriculum planning in schools.

Curriculum planning refers to the creation of a curriculum. According to jekayinfa (2009), curriculum planning involves deliberate specification of what is to be taught, who is to be taught, who to teach and how to get the proposed desirable outcomes after instruction. In planning curriculum situational analysis should be the first step so as to understand the culture of the people before embarking on selection of the objective (Nicholls &Nicholls 1978) in Offorma (2016). For any curriculum to be worthwhile, the planning must be noted from the culture of the society that owns the learners. Since the curriculum is a product of the society and is produced to sustain the society there is need for curriculum planners to have sound knowledge of the socio-cultural background of the society and its beneficiaries for which the curriculum is planned (Olofu, 2013).

Kebriya, Faith &Khorasani, (2018), researched and found out that, the most important contextual condition for promoting the culture of the curriculum developments include: political, economics, managerial, cultural and scientific conditions. The authors also indicated in their results that contextual conditions are important factors in promoting & qualifying the culture of curriculumdevelopment in higher education. Therefore, suitable planning and managerial functions must be done by higher education since the future of our youths depends on what happened in the classroom right now, the curriculum in any society should be planned in order to ensure that educational programme is designed in such a way that it will meet the educational needs of our youths in terms of assisting and guiding them to acquire its culture and general way of life. We must also focus on the learning agenda-measure if learning is happening and use measure that is understood by everyone. By doing so, we would be able to provide education that is not only functional but self-reliance for the Nigeria youths.

According to Okuo (2016), with greater cultural influences from the global community, it has become even

more critical that we preserve Nigeria`s culture and values by linking our national priority with our national developmental aspirations through the planning and development or culturally relevant curricular that do not only address present societal needs, but also anticipates those of the future. The multi-ethnic contents of the 21st century population is made most manifest in the classroom setting of educational institutions as the composition of an average classroom is changing due globalization and human mobility that have brought people of diverse culture together. The diversity content of the classroom somewhat places enormous responsibilities on the school leaders and classroom teachers to evolve teaching practices and learning experiences that are culturally responsive to the needs of each individual students. (Igu, Ogba&Nwinyinya 2020).

Women in the past were not given much recognition and were treated inferior to men especially in the rural areas within the country, they were denied equal education and even deprived of their shared property. Education and its curriculum have brought a lot of cultural changes in the distribution and possession of education especially in the tertiary institution.

The percentage of female students in our tertiary institution now is almost equal to the male students if not more. In that case curriculum planners should make sure that planned curriculum should be the type that will embrace genders balanced. In addition, curriculum planning and development in education system will definitely bring about changes in the mindset of the individuals and positive attitude and construction will become part of an integral part of culture. Education and its planned curriculum has immense influence upon various aspects of culture; expansion in the education system and the development of its curriculum and cultural aspect go hand in hand. If at all, the norms are obsolete and systems prevailed in the society are not appropriate then it will make the individuals to feel very uncomfortable; therefore at that stage, the role of education is to help create adequate and opposite cultural aspects. As curriculum is based on culture or as curriculum would be shaped by culture of the society in which it operates, the content should enable the youth to conform to the expectations of the groups in everyday life (Nakpodia, 2009).

Education is an instrument which helps in social and

cultural change. In education, not only knowledge is imparted, but skills, interest, aspirations and values are also developed, social and cultural progress is also facilitated and even social, economic as well as cultural levels of the society are raised. This paper examines the role of cultural planning in tertiary institution curriculum. The paper first discuss culture, it then examine the concept of curriculum planning, the role of gender in distributing and possession of education in tertiary institution were heighted, culture, curriculum planning and quality education system in tertiary institution were also explained and finally a way forward are then proffered.

Place of Culture in Curriculum Planning to Guarantee a Future Quality Education System at Tertiary Institution

As earlier noted, education is a basic instrument for which help in social and cultural change and overall development. However, the type of education that can guarantee this is quality education. According to Akinboye (2017), the type of education system needed in Nigeria is that which can produce individual with positive emotional behaviour and are able to design new things and create a better

societies. To achieve this cultures/societies of the individuals has to be captured and fully represented in curriculum planning because education and culture are highly connected and the both serve to enhance each other. For instance curriculum is the foundation of education and curriculum is what make the education achievable and its quality to stand out. According to Srividya(2018), A country can be deficient and lack behind if the educational system in weak. To this end, curriculum planners should be therefore endeavor to consider culture which is the reason of education in planning the curriculum in order to make sure that the product of tertiary institution would be functional members of their curriculum.

Education, Culture and Curriculum Planning

Before understanding the place of culture in tertiary education, it is very important to notes the relationships between education, culture and curriculum. According to Kapur(2019), culture mean the system or norm and standards that a society develop over the course of many generation and which profoundly affect the conduct of people living in that society.Before understanding the place of culture in tertiary

education, it is very important to note the relationship between education, culture and curriculum. According to Nakpodia 2010, education is regarded as transmission of culture in a process known as enculturation. It is a process of initiating the growing and inexperienced person into the way of life in his society based on factors of cultures which bring about changes in school curriculum. The school does not work in a vacuum, but has to operate in cooperation with homes, church and all other agencies in society that influence the development of the child.

Education plays a very important role in the transmission of culture from generation to generation or divorced from each other to function well since one influences the other. Beliefs, customs, values, attitudes are all transmitted to succeeding generations by education. Education is a technique while culture Is a value. Education heads towards more creative, enhanced, perpetual values (culture). Education is also a manifestation of divine perfection that is already in man. Education as a part of culture has the twin functions of conservation and modification or renewal of the culture. Education is conceived as a systematic effort to maintain a

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culture. It is also the process by which society, through schools, other institutions, deliberately transmit its cultural heritage, its accumulated knowledge, values and skills from one generation to another.

According to Eric, culture is an important factor in curriculum planning and derives the contents of every curriculum because the essence of education is to transmit the cultural heritage of a society to the younger generation of the society. Culture strongly influences how an individual approaches education and a society. Culture determines how that society educated their citizens. Because culture constitutes of value and belief that influence practices, students and more likely to engage in education that align with and include their cultural identity. The intimate relationship between culture and education is evident from the fact that one of the major aim of education is to impact to the clinical cultural and social heritage. Every individual is born into a particular culture which provides him with definite patterns of behaviour and values which guides his/her conduct in different values of life.

According to wheeler 1967 in Biodun (2009), curriculum can be view as "the planned experience offered to

the learner under the guidance of the school" . He goes further to identify a three way orientation in the process of curriculum development as ; concerned towards society; concerns towards the individual learner and concerns towards the particular portion of the cultural heritage which it is the job of the school to pass on. Every curriculum originated from what the society wants. The curriculum in every society therefore reflects its philosophy and its priorities which are aggregated through critical engagements among the various shades of interests that the beneficiaries of the curriculum would serve. The national policy on education represents societal curriculum because it spells out how educational philosophy and goals should be geared towards the objectives of Nigeria as a nation. Therefore, for any curriculum to be worth wise, the planning must have its foundation on the culture of must have its foundation on the culture of the society that owns the learners. One of the primary tasks for teach who are the curriculum implementers use the culture and curriculum help in educating the learners to make satisfactory adjustment as regards curriculum components and programme designed Napodia (2010).

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According to Offorma (2016), education is a vehicle through which curriculum objectives are achieved. In education, the transfer of knowledge, facts, skills, values, attitude and beliefs which are learnt from one situation to solve the problems in another situation is done through curriculum. The aims and ideas of the educational institutions are influenced by the values and patterns of the society. The curriculum is prepared according to the culture of society. The system of education tries to realize the cultural needs of society through curriculum which conditions all educational activities and programs. There is a waste explosion of knowledge and so they curriculum planner needs to keep on upgrading the curriculum. They cater for the needs of the society. Curriculum planning has linked to culture since nothing can be done as far as education is concerned out referred to the culture of society on which curriculum contents are derived from. In planning curriculum, the planners must focus on the society for which the curriculum is being planned (Sryidya, 2018). Therefore, for any curriculum to be worthwhile, the planning must have its foundations on the culture of the society that owns the learners. The relationship between, education, curriculum and

culture is very close, complete and mutually interdependent.

The Way Forward

Education is very important to be left alone in the hands of government because curriculum requires careful planning and re-planning if possible in order to realize those goals set to be achieve, therefore for these educational goals to be achieved, more private sector participation in both planning and development of education should be encourage by stakeholders in education sector.

There is need from time to time, to evaluate the planned curriculum to check for what is working and what is not, since curriculum is all about planning and re-planning, then to determine what can be done to change the situation or bring some innovative measures. Stake holder in education sector should try as much as possible to include those that should be included in the curriculum planning committees, since curriculum planning is cooperative venture drawing members of the committee from nearly all sectors of the society. This is because curriculum construction is a difficult task, which no single class of people can adequately undertake and executed. There is need for different groups to play vital roles in

curriculum planning.

Conclusion

Culture is an important factor in curriculum planning and it derives the contents of every curriculum. Curriculum is prepared according to the culture of the society because the essence of education is to transmit the cultural heritage of a society to the younger generation of the society, therefore making the curriculum a veritable tool attaining the educational goals of a nation. Curriculum is regarded as an organized knowledge, skills, values and attitudes presented to the learners so as to modify their behaviour to become an important and functional members of the society which it operates. Curriculum and culture goes hand-in-hand. So curriculum planning in any educational level being in primary, secondary or tertiary must take cognizance of culture.

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