MRP

Review

Curriculum development and multicultural education in the Nigerian educational system

ADESUGBA Adesoji* and TEMITOPE Tinuke

Business Entrepreneurship Skills and Technology (BEST) Centre, Abuja Chamber of Commerce and Industry, Airport Road, Lugbe-Abuja, Nigeria.

*Corresponding author. E-mail: adesugba@yahoo.com

Education can be described as a contribution to the formation of something that will have a long-lasting effect on the people's mind and faculties. The aim of this article is to review previous research work, identify and discuss the various ideas and information necessary to be considered and involved in curriculum development and multicultural education. When developing a curriculum, it is of importance to consider the dimensions of education, the process of effective teaching, assessment and evaluation, practice and implementation of teaching approaches, understanding of curriculum development and its concept, and multicultural education. Society's values and beliefs are translated into educational objectives through the curriculum. The curriculum is a document that conveys the ideal positions about the type of education required in diverse cultural contexts in an environment. Different literature was reviewed to synthesize the opinion and facts derived by researchers, educationist, and stakeholders in the development of the curriculum. The article illustrates the importance of appropriate curriculum development involving all stakeholders and the integration of multicultural education in the curriculum. The article identifies the scope for further research in the process of 21st-century curriculum development on the effect of involving all education stakeholders in curriculum development and the need for capacity development of instructor providers to enable them foster unity in diversity.

Key words: Curriculum, development, education, assessment, multicultural, culture, values, teaching, learning.

INTRODUCTION

Nigeria is known as the largest and most populated country in West Africa, with an estimated population of 201 million people (World Population Review, 2019). Nigeria is a country of about 250 ethnic groups with different cultures, history, values, religion, and language. The three major ethnic groups are Yoruba, Igbo, and Hausa. Nigeria as a country is abundantly endowed with cultural heritage derived from its multicultural communities, which distinguish her in sub-Saharan Africa. Nigeria is a complex populace of multi-ethnic, multi-tribal, and multi-linguistic nature.

The curriculum is a planned document highlighting the course outline and scheme of work. Curriculum design directs the educational setting of society. In an educational setting, the curriculum is designed to meet up the purpose of education. Education is being described in

different forms by various educationists as the field is vast, and there are different aspects of education, and educationists' views about the aim of life differ. Gautam and Singh (2015) defined education as been the axle for social, economic, and political transformation in all societies. Education is perceived as an integrative force in society, imparting values that foster individual excellence, social cohesion, and national development. Developing a curriculum is targeted at improving educational settings, teaching practices, and instructional activities. To achieve the goals of education that gives direction to activity and the aims of life, "the curriculum is designed and framed by the administrators and the school personnel for enhancement of skills and knowledge amongst the individuals and fulfilling the needs of the community." (Kapur, 2018). Curriculum

development is aimed to standardize learning objectives for all students and simplify outcomes for teachers.

The curriculum is holistically developed following the right processes in such a way that will benefit all stakeholders. Curriculum objectives are related to the educational goals and methods through which learner demonstrates their understanding and application of goals. In developing a curriculum, the objectives are constructed using behavioral terms by creating observable and measurable objectives with variable time expectations.

Purpose of the study

According to Pillai (2015), the curriculum is a comprehensive plan for an educational institution to offer new or improved workforce to accomplish the growing needs of a changing society. Determinants of the curriculum can be basic needs, cultural factors, ideals, social aspects, tradition, and individual talents. The significance of the curriculum is to reveal what educational purposes the school aims to attain, selection of valuable learning experiences, the organization of learning experiences for effectiveness, and evaluation of learning effectiveness experiences. The curriculum is significant as it is described as the heart of any learning institution. The curriculum helps in planning educational procedure as it consists of activities needed to translate educational goals into concrete actions, materials, and observable change in behavior.

A curriculum that is functional and relevant is essential for a society to achieve its educational goals. The adaptability of the curriculum enables it to meet the needs and abilities of students. The purpose of the study is to review previous literature, current knowledge, and findings concerning curriculum development in Nigeria, while inculcating multicultural education.

The methodology adopted was to review diverse literature in gathering expert's knowledge on the development of curriculum and multicultural education in Nigeria.

Literature review

Education at the basic level can be summed up as the experience or act that can affect the mind, character, or physical ability of an individual. In particular, regarding formative means, education is about the contribution to the formation of something that will have a long-lasting effect on the people's mind and faculties. Ainscow (2005) believed that education is a fundamental human right and the foundation for a More Just Society. According to Patankar and Jadhav (2013), education provides a platform for teachers and students to acquire the requisite knowledge, skill, and develop a positive attitude,

values, and beliefs through a provided curriculum. The proposed interaction of learners with instructional content, materials, procedures, and processes for evaluating the attainment of educational objectives is achieved through the curriculum, which contains a program of studies, program of activities, and a program of guidelines (Offorma, 2014).

Teachers play a crucial role in developing, implementing, assessing, and modifying the curriculum. An evidenced-based curriculum acts as a road map for teachers and students to follow on the path to academic success (Glenn, 2018). Teaching process consist of a structured system of teaching activities carried out by the teacher to enable learners to achieve the required educational goals (Skutil et al., 2015). Understanding what teaching means is vital as it affects teachers' attitudes and behaviors in the classroom. Teachers are the significant determinants of quality in education and are expected to be active and committed (Obidike, 2017).

Multicultural education includes theories that promote equal access to education for students from diverse groups in ensuring peaceful collaboration by preventing discrimination in schools and promoting democratic principles (Salako, 2017). In a diverse economy like Nigeria, appropriate education of citizens on the need to understand diversity in values, culture, tradition, beliefs, and language will equip citizens with the necessary knowledge and contribute to national development. The need to address global cultural diversity made it essential to use effective instructional strategies through multicultural education curriculum. According to Bennett (2003), "school curriculum must directly address issues of the informal social interactions because other ethnic groups of students prefer to study together in small groups." Multicultural education provides the best means to impact knowledge in ethnically diverse students, increase group relationships, and educational achievement.

Discussion

Education as a process of acquiring skills through facilitating learning and knowledge can be achieved through the use of the adequately developed curriculum. Abiodun (2012) describes education as a proper nurturing, transmission, and application of the knowledge that ensures daily development and sustenance of every society. The curriculum is a guide designed to facilitate the teaching-learning process by establishing a link that integrates what is learnt with what is acceptable in the society. Nigeria's national curriculum strategy is targeted at identifying and evolving a more suitable system of education that is continually adapted and responsive to the nation's economic and social aspirations (Amadioha, 2016). The effective outcome of a curriculum depends on the mode and manner in which it is communicated to the

learner. Teachers' responsibilities include imparting knowledge to learners through adequate methodology in an enabling learning environment. Teachers are to ensure a high standard of professional and quality teaching that promote academic progress and well-being of learners.

The way and manner the teaching process is carried out to a large extent, determine the outcome of the teaching-learning process. Effective teaching is an art, and like other forms of art, skills are involved (Fussell, 2017). Effective teaching is carried out by an effective teacher. An effective teacher is a polite, hardworking, honest and friendly, and demonstrates the attitudes in class in a disciplined, organized, and committed manner. "Teacher quality is related to academic ability and skills. Applying these skills and the ability to teach to improve learning is considered effective teaching, and achieving positive students' outcomes determines an effective and quality teacher" (Al Barwani et al., 2012).

An effective teacher must be a role model to the learners, be experienced, be of ethical behavior, and desirable personality traits. The degree to which a teacher facilitates the attainment of educational objectives is referred to as effective teaching. Shahida et al. (2015) identified the teaching method and the characteristics of the teacher as two pillars of effective teaching. An effective teacher is expected to organize and manage the classroom environment as an active learning environment with a maximum degree of participation from learners. Effective management of the classroom by a competent teacher explores and improves learner's weakness, motivates learners, increase self-esteem, and provide a sense of belonging.

Factors determining effective teaching and teachers

(a) Teacher's academic skills
(b) Exploration of student's differences
(c) Creating a rapport with the students
(d) Quality of instructions
(e) Teaching environment.

Ensuring the quality of in-service training of workers is vital to maximize the potential of human assets, available materials, and financial resources, and to coordinate between the development of an educational system and its effectiveness (Ghonji, 2015). Effective teaching is essential for active learning, as it inculcates interest and an urge to learn among students (Muhammad and Khan, 2012). Effective teachers are believed to exhibit the passion for their subjects, care for students, and apply various teaching strategies.

Curriculum

Bilbao et al. (2008) defined curriculum as the overall learning experiences of individuals in learning institutions and the society at large. The curriculum is developed to facilitate the learner's quality learning. Pillai (2015) identified the determinants of a curriculum as cultural factors, basic needs, tradition, individual talents, social aspects, and religion. All activities that go on within the school premises, such as guidance, interpersonal relationships and experiences gathered can influence learners' academic, emotional, social, and physical growth. The most reliable tool to transmit information regarding culture, values, and beliefs of society to the learner is known as curriculum (Makaran, 2015). Curriculum development is known as the systematic and dynamic process sensitive to time and place in which preparation, development, implementation, and evaluation steps are involved. The curriculum includes independent study and investigations; lectures by outsiders, participation in school athletics, play, concerts, field trips, and work or service projects in the community (Akhtar, 2004). Curriculum development is targeted at meeting up with frequent changes that occur in a society that can be influenced by the economy, human resources development, politics, and culture. Also, the curriculum is developed to meet with the needs and pressing problems of a society in areas such as socioeconomic, poverty alleviation, job creation, and sustainable development. Offorma (2014) defined curriculum as the document, plan, or blueprint for instructional guide utilized for the teaching-learning process to bring about positive and desirable change in learner's behavior. The 9-year basic education curriculum in Nigeria was developed by the Nigerian Educational Research and Development Council (NERDC) in 2008 to realign primary and secondary school curricula to meet the major target of the Universal Basic Education (UBE) program (Igbokwe, 2015). The curriculum is frequently revised to keep up with national concerns, ensuring practical and relevant programs in line with global best practices. Curriculum development involves planning, implementation, and evaluation. Factors such as the learners, the teachers, the societal culture, philosophy of education, and psychology of learning are considered, as they are the elements that can promote or mar curriculum implementation in Nigeria (Offorma, 2014). In developing a curriculum, strategies and models are deployed to organize curriculum content and activities acceptable to the learner. The steps of curriculum development include selection and organization of objectives, learning experiences, and evaluation.

Types of curriculum

Any change or development that affects a society directly affects the curriculum in use. The most reliable tool to transmit information regarding culture, values, and beliefs of society to the learner is known as curriculum

(Makaran, 2015). Curriculum development is a systematic and dynamic process sensitive to time and place in which preparation, development, implementation, and evaluation steps are involved. The curriculum can be formal or written.

Formal curriculum: The formal curriculum is also referred to as the written curriculum. Formal curriculum is a framework designed for instructional plans that outline goals, strategies, and how to achieve them. The formal curriculum is a document that forms part of the formal instruction of a learning institution experience. The formal curriculum includes the purpose of education, main principles of learning, teachers' roles and responsibilities, classroom management, instructional approaches, and philosophy of the curriculum.

Hidden curriculum: A hidden curriculum, which is also referred to as covert curriculum, relates to the types of learning students derive from the nature and organizational designs of schools, behavior, and attitudes of teachers (Pillai, 2015). The hidden curriculum is a concept based on the recognition that learners understand lessons that could or not be part of the formal outlined courses. The idea consists of knowledge of social, cultural, and academic communicated to students while within the learning environment. Hidden curriculum can reinforce or contradict the formal curriculum by revealing discrepancies or inconsistencies between a school stated mission and values, and learners experience within the school premises.

To successfully implement the curriculum, the following factors that can affect curriculum negatively and positively are considered from the beginning:

(a) Learners: The curriculum recipients.
(b) Teachers: The curriculum implementer.
(c) The society (culture): where the learners come and where they will function after schooling.
(d) Philosophy of education: on which the goals of education hinge.
(e) Psychology of learning: The embodiment of the principles for effective teaching and learning methods.
(f) The economy of the society: It determines how robust the curriculum is and its practical implementation.
(g) Resources: The paraphernalia of effective curriculum implementation and without which curriculum development becomes worthless.
(h) Values of society: This is the essence of education (Offorma, 2014)

Alvior (2014) posit that curriculum development is a "planned, purposeful, progressive, and systematic process to create positive improvements in the educational system." The purpose of the basic education curriculum is to ensure lessons taught and received by student's consistent learning experiences in providing academic, personal, and professional development. The goal of the new curriculum from lower basic education to upper basic education in Nigeria is to prepare pupils for adult life, and its orientation is about moving towards poverty eradication, increase in literacy level and preparation of pupils for better future.

Assessment and evaluation of the curriculum

Assessment in education is described as a process involved in judging the level of knowledge, skills, and improvement of the learner from teachers, parents, and peers. Assessment will be carried out in and outside the classroom where learning and human development is taking place. Assessment and evaluation are one of the essential aspects of a curriculum. At the end of each lesson, it is essential for teachers to evaluate the student's abilities. Assessment in education is described as a process involved in judging the level of knowledge, skills, and improvement of the learner from teachers, parents, and peers.

Assessment in education refers to student's achievement, the effectiveness of teaching, and the learning process, as well as the entirety of the educational system. An assessment provides feedback concerning student's satisfaction and teaching style and can effectively improve teaching effectiveness. Assessment of the student's learning process enables the student to identify their strengths and weaknesses and determine the information required to correct learning misconceptions and deficiencies. A formative assessment is carried out to ensure the learner understand each lesson. According to Paraskevi et al. (2014), "Formative assessment is connected with a concept of learning, according to which all students can acquire, at an adequate level, the basic skills of the discipline."

The learning passes through the use of teaching methodologies, which can respond effectively to different learning times for each student, their different learning styles, and their zones of proximal development." As a strategic approach, formative assessment is used to meet the individual's student's needs (Clark, 2011). Learners can be evaluated during and after the lesson, in which a teacher carries out a formal evaluation at the end of a lesson, which is to confirm that the lesson process accomplished the teaching objectives. Evaluation is carried out for both the learner and the teacher, and support for teacher learning and evaluation needs to be part of an integrated whole that promotes effectiveness during each stage (Hammond, 2014). The process of crafting evaluation systems focuses on practicing good teaching and creating a culture that values teaching. A credible and acceptable evaluation system is adopted for each lesson, using a pre-determined criterion for effective

Table 1. Suggested multicultural education curriculum.

1	Recognizing different Culture and Developing Respect	Learners to investigate cultural identity, explore and compare cultural knowledge and develop respect for knowledge	Mandatory
2	Intercultural experiences and assuming responsibility	Learners to develop the capacity to process and reflect on intercultural experiences and cultural difference	Mandatory
3	Intercultural understanding in the learning environment	Development of skills and knowledge of cultural perspectives and practices	Mandatory

teaching.

Assessment methods to be used include:

1. Direct Observation/oral questions (DO)
2. Question and Answer (QA)
3. Witness Testimony (WT)
4. Recognition of Prior Learning (RPL)
5. Simulation
6. Assignments, project, etc.

Multicultural education

Multicultural Education is:

(a) a reaction to the challenge in providing quality education for all.
(b) a response to the challenges of globalization and complexity.
(c) a means to gain a complete and thorough understanding of the concepts of democracy and pluralism, as well as different customs, traditions, faiths, and values (Agostino, 2008)

The current school curriculum being implemented in Nigeria is adapted to modern culture. Nigeria is a country with multiple ethnicity and diversity in culture, values, perceptions, religion, beliefs, and language. The curriculum from lower basic education includes the learning of Nigerian languages, social studies, cultural and creative arts. According to O'Sullivan and Goosney (2007), "early development of language and other literacy skills are closely associated with cognitive development and academic success in school." The basic education curriculum ensures that the student's first native language is well established as the early stimulating environment, and challenging circumstances can influence cognitive skills in the learner.

Modern culture curriculum expresses in a pedagogical language, a synthesis of a cultural idea about how and who defines cultural authority in a given society (Dussel, 2014). Education is regarded as one of the social institutions of the society, and a process by which society transmits its cultural heritage through the learning institutions. "In Nigeria, curriculum development in the schools is greatly influenced by the culture of where the

school is situated. It is a process and flows from theory to practice, and the feed of curriculum stands on the trench hold of becoming ordered" (Nakpodia, 2010). The curriculum holds relevance that seeks to organize experiences in schools, and society through the inclusion of related cultural subjects to structure the curriculum for modern schooling. Modern schooling curriculum incorporating multicultural education is focused on teaching tolerance and acceptability that allows students from different background study and lives together in a safe and pleasant environment (Aydin and Chandler, 2010). Conflicts in Nigeria has lingered for decades and been fueled majorly by differences in religion, culture, language, and tribe; multicultural education is to inculcate understanding, tolerance, peace, love, dialogue, and acceptability into the students and Nigeria's future generations. Multicultural education in Nigeria can help reduce poverty, promote human development and peace, improve educational opportunities, and aid conflict resolution (Aydin, 2013).

SUGGESTED MULTICULTURAL EDUCATION CURRICULUM

Teachers are expected to be knowledgeable about multicultural education and handle issues relating to cultural differences among students by not overreacting, bringing a positive change in attitudes and behavior, respect for other cultures and understanding of the differences that exist. Multicultural education provides emotional and social development in students, which leads to higher capacities of trust, belief, and acceptance of other opinions. Adapting principles of multicultural education in the curriculum boost academic success and prepare students for roles as productive citizens. Multicultural education is a critical aspect of the curriculum, and educators' competence is broadened through teachers' understanding and ability to think, communicate, and interact in culturally different ways and from multiple perspectives (Table 1).

The future school curriculum is designed to stimulate conversations among those who think and are affected about the purposes of schooling, such as teachers, school administrators, students, parents, student teachers about learning and curriculum existing today

and the future. Implications of strong knowledge for the future curriculum cannot be overemphasized, as curriculum changes over time, as several factors affect the development and implementation of the curriculum. The future curriculum is targeted at the 21st-century learners in all learning platforms. The future curriculum essential elements are the aims and objectives, content, organization, and evaluation. The curriculum is designed to prepare future generations to thrive in the changing environment, centering on changing how lessons are taught, embracing technology in the classroom, including multicultural education and keeping up with the evolution of skills needed to solve problems, innovation and succeeding.

Valid knowledge in the future curriculum will adapt information communication technology in learning, as it is currently experienced with online learning and academic sources available online. The curriculum of learner-centered proves that learners' interest in learning correlates the level of achievement. Learner-centered motivate students to learn through individual passion. In a heterogeneous classroom consisting of students from a diverse cultural background, language, and beliefs, such as the case of Nigeria, the discrimination incident should be handled carefully. Discrimination in school is an act of not treating people equally or less favorably than others. Discrimination can be direct or indirect, such as having and enforcing admission rules that favor one group over another. According to Sullivan (2018), "all kinds of discrimination are wrong and can be harmful to those involved. In schools, discrimination can make it difficult for students to learn because they do not feel safe or accepted." To safeguard students' right to learn, it is essential to fight any form of discrimination.

Handling discrimination incident begins with the introduction of multicultural curriculum that teaches students about differences in cultures, belief, perspectives and languages, and how to accept one another based on cultural background. Discrimination incident can be handled by knowing your rights, speak out about discrimination incidents with evidence, speak to authorities about the discrimination act, school authorities should provide policies and practices that are not discriminatory, and when discrimination act is reported, school authorities will address the concern quickly, effectively and apologetically.

Importance of multicultural education

The goal of multicultural education is to "change teaching and learning approaches in such a way that students of both genders and from diverse cultural, ethnic, and language groups will have equal opportunities to learn in educational institutions" (Banks, 2013, p. 10). Multicultural education:

(1) Helps to identify the risks of globalization and multicultural communities.
(2) Reduces the risks of economically motivated rules and regulations without the intervention by government and politics.
(3) Recognize new opportunities (e.g., exchanges between different people).
(4) Discourages discrimination.

In promoting multicultural education, the teacher has an important role to play in creating an inclusive school. Nigeria is a country with diverse ethnicities, and to promote unity and coexistence among Nigerian students, the Unity schools were established in all regions of the country. Multicultural education is embedded in the practices of how things are done in an environmental setting, dispositions that inform both the classroom climate and the hidden curriculum. Instructional providers who are referred to as teachers in Nigeria are to help learners inculcate a positive self-image and sense of group belonging, promote interaction between all students, help students learn about those differences and respect them, and cultivates critical thinking of each student to prejudices. Instructional providers are to develop the skills needed to convey culturally sensitive and adaptive instructions. Multicultural education helps to create an active learning environment in which all students feel secure, valued and involved in the learning process; it fosters economic development by enabling students to compete in a diverse workforce and integrate into the global economy (Mohammed et al., 2016). It also creates a supportive multicultural environment, which represents diversity as a regular part of the school life and human existence.

CONCLUSION

In conclusion, developing a curriculum should give room for flexibility, adaptability, functional to circumstances, and encourage innovation and experimentation of different structures, such as multicultural education. Multicultural education provides emotional and social development in students, which leads to higher capacities of trust, belief, and acceptance of other opinions. According to Edewor et al. (2014), multicultural education leads to a situation in which citizens of a country continually see themselves as one people, bound by shared historical experiences and values imbibed by the spirit of patriotism and unity. The unity schools established in Nigeria with the representation of every region and part of Nigeria have produced citizens with broad-mindset that transcended tribalism and ethnicity. The unity schools develop student's ability to understand, communicate, and interact culturally, having diverse opinions about people and events.

Adapting principles of multicultural education in the

curriculum boosts academic success and prepare students for roles as productive citizens. Multicultural education is a critical aspect of the curriculum, and educators' competence is broadened through teachers' understanding and ability to think, communicate, and interact in culturally different ways and from multiple perspectives. Finding common ground for solutions to problems that concern peaceful coexistence based on diversity in ethnicity, values, religion, and beliefs can be achieved through impacting idea, skills, and knowledge that will define or shape individuals course of action in life. Multicultural education is imperative for all educational levels in Nigeria based on the country's multicultural nature.

RECOMMENDATION

The article recommends:

1. Stakeholders such as teachers, students and parents should be involved in curriculum development.
2. The absolute inclusion of multicultural education in the Nigerian education curriculum from basic education to the higher education system.
3. Teachers should improve capacity in the strategy adopted for teaching multicultural education to ensure effective teaching-learning process and appropriate educational achievements.
4. Learners should be made to understand and appreciate peace, unity, and love that promote harmony in the society.
5. Diverse strategies and methodologies should be adopted in the teaching-learning process.

REFERENCES

Abiodun A (2012). Rebuilding the foundations of education in Nigeria. Newsl. Soc. Sci. Acad. Niger. 5(2):21-31.

Agostino P (2008). Intercultural education in Europe: Epistemological and semantic aspects. Intercult. Educ. 19(6):481-491. DOI:10.1080/14675980802568277.

Ainscow M (2005). Developing inclusive education systems: what are the levers for change? J. Educ. Change 6(2):109-124.

Akhtar M (2004). Analyses of curriculum process and development of a model for secondary level in Pakistan. Published by Internet PhD .Ed theses, University Institute of Education and Research, University of Arid Agriculture Rawalpindi, Pakistan.

Al Barwani T, Al-Ani W, Amzat I (2012). An effective teaching model for public school teachers in the Sultanate of Oman. Educ. Bus. Soc. Contemp. Middle East. Issues 5(1):23-26. DOI:10.1108/17537981211225844

Alvior G (2014). The meaning and importance of curriculum development. *In SimplyEducate*. Retrieved from http://simplyeducate.me/2014/12/13/the-meaning-and-importance-of curriculumdevelopment/

Amadioha S (2016). Curriculum development practices in Nigeria: definition, aims and brief history of the comparative education and adaptation centre (CESAC). Aust. J. Arts Sci. Res. 21(2):87-94.

Aydin H (2013). Educational reform in Nigeria: the case of multicultural education for peace, love, and tolerance. S. Afr. J. Educ. 33(1):1-19. Retrieved from

http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S0256-01002013000100001

Aydin H, Chandler S (2010). Building a culture of dialogue: A qualitative field study of the Gülen-inspired schools in Abuja, Nigeria. Paper presented at the Gülen Movement: Paradigms, Projects, and Aspirations, International Conference. Chicago, IL: USA.

Banks A (2013). Multicultural education, ltu education: Characteristics and goals, culture, teaching and ltu learning, John Wiley & Sons.

Bennett C (2003). Comprehensive multicultural education: theory and practice 5th ed. Boston, MA: Allyn Bacon.

Bilbao P, Lucido I, Iringan C, Javier B (2008). Curriculum development. Philippines: Lorimar Publishing, Inc.

Clark I (2011). Formative Assessment: policy, perspectives and practice. Fla. J. Educ. Adm. Policy 4(2):158-180.

Dussel I (2014). Is school curriculum still relevant in digital culture? Debates and challenges on contemporary cultural authority. Educ. Policy Anal. Arch. 22(24):1-26. DOI: http://dx.doi.org/10.14507/epaa.v22n24.2014

Edewor P, Aluko Y, Folarin S (2014). Managing ethnic and cultural diversity for national integration in Nigeria. Dev. Ctry. Stud. 4(6):70-76.

Fussel M (2017). The art of teaching. The virtual instructor. Retrieved from https://thevirtualinstructor.com/blog/the-art-of-teaching-art

Gautam M, Singh S (2015). Entrepreneurship education: concept, characteristics and implications for teacher education. Int. J. Educ. 5(1):21-35.

Ghonji M (2015). Analysis of some effective teaching quality factors within faculty members of agricultural and natural resources college in Tehran University. J. Saudi Soc. Agric. Sci. 14(2):109-115.

Glenn S (2018). Importance of curriculum to teaching. Classroom. Retrieved from https://classroom.synonym.com/importance-curriculum-teaching-6189570.html

Hammond L (2014). Teacher evaluation as part of a comprehensive system for teaching and learning. Am. Educ. pp. 4-14. Retrieved from https://files.eric.ed.gov/fulltext/EJ1023870.pdf

Igbokwe C (2015). Recent curriculum reforms at the basic education level in Nigeria aimed at catching them young to create change. Am. J. Educ. Res. 3(1):31-37.

Kapur R (2018). Formulation of objectives in curriculum development. Retrieved from https://www.researchgate.net/publication/323694981_Formulation_of_Objectives_in_Curriculum_Development/download

Makaran D (2015). Factors influencing curriculum development process in secondary school education in Mogadishu, Somalia. Department of Educational Administration and Planning, University of Nairobi. Retrieved from http://erepository.uonbi.ac.ke/bitstream/handle/11295/97403/DAUD%20MOHAMED%20MAKARAM%20PROJECT%20FINAL%20.pdf?sequence=1&isAllowed=y

Mohammed B, Rufai D, Olufemi E (2016). The versatility of multicultural education and its challenges. Int. J. Capacity Build. Manag. 3(1):51-58.

Muhammad Q, Khan N (2012). Impact of effective teachers on student's academic achievements. J. Educ. Res. 15(1):30-38.

Nakpodia E (2010). Culture and curriculum development in Nigerian Schools. Afr. J. Hist. Cult. 2(1):1-9. Retrieved from http://www.academicjournals.org/app/webroot/article/article13818532 78_Nakpodia.pdf

O'Sullivan J, Goosney J (2007). Get ready, get set, get going: Learning to read in northern Canada. Thunder Bay, Canada: Center of Excellence for Children's Well-Being, Lakehead University. Retrieved from www.coespecialneeds.ca/uploads/docs/getreadygetsetenglish.pdf

Obidike N (2017). Factors affecting teacher quality practices in primary schools in Awka Educational Zone, Anambra State. Nnamdi Azikiwe University, Nigeria. Retrieved from https://journal.lib.uoguelph.ca

Offorma G (2014). Approaches to curriculum development. pp. 77-92. Retrieved from https://www.researchgate.net/publication/280554159

Paraskevi C, Athanasios G, Ira V (2014). Formative assessment in mathematics: a theoretical model. *Acta Didactica Universitatis Comenianae Mathematics* 14:43-70

Patankar P, Jadhav M (2013). Role of teachers in curriculum

development for teacher education. National Conference on Challenges in Teacher Education, Physical Education, Kolhapur.

Pillai S (2015). Curriculum design and development. Retrieved from https://docplayer.net/5749858-Curriculum-design-and-by-prof-s-swaminatha-pillai.html

Salako E (2017). Effective teaching of multi-cultural education concepts in social studies. Int. J. Educ. Eval. 3(3):8-17.

Shahida B, Bushra N, Shazia H, Wahida A, Fatima G (2015). Construction of effective teaching evaluation scale and student's perception of the characteristics of effective teachers. Pak. J. Soc. Clin. Psychol. 13(1):28-35.

Skutil M, Havlickova K, Matejickova R (2015). Educational process in terms of teaching methods and organizational forms in small schools. Procedia Soc. Behav. Sci. 174:2560-2565.

Sullivan A (2018). Addressing discrimination in school matters. Equity Alliance, pp. 1-3. Retrieved from http://ea.niusileadscape.org/docs/WhatMatters_Discrimination.pdf

World Population Review (2019). 2019 World Population by Country. Retrieved from http://worldpopulationreview.com/