**Lack of finance:** Finance is the oil that lubricates the wheel of the curriculum development process. This process involves people working at different time for a long period. Huge capital is involve when assembling a curriculum change team, to produce a draft of curriculum content and process it through all the stages for final approval by the NCE.

To organize workshops, seminars for teachers who are the facilitators of any curriculum development process require funds. Lack of fund also hinders the completion of the pilot testing process before embarking on full-scale implementation and this process a challenge for the curriculum development as faults/weakness of the curriculum that would have been modified during the pilot testing stage are allowed to affect the entire system. The production of the curriculum materials for the implementation of the curriculum is also hampered by lack of funds.

Furthermore, budgetary allocation to education falls below the 26% as recommended by United Nations Education scientific and cultural organization (UNESCO) standard. In 2010, according to the breakdown of the budget, the sum of N295.3 billion representing 6.4% of the budget was allocated to education. (Sturvus, 2012).

(ii)               **Incomplete Stages of curriculum development:**This sterns from the inability of the government to support the completion of all the stages of curriculum development. Ivowi (2009 :30)  stated that the pilot testing of curriculum materials before installation were neglected from 1985 till date when the senior secondary school (SSS) was approved by the National Council of Education. By this act, the essence of pilot schools for testing of curriculum materials was lost. This was a major setback to curriculum development.

(iii)             **Lack of support by Education authorities:**At times, those in Government take decision without consulting teachers, curriculum experts and evaluation experts with a view to improving standards, in form of existing knowledge, values, attitudes and skills.

In addition to Ivowi’s view, other problem of curriculum development includes:

    **Problems of Definition:**Curriculum development is faced with the problem of definition. Various schools of thought view curriculum in different ways. These schools of thought are divided into two, namely;

(i)                 The traditionalists, which are made up of the perennialists, the essentialists and the discipline doctrine advocates.

(ii)               The progressive

The traditionalists view the curriculum as a body of subjects planned for students while the progressive view curriculum as the sum total of all the planned and guided learning experience an individual encounters under the guidance of a school.

            From the above, it is evident that when the curriculum development is to take place, it has to be two dimensions. Furthermore, there are still divisions with these schools of thought. For instance, the perennialists believe that knowledge is the truth and truth is universal, therefore, the curriculum should

**W. Benebo-Solomon: Problems and prospects of curriculum development in primary schools**

be same everywhere. Their curriculum consisted of studies such as reading grammar, logic and mathematics. The essentialists there are certain essential that all men should know if they are to be considered educated. Their curriculum consists of the mother tongue, study of grammar, literature, writing, mathematics and foreign language. The discipline doctrine advocate believes that curriculum is a guided process of inquiry that gives right to established discipline. The various views on the definition of curriculum poses a problem for curriculum development as there is no consensus in the definition of curriculum.

    **Lack of clear philosophy:**Nigeria as a country lacks a clear cut philosophy of education because its lack political ideology, this then makes it difficult for a national philosophy to be formulated that would give direction to education. The curriculum developed is not relevant to Nigeria as it does not relate with work and life in the society as students still come of schools looking for employment, because the education given to them is not grown out Nigeria environment (Mango, 2008 : 60).

    **Policy changes:** Another factor that affects curriculum development is the frequent changes in educational policies. We had the Universal Primary Education (UPE) which was launched in 1976 to ensure that every child of school age was enrolled in school. The scheme estimated a teacher- pupil ratio of 1:35. Provisions were made for 60,000 teachers but this fell below the target because pupil enrolment increases tremendously. The number of teachers and pupil in Nigeria that ye (1976) was 194,000 and 3.2 million respectively (Odigie, 2006 : 71).

The  6-3-3-4 system of education whose objective was ensure that students who are not capable of going to senior secondary branch off for vocational and technical education did not achieve it stated objectives as all students moved on to the senior secondary schools. Rather than evaluate to find out possible causes of failure of the system, there was another change in policy which brought about the Universal Basic Education that was launched in September 1999 by General Olusegun Obasanjo. Over the years, Nigeria had several changes ranging from the 6-5-4 system to the 6-3-3-4 system and presently 9-3-4 system. These numerous programs have not fully achieved their set objectives and when a shortfall is discovered instead of evolving the curriculum process to ensure it works, a new curriculum rather developed.

    **Knowledge explosion:** Due to the development of science and technology, it become more tasking for the curriculum development process as knowledge becomes obsolete quickly hence the need for constant review for the curriculum, the method and materials of instruction. Emergent health issues and peace issues respectively.

    **Notion of crisis:** Most curriculum development process do not occur until there are problems in educational system. People now become sensitized that the educational system is no longer meeting the needs of individual and the society at large (Esu, Enukoha & Umoren, 2009 : 22).

    **Curriculum development requires time:**     It is difficult to develop curriculum document in a school district due to limited time available to the teachers. You can work with teachers often school burst they tired from teaching students from 8am –

**ASPJ                                                        Vol. 5 No. 3.                                               September 2013**

   

4pm you can work with teachers from early released day, but there are limited early released days in a school rear. You can work with a number of teachers during the summer and you can develop a quality curriculum but you can only have input of limited number of teachers. Lack of time to work with teachers passes a problem to curriculum development (Wiles, 2009 : 1).

2.                     **Problems of Curriculum Implementation**

There is a great disparity between policies formulated by government and the actual implementation of these policies. Policy makers often vary from policy implementers, hence, this gaps becomes a problem in course of implementation. This stage can be referred to as activation/delivery stage in curriculum process. With the introduction of the Universal Basic Education, education is said to be free and compulsory. At present in Rivers State, students are still made to pay registration fees before being admitted. There are also payment of examination fees and purchase of workbooks from teachers, if the Universal Basic Education (UBE) is not closely monitored it might go the way of other policies in the past.

i)                    **Lack of trained facilitators:**It is a waste of time and resources to develop curriculum materials, if adequate training is not provided for the facilitators, in this case the teachers who are to implement it. Hence, the process of curriculum development will be hampered.

ii)                  **Lack of instructional materials:**This is another implementation issue in Nigeria education curriculum Oneachu (2011) described instructional materials as alternatives channels of communication which a teacher can use to compress information and make them more vivid to his learners. This is seriously lacking in our school system.

iii)                **Non-application of information and communication technology (ICT) in learning:** Inability to apply ICT in learning school subjects is one of the problems militating against effective implementation of curriculum in Nigeria. The inability of the government to develop special kits that would aid the content delivery process, tools and apparatus for teaching and learning of science and technology were nit developed to the prototype stage and this led to the failure of tools being produced massively to enhance the teaching and learning process.

3.                  **Problems of Evaluation and Supervision**

(i)                 The greatest problem of education the world over is that of responsibility and control. According to Adeyinka (2008), “As a result of the prevalence of multiple system of education in the country, there is the problem of diversification and control. Who controls what levels of education? Most times, people do not have the requisite skills to ensure that activities in schools are carried out in the most effective and efficient way possible. Some of which are the ability to find and interpret information and also communicate with people. Furthermore, people do shy away from evaluation because it exposes the weakness of the organization.

**W. Benebo-Solomon: Problems and prospects of curriculum development in primary schools**

(ii)               Unstable subject syllabuses:   There are many examination bodies in Nigeria and there is need for schools and colleges to meet the requirement of the examining bodies. The school subject syllabuses are changed or modified regularly. This poses a major problem to curriculum evaluation and supervision.

**Prospect for Curriculum Development**       

1.                  As Nigeria begin to use the diamond based shaped curriculum by Professor Enukoha, the curriculum process will be effectively developed. This is due to the fact that this model takes into cognizance the flows of other models. It is also a Nigerian based unlike the foreign models we have been using that is alien to us. It makes from for interactions between the society, learner and education process.

2.                  The use of mid mapping strategy as a brain storming exercise to enable students, teachers and  curriculum experts to adopt a deeper level of learning. (Ferson, 2004 : 2). It will e good for curriculum developers to have an overview or overall picture of the curriculum process so they can develop the curriculum effectively.

3.                  The numbers of pilot schools should be increase and fully utilized in order for the trial testing in curriculum development that has been abandoned for a long period to be reactivated.

4.                  For any new change in curriculum development, there should be regular annual long vacation courses for school teachers to get then acquainted to the philosophy, objectives, content and delivery method of project materials and also expose them to new techniques in education.

5.                  Benchmark minimum Academic standards should be used to grade educational institution and foster cooperation among them to ensure quality assurance all the time.

6.                  Mandatory continuing professional development (MCPD). There is provision in the National Policy on Education (2004) relating to the continuous training of teachers and instructors. This will avail the teachers the opportunity to develop and demonstrate their profound competence against set standards.

7.                  Use of information technology for teaching and learning:      ICT programmes have been incorporated in all teachers training programmes. These will boast the curriculum implementation when fully harnessed. Furthermore, technology should be used in the curriculum development process to reduce the time taken to develop the curriculum. In using the electronic process, materials are developed and distributed on an information data base and made accessible to stakeholder to go through and make inputs. This reduces the meeting times and stakeholders. Grey areas are also involved using conference call.