THE ROLE OF ASSESSMENT AND RESEARCH IN CATCHING –UP WITH THE TREND IN GLOBAL EDUCATION

ODEY, MICHEAL OBI
Social Studies Education
Faculty of Education, University of Calabar.
07036022433-Odeyobi@yahoo.com.

ABSTRACT
Global changes in contemporary society call for innovations to meet with the unprecedented needs in the school curriculum. Nigeria among other nations of the world has been experiencing changing in the education system brought about by the vast and complex process of globalization, technological change and the experience of new knowledge within the academy itself. The major desire of curriculum development is to provide the right type of education that is befitting for the needs, interest and aspirations of the society. This paper defined curriculum development as continuous identification, selection and arrangement of learning opportunities and the creation of curriculum materials with the appropriate teaching synergy which fits the challenges conditions of a specific environment and ensure the achievement of a state goal. The work reflect on some of the 21st century emerging issues whose body of knowledge must be included in the curriculum; HIV AIDS,ICT, Terrorism, kidnapping, peace and conflict. This work also look at responsive curriculum and inter-disciplinary method of teaching as best pedagogy that enhances good teaching learning process. It went further to discuss on the importance of curriculum innovation. The paper sees the need to incorporate moral dimension to curriculum design for the preparation of educational administrators for effective performance. The paper faulted the current assessment practices which focus mostly on factual knowledge to the almost total neglect of affective behavior. The work discussed the importance of the assessment of the affective behavior of the learners as supplement to paper-and-pen type of tests, to include student self evaluation of the higher thought process. This paper describes research, particularly educational research as an organization and a systematic ways of finding answers to questions. It is a process of finding out, or searching for solution to a problem. The Researcher discusses one of the trends in research to include the acquisition of skills and knowledge of computer, online research as necessary. Finally, the researcher in line with the National policy on Education (NPE) said all subject curriculum should reflect: Relevance of today's needs, Practical applications adding value to adult/work life, Challenges of employment in tomorrow's world and Equipping learners in basic skil

Introduction

A proud and happy country is one that sees that its learners are successful and responsible citizens, contributing effectively to the growth of the nation's economy and being confident individuals wherever they might be (Ogunkunle,2009). Globalization has cut across all spheres of human endeavours and this account for accelerated global trends in education and other social aspect of life. The key wealth creation activity used to be the manufacturing sector that involves the transformation of resources to generate both goods and services. There has been a shift to other sectors in the recent time. Instead of looking at the school curriculum as mere equipping young learners with high levels of literacy, numeracy, thinking skills and support the development of their health and wellbeing. Every child can develop its potential through a broad range of challenging, well-planned experience that develops qualities of enterprise, citizenship and creativity (LTS, 2006).

According to Zeleza (2005) African universities and indeed universities everywhere are undergoing unprecedented change and confronting multiple challenges brought about by the vast and complex processes of globalization, technological change and the experience of new knowledge economies and economies of knowledge within the academy itself. This has made the roles of higher education becoming more encompassing, complex and challenging with the current trend of globalization (Ossai, 2015). Therefore, in order to enable the teaching-learning process to meet up with the unprecedented changes in our society, this work seeks to examine the current (or emerging) trends in assessment and research in global education, trends in curriculum development, pedagogy, teaching, administration, research and assessment.

Conceptualizing globalization and Education

Globalization: According to Obioma (2007), globalization is not merely an economic phenomenon but it is multidimensional and is the key factor driving contemporary world. The education sector is equally affected. Also, globalization according to Zeleza (2005); globalization has brought with it the growth of what is variously referred to as "Transitional Cross Border" or borderless education and the development of non-international partnership, new network and consortium. At present, there is pressure on tertiary institutions across nations to compete for the best in terms of research, assessment, curriculum development, teaching method and administration of schools. As stated earlier, globalization generally goes beyond the economic sphere alone. Many scholars seem to have focused on the economic sphere of the concept as explained by Akani (2004); globalization is a process of integrating not just the economy but culture, technology and governance.

The concern is to represent the growing worldwide interdependence of the people and countries (Ogbonnaya, 2013). As a theory of economic development, globalization assumes that a greater level of integration is taking place among different regions of the world and that this integration is having an important impact on economic growth and social indicators (Taiwo, 2014).

It is obvious that the expanding trend of globalization has promoted the advancement of education particularly in Africa. This has resulted to alteration of educational system worldwide. Therefore, because of the prevailing influence of globalization on education, every country, particularly the curriculum planners must develop a proactive measure in other to be up to date in all form of teaching-learning processes.

MICHEAL OBI ODEY

Concept of Education

Education generally is accepted as an important and avoidable instrument used for national development, this is so, because education is an aspect of human capital development. Advancement in education enhances the process of increasing knowledge, attitude, competence skills and capacities for Nation Manpower. Each society therefore wishes that her citizens should possess appropriate occupational skills and in addition develop acceptable attitude that will make them useful to themselves and the society in which they lives. Such an education should therefore be as effective as possible (Ada, 2011).

In recognition of its role to national development, the Nigeria's philosophy of education according to the National policy on Education (FRN, 2004) includes:

- Free and democratic society
- Just and egalitarian society
- United, strong and self-reliant nation
- Great and dynamic economy; and land full of bright opportunities for all citizens.

This is based on the integration of the individual into a sound and effective citizen. In Nigeria, education is seen as the largest industry patronized by virtually every individuals. Unfortunately, the social ills plaguing the Nigeria society have drastically and damagingly eroded the schools. The current educational system, which was inherited from the colonial period is inadequate in many respects. The defects include the philosophy of education, the structure and content and curricula of the various levels of the educational system, the objectives and goals of education, access to education in terms of space, financial resources and funding. The reckless social demand for education in the Nigeria society has led to blatant disregard to and unnecessary manipulation of the variables. Most classroom are not good for learning, learning materials are inadequate and most teachers are incompetent. Family background of most parents cannot sufficiently provide the necessary support needed at home; this has resulted in drastically diluting the quality of education offered by the school system in Nigeria. The administrative procedures of schools are after interfered.

Curriculum Development in Nigeria

A curriculum is an embodiment of all the knowledge, skills and attitudes which a nation, through her schools, imparts to her citizen. It involves the acquisition of skills needed to perform tasks. Curriculum development, therefore, is the continuous identification, selection and arrangement of learning opportunities and the creation of curriculum materials with the appropriate teaching strategy which fits the challenging conditions of a specific environment and ensures the achievement of a stated goal. Curriculum development is described as continuous process because knowledge is not static, rather, it grows and changes (Obiefuna.2009).

Curriculum materials cannot be ruled out in a development process as they are evanescent thoughts and actions that constitute the curriculum in practice. New ideas create new and suitable instructional materials that will enable the learner understand and participate actively in teaching-learning process. Teaching strategies are equally developed in line with new knowledge and skills and also make room for revising instructional techniques/procedures to be utilized. The curriculum development process is seen in the "what" of education, which can be identified in the needs analysis, objectives, content and learning experiences, selection; and the "how" of education as seen in the organization of content, learning experiences and evaluation. Curriculum embodies the acquisition of requisite attitudes, interests, feelings, motions, etc, towards self, others, a profession and the environment. Field of curriculum studies entails three components called the three domains. The knowledge component or cognitive domain, the skills component, known as

psychomotor domain, while the attitude, interest and feeling component is called the Affective domain. It is a standard practice in education that teachers in line with the curriculum specify instructional objectives to guide any instructional effort in any of these domains. The validity of any educational system is gauged by the relevance of her curriculum. Therefore, a nation with a weak curriculum cannot confront the challenges of competition or meet up with the global request. However, it may interest you to know that curriculum in line with this study refers to the planned and unplanned experiences which learners receive in the process of their formal or semi-formal education for the purpose of becoming rounded persons who can make meaningful contribution to the betterment of their society and the world. A meaningful curriculum must focus on all domains of learning-cognitive (knowledge/intellect), psycho-productive (skills) and affective (attitudes/values) – in order to foster on all-round development. It involves a dynamic process as it moves with the changing trends in the society.

Current Trends in Curriculum Development and other Variables Influencing Social Studies Learning
This article will offer discussion on the current trends in curriculum development in relation with other learning concepts such as; pedagogy, teaching, administration, research and assessment.

The conceptual framework of current trends in learning subjects implies that all curriculum need to be flexible and embraced general direction as a result of changing around the world or in the society that bear relevance to the disciplines. Global changes in recent times call for innovations in the school curriculum. Nigeria as well as other nations of the world has been experiencing changes in the education system in line with the NPE so as to meet the challenges of the millennium development goals (MDGs) and Global Education respectively.

Curriculum, as a field of study, has continued to attract interest among educators, scholars and researchers mainly because of its centrality to the attainment of the educational goals of any nations (Ogunyemi, 2009). Any serious attempt to improve educational quality must begin with the issues of curriculum development, implementation and evaluation. Ajeyalemi (2008) recently observed that the state of the curricula at all levels of education in Nigeria has remained a source of concern and "There have been persistent criticisms of the relevance of the entire educational system". This trend raises some level of curiosity if not anxiety, about the nature of curriculum and its importance in the whole business of education and national development. The curriculum must then be changing with the educational system, especially in teaching, pedagogy, administration, research and assessment that will reflect the desires of learners and the society as a whole.

All the above mentioned processes or attributes of learning could be made effective through a responsive curriculum. Responsive curriculum is the curriculum that is relevant to the current and anticipated needs, problems and aspirations of the learner. A responsive curriculum takes cognizance of vital changes and challenges in the environment and prepares the learner to meet them. Major current trends in curriculum include;
1. Being integrated and interdisciplinary
2. Being authentic, learner-centred and oriented to real life situation;
3. Utilizing materials from the learner's culture;
4. Assisting the learner to develop critical thinking ability;
5. Incorporating co-operative learning and the development of self-esteem through the recognition and application of multiple intelligence facilities (Abdal-Haqq, 1994).
Some of these features are examined here under the already mentioned concepts;

MICHEAL OBI ODEY

Trends in Teaching Method/Pedagogy: Discussion on the current trends in teaching and pedagogy will be taken interchangeably or side by side because of their connectivity's in the act of teaching-learning process.

Teaching is a process of giving instruction to impact knowledge, facts, skills, attitudes, interests and aptitude by a knowledgeable and more experienced person to a less knowledgeable and inexperienced individuals. On the other hand, a teacher is a professional, who consciously and deliberately, uses his/her wealth of experience, training skills, competencies, attitudes, interests, knowledge of content, with the help of instructional materials, methods/techniques to impart to a less experienced persons (Mkpa, 2009).

Generally, curriculum delivery methods could be classified into traditional (the teacher-centred method/teacher-talk chalk) and the modern methods (learner-centred method) or the pupil-activity oriented learning.In the teacher-centred method, the teacher in the classroom certain is the main focus. The teacher is at the centre of all the classroom activities. He does the talking, writes on the chalkboard, and performs the experiments. The learner is a passive listener of the teaching learning process. Even the subjectmatter, teaching methods, as well as the instructional materials are designed in favour of the teacher. This method does not encourage necessary interactions in the teaching learning situation. It does not allow the learners to participate actively in classroom activities. It does not promote development of desirable skills and attitudes in the learner, it encourages rote learning. Based on the above reasons, the teacher-centred is becoming very unpopular. Emphasis has been shifted to the learner-centred method (LCM) of teaching which is more accepted within the global education context.

The learner-centred method (LCM). In the learner centred method, the learner is the point of focus in the teaching-learning approach. The learner occupies a prominent position in the teaching-learning situation and therefore the fulcrum upon which everything revolves. The learner is at the centre of all activities, therefore, it:

- It enhances a reflective and critical thinking among learners.
- Encourages active participation of learners in teaching-learning situation
- It is problem-solving, as it promote curiosity among learners.
- Encourages and promotes the development of skills and encourages orientation to the learner's real life.

Modern delivery method, emphases on constructivism as best trend in the teaching learning approach instead of the behavioural model that is more of traditional method of teaching. An effective teacher is one that explore the best teaching approaches to achieve it teaching-learning goals, some of those model include the activity method, project method, inquiry method, demonstration, guided discovery, interdisciplinary etc.

Ogwo and Oranu (2006) identify the following modern techniques involved in curriculum delivery, such as; e-learning, computer assisted instruction, mentoring, team teaching, simulation, games and individualized instruction.

Trends in School Administration

Educational management involves organization and administration of both human and material resources on the day-to-day basis. This according to Musaazi (1982) in Ada, (2011) implies coordinating the efforts of all those who are concerned with the process of education towards achievement of educational objectives. These include the students, staff, the community, laws and policies that guides the entire school system. Management is central to all organization. It is necessary because of human participation in the affairs of such organizations. The concept of teaching and the learning process must be properly coordinated to ensure the attainment of it stated

goals. The success or failure of any academic institution depends strongly on it organizational structure. There is a gain saying that administration impacts greatly on teaching and learning either positively or negatively. This section focuses on the trend in school administration. The educational administration is a moral agent. The school authority has their responsibility to offer or inculcate a good moral value on the students and the entire constituent. Distinctly moral virtues instituted by an educational administrator shows that his/her actions and decisions are inline with the operational framework of the institution.

Planning and managing education entails many intrigue one of which is to maintain the well-being of students which should be the fundamental value of all decision making actions. In Nigerian educational system, most administrators that assumed leadership position do not have rudiment in administration, therefore, lacks the administrative skills to effectively manage both the human and material resources which they are meant to govern, as a result, there is always a collapse in the system. Much of the pre-training of educational administrators occurs informally and in an unprofessional manner. There is a general called for the re-training of school administrators to meet the current trend worldwide. The above expected transformation of the educational administrator can only be made wholistic, if it is reflected in the curriculum as content, meant for the consumption of all educational stakeholders, especially the educational heads and students.

In order to meet up with the current trend in school administration, the following efforts be made;

i. The curriculum planners should among others include specific training on moral ethic, especially on areas that easily pose challenge in the school system.

ii. Integrate within the existing curriculum several opportunities that will enable the students to acquires those virtues that could serve as a guide on the values and norms of the society.

iii. Develop a definite curriculum content that educate student on the development and understanding of educational administration.

iv. Develop a "problem driven" curriculum as an alternative to the traditional "course-driven" curriculum (Akpakwu, 2008). Design the problems and associated problem-solving and policy analysis expectation to assure that students acquire and development knowledge, skills and attitude needed for ethical analysis, and to assure that problem and decisions are explored properly.

v. Incorporating a moral dimension to the curriculum design for the preparation of educational administrators that could enable a prospective administrator to acquire knowledge, skills, attitude that are moral oriented.

vi. School administrators should be involved in the planning of the curriculum, because their experiences with the teachers and learners help the planners to eliminate hitches to effective curriculum implementation.

Educational Research

Educators are daily faced with the task of making decisions regarding the planning of learning experiences, the methods of teaching these experiences, and how to evaluate the achievement of the stated goals. In planning and executing their aims, one thing seems to be a guiding factor to educators, that is, the necessity to make a valid decision about what they do and how they do it. It is for this purpose that research is needed. Research can be defined as an investigation undertaken in order to discover new facts or make inquiries and so on (2011). Educational research on the other hand according to (Nworgu, 1991) defined educational research as the way in which one acquires dependable and useful information about the educative process.

MICHEAL OBI ODEY

The goal of educational research is to discover general principles on which interpretation, prediction, explanation and control of behaviour can be based.

Research is a systematic process of finding solutions to problems. Such problems include both human and environmental problems of which education is included. Research brings new techniques in the teaching and learning activities. It makes learning easier and makes life more meaningful for the citizen. It provide ways to improve on existing methods of teaching learning activities, educational theories and practices that produce result relevant to programme planning and implementation (Nworgu, 1991). Research development occupies a vital aspect as it is basically concerned with innovation that brings about changing in the society.

Role of Assessment in Education

The continuous instructional evaluation accounts for the success of the teacher in realizing the instructional objective in the classroom. The term evaluation connotes the process of making value judgment or taking decision about events, objective or their characteristic. Such judgment or decisions are based on empirical data or information made available through measurement. Isreal (2007), defines evaluation as the appraisal of the worth or value of a thing or action and the making of appropriate decision on the basis of such appraisal. Thorpe, (1988) defines evaluation as the collection of analysis and interpretation of information about any aspect of a programme of education or training as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have. Adebayo (2002) agrees that the purpose of continuous assessment is to guide and improve the learning performance of students in addition to other reasons.

Evaluation of learning is a necessary tool in curriculum implementation. A good evaluation focuses on the cognitive, affective and psychomotor behaviour. Evaluation data must be valid and reliable for them to be useful to the educational system. But affective domain is hardly properly assessed by teachers in the current trend. Anwuka (2005) observes that quite often in stating objectives in lesson plans, teacher state affective objectives, but in evaluating learning outcomes, not much is done to reflect the emphasized affective objectives. Teachers must be made to understand how to obtain evidence or data on affective outcomes as well as how to record the obtained evidence. Students monitoring and observation should also be seen as one of the critical measure of affective domain, here students' participation in classroom activities should be handled with utmost priority. Teachers should also consider student class attendance as very important and absenteeism should go with a serious punishment that will serve as deterrent to others.

Trends in Assessment and Research in Global Education

As already stated above, the primary responsibility of a professional teacher involves effecting desirable behavioural changes in the learner through well planned intervention. The execution of this task involves the appropriate application of assessment. As noted earlier in the concept, assessment is the process of organizing test data into interpretable forms on the number of factors. Data are obtained using a wide variety of instruments such as tests, questionnaires and observations. In general, several types of tests that test different aspects of the child's learning (cognitive, psychomotor, and affective) are needed for a complete assessment, that is, the assessment of learning should be focused on important factors using a number of assessment methods or techniques to arrive at a score or judgment in respect of the learners' ability, attitude and progress. Unfortunately, most of our schools still operate the traditional assessment practices of the last century. This practice focuses mostly on factual knowledge to the almost total neglect of affective behaviour.

However, in order to meet up with the global challenges in education, at present, research in education in Africa and world over is focusing on assessment as it has become clearer, that a

broader range attributes need to be assessed than has been considered in the past. The education sector, particularly in Nigeria is currently undergoing a number of changes. It evolves new, effective and more practical ways of measuring, evaluating and reporting student's progress toward the various targets and learning goals. One of such innovation is carrying out assessment during the course of instruction, called School Based Assessment (SBA). It is a teacher-directed assessment procedure which originates from the classroom.

The models stresses the use of multiple assessment techniques, peer and self-assessment by the learners and assessment that is systematic, continuous diagnostic and integrative. This paper therefore highlights the need to supplement paper-and-pen type of tests to include students self-evaluation of the higher thought process (assessment of the affective behaviour of the learner is very importance). And for assessment to meet up with the global requirement in Africa education there should be room for modern tests that include computer designed programmes, pictorial tests, pre-tests and formative evaluation.

Research: Research in education has an important role of assisting the nation to achieve her quest for socio-economic and general development, and also to bring new techniques in the teaching and learning activities. It assumes tremendous roles in knowledge production and innovation geared towards solving societal problems.

Current researches in the fields of education, psychology of learning and development, intellectual development, and so on, have revealed some new ideas on how learning occurs, among which are the inquiring, discovery and reflective learning style and constructivism model of learning.Erinosho,(2008) opines that students learn well when they are actively involved in the learning process. Therefore, for student to gain a good knowledge of inquiring means of learning, they should make participate actively in classroom work. They should be given take home assignment or work. Engage them in group work which requires feedback. Through which they can generate their own knowledge. In addition, curriculum materials like textbooks, chart and non-text materials should be provided for learners for their private usage. The learner once in a while should be made independent of the teacher as such he/she should determine what he/she learns and the goals to pursue. Student should be made to discover knowledge and apply it in solving problems. Emphasis of teacher on the student should not be the acquisition of knowledge but on meaning constructed from it and its utilization in solving life problems. Generally, research finding have affected methods, techniques and strategies used for teaching at various levels of education. Faculty theory, cognitive theory, stimulus-response and humanist theory are respectively postulated by theorist for intellectual development that has helps the teacher to plan, select the review suitable learning experience to match the intellectual development status of the learners. Upon the importance of research on Africa education, the curriculum planners or developers should take as their responsibility curriculum innovation that will take care of relevant research activities. As a matter of urgency, therefore, tertiary education through its research mission must respond to the called brought by globalization and wealth creation education in a knowledge driven economy and new challenges in information and communication technologies in the 21st century. Nigeria education, especially, at the higher level through its research role needs a restructure and re-orientation towards meeting the global education in the context of the 21st century requirement. Both assessment and research in Africa education have a prevailing responsibility to enable school within the sub-Sahara to catch up with some of emerging trend discussed above.

Other Emerging Issues that Affects Curriculum Development in Nigeria

MICHEAL OBI ODEY

Having attempted to look at curriculum as a concept and current trends in some of the teaching learning variables, it is necessary to examine other issues that have emerged in Nigeria education which has posed a challenged on curriculum planners The changing social realities make the task of curriculum planning to be purposefully inconclusive. It is on this note that the Federal Republic of Nigeria (FRN, 2004) under the auspices of the National Policy on Education stated that for the benefit of all citizens, the country's educational goals in terms of its relevance to the needs of the individual as well as in terms of the kind of society desires, in relation to the environment and the realities of the modern world and rapid social change should be clearly set out. As these realities emerge the education system must be ready to make adequate positions and accommodate them in the school curriculum. In Nigeria, some of those recent issues that have emerged in the country's education that have posed challenges to curriculum development as reflected in this work includes; HIV/AIDS, ICT, Terrorism, kidnapping, peace and conflict.

This work will only discuss on two of the above mentioned issues, which include; ICT and insecurity which covers terrorism, kidnapping, peace and conflict. Information and communication technology (ICT) Education: The global information society has initiated a shift of emphasis from the natural resource-based economic development model to that of knowledge-based resource development in creating wealth. Information communication technology (ICT) has been looked upon as a viable tool for the upliftment of the standard of education in any nation. Thus the need for generating and integrating new technologies are indispensible in any education system and consequently in the training of teachers that are expected to drive the new system (Nzewi, U. 2009). One major problem and task that has faced education planners and policy makes is that of how to improve the quality of education offered to the citizenry as a response to the challenges posed by advancement in ICT. This change has equally affected the objective of education. This shift in objective, therefore, implies a shift in the way teachers teach and must fully fit in to the use of ICT.

ICT in education is the wholesome integration of modern telecommunication and particularly the internet into the education system. ICT is used as an instructional tool to explore, investigate, solve problems, interact, reflect, reason, and learn concepts in the classroom. With ICT in schools, education is made more productive by making instructions more powerful and more scientific. Agbo (2008) agreed that the present of computer, the internet, mobile phones, satellite television, electronic, commerce, e-mail and world wide web (www) are forms of ICT used in acquiring information or knowledge that tend to arouse teachers and student's interest in teaching learning activities.

The challenges confronting ICT integration in social studies education curriculum is how to equip learners for the challenges of digital competences in line with global education. Having known the influence of politic or the political leaders on the development of educational curriculum, therefore, the process of reviewing social studies education curriculum to be ICT compliance can only be achieved through understanding of the respective stakeholders, particularly the politician and curriculum planners. Generally, the challenge confronting integration of ICT in social studies education curriculum is that of non-availability of electricity for effective utilization of ICT in education and absence of internet facilities in most part of Nigeria.

Security Trend in Education

Technology advancement has accelerated the spread of globalization, tension and suspicion as envisage in the high global crime. The following sources of criminality are experienced in Nigeria. The country has witnessed unprecedented level of internal security threats

such as Niger Delta Militancy, ethno-religious crises, political violence, kidnapping, abduction, and terrorism, all these actions affects education in environment where there exist.

Colonization in Nigeria as an historical epoch deliberately brought together different ethnic groups to signal that Nigeria was going to emerge a multicultural state formation. In the process, they liquidated the internal harmony and fragmented them by generating primordial loyalties which became manifested in the post-colonial era. Colonialism destroyed ethnocentric values of the Nigeria ethnic groups and stirred up rivalries that have become an enduring character of Nigeria in the 21st century. The visual image that is beamed on satellite across the world about Nigeria is that of a country embroiled in fratricidal violence and conflicts that are ethnically and religiously motivated (Falola, 2004). The peace-building experiment-in the country had crumbled leaving in disunity and insecurity. This in many diverse ways affected the progress of education in Nigeria, since no meaningful development can strive in an atmosphere of in security. Since independence, the government and the people of Nigeria engage in an unpeaceful action by promoting lawlessness and public disorder.

In considering the various activities of insecurity including armed robbery, cultism kidnapping, political thuggering, bombing, assassination, child trafficking, abduction among others have a socio-economic implication on the nation's educational system. Security challenge has ruined many homes, frustrated many families of their academic plans, cause destruction in our economic sector. The educational sector is diversely affected, school infrastructural facilities in most cases are destroyed, not to talk of the emotional and psychological injuries that have been left in the body of many person. Parents of school children today lives in fears because of the persistent cases of abduction of school children that are prevalent in our society, which to an extent affect the academic performance of learners. The abduction of the 290 female students of Chibok secondary school in Borno State by the heartless Boko Haram insurgents have created sense of fear, anxiety, tension and other forms of psychological imbalance or injury on the affected families.

The federal government of Nigeria, knowing the implication of insecurity to its socio-economic development has been making concerted efforts and putting the necessary mechanism that could fight or stop all kind of action that may hinder sustainable peace and educational development in Nigeria. Considering the implication of insecurity particularly to education, the major task is before the curriculum planners, whose responsibility is to work toward a paradigm shift in the school system and a need to strengthen the present curriculum by introducing in-depth learning experiences on values and ethics into the school curriculum. A call for the integration of values and ethics in the school curriculum is a call for ethical revolution which implies citizenship ethical enrichment.

This ethical value and orientation could also be replicated in resolving other educational challenges posed by some of the emerging trend in Nigeria education, when properly and timely captured in the curriculum of every subjects and courses. Also, to achieve the global objective of establishing peace and morality in the society through education requires the inculcation of peace dimensions in different aspects of curriculum development, from instructional goals to content, methodology and evaluation.

Conclusion

There has been a general agitation by students parents and members ofthe public for the review of education that will be more suitable to our immediate society andcurriculum that will effectively reflect the yearnings of the learners and the general wellbeing of the society. Contemporary curriculum development in Nigeria should be a direct reflection of the country's

MICHEAL OBI ODEY

socio-economic transformations. Changes in the social, cultural and political values have led to questioning the fundamental purposes of schooling in Nigeria. Some of these changes are the shift in the beliefs, values interest and attitude cultivated by Nigerians. These changes in our ways of life, has constituted the emerging issues that are posing challenges to education at various period of our national history. These emerging trends in education have resulted to serious uphill for curriculum development.

However, accepting that "education is a dynamic instrument of change" and realizing the eclectic nature of the curriculum it has to be noted that any designed curriculum need to meet up with the unprecedented desires of the society. The way forward require a periodic review of our educational system to meet its adequacy and continued usefulness to the national philosophy and objectives. The curriculum planners should therefore continue to stay alert and ensure regular curriculum innovation that will serve the purpose of global education in the area of assessment, research, teaching methods and school administration.

REFERENCES

Abdal-Haqq, I. (1994). Cited in Emah, I. E. (2009). Responsive Curriculum Development.Curriculum Theory and Practice.*Journal of Curriculum Organization of Nigeria.*

Ada, N. A. (2011). Issues in Sociology of Education: Gboko: Destiny Ventures Publisher.

Adebayo, A.A. (2002). New Trends in Access to Information Communication Technology: Its Implication to the Content of Africa.. STAN 43 Annual Conference on Inaugural of Conference of CASTME Africa Proceedings. 515-533.

Agbo, U. S. (2008). Education for Knowledge Societies: Existing ICT in Teaching and Learning. In NUM, P. I. (Ed).Technology in Vocational and Technical Education Curriculum in Nigeria.Africa Journal of Sustainable Professional Development (AJSPD) (1ᵗʰed).Gboko: destiny Venture.

Ajeyalemi, A. (2008). Curriculum Reforms in the Nigerian Educational System: How Sustainable? In Biodun, O. (2009).*Curriculum Organization of Nigeria:* On Curriculum Theory and Practice.

Akani, C. (2004). (ed) Globalization and the Peoples of Africa, Fourth Dimension Publishers, Enugu.

Akpakwu, O.S. (2008). Essentials of Educational Management. Makurdi, Jalim Publishing Ltd.

Alemika, E. E. (2007). Law and Order Maintenance in Modern Democracy and a Transitional Society: The Challenges of Policy Duty in Lawal, H. and Okam, C. C. (2012). Challenges of Sustainable Security and National Integration 21ˢᵗ Century Nigeria through Social Studies Education.*Nigeria Journal of Social Studies, vol. 15 (2).*

Anwuka, A. G. (2005). Re-Thinking Nigeria Education: Curriculum Implications. In Afangideh, M. E. (2009), Curriculum Implementation at the Basic Education Level: *Curriculum Organization of Nigeria:* On Curriculum Theory and Practice.

Erinosho, S. Y. (2008). Teaching science in secondary schools: A methodology handbook, Lagos: African cultural institute.

Falola, T. (2004). Ethnicity and Nigeria Politics: Past in the Yoruba Present. James Curey Oxford.

Federal Republic of Nigeria (2004).National Policy on Education 4ᵗʰ Edition. Lagos: NERDC Press.

Isreal, P. (2007). Meaning, History and Functions of Educational Measurement and Evaluation. In Okafor, V. E. and Arinze, F. O. (2012). The Needed Change in Social Studies Evaluation for Repositioning Social Studies Education to Meet Vision 20-20-20 Challenges in Nigeria. *Nigerian Journal of Social Studies Vol. 15 (5).*

Learning Teaching Scotland (LTS) (2006). A Curriculum for Excellence: Progress and Proposal. In Ogunkunle, R. A. (2009).Curriculum and Wealth Creation. Journal of *Curriculum Organization of Nigeria.*

MICHEAL OBI ODEY

Mkpa, M. A. (2009). Challenges of Implementing the School Curriculum in Nigeria. *Nigerian Journal of Curriculum Studies. 12(1): 9-17.*

Musaazi (1982) in Ada, N. A. (2011) Social Demand for Education in Nigeria and the Challenges for Qualitative Management of School. In Issue in Sociology of Education. Gboko-Nigeria: Destiny Venture.

Nworgu, B.G (1991). Educational Research: Basic Issues and Methodology. Owerri: Wisdom Publishers Limited.

Nzewi, U. M (2009). Curriculum Theory and Practice: Curriculum Organization of Nigeria.

Obiefuna, C. A. (2013). Models of Curriculum Development. In Curriculum Theory and Practice. Curriculum Organization Nigeria (Ed).Offforma,

Obioma, G. (2007). Attaining the Millennium Development Goals (MDG). Nigeria's experience in education reforms. Keynote address presented at the national conference of the Faculty of Education, University of Nigeria, Nsukka, August 6-7, 2007.

Ogbonnaya, U. (2013). Globalization, Religious Extremism and Security Challenges in 21st Century. *Journal of Sustainable Society Vol. 2, No 2.59-65.*

Ogunkunle, R. A. (2009). Curriculum and Wealth Creation. In Curriculum Theory and Practice Journal of Curriculum Studies: Curriculum Organization of Nigeria (CON), JOS.

Ogunyemmi, B. (2009). Some Key Concepts for Understanding Curriculum.In Curriculum Theory and Practices.Journal of Curriculum Studies.Curriculum Organization of Nigeria.

Ogwo, B. A. and Oranu, R. N (2006). Methodology in Formal and Non—Formal Technical and Vocational Education. Enugu: University of Nigeria Press Ltd.

Ossai, A. G. (2015). Higher Education in Nigeria.The Challenges of Globalization. In Nnadi, C., Imhanlahimi, E. O. and Chikuendu, A. B Higher Education in Nigeria: Perspectives and Reforms. Onitsha: Global Academic Group On-line Academic Resources.

Taiwo, O. O. (2004). Globalization, Society and Culture.Whither Nigerian Youths in Globalization and Culture, (BAAC), Lagos.

Thorpe, M. (1988).Cited in Kolawole, C. O. (2009).Evaluation Instrument, in Curriculum Theory and Practice.*Journal of Curriculum Studies.*Curriculum Organization of Nigeria.

Zeleza. PTC (2005), Transnational Education and African Univeristy. In Ossai, A. G., and Nwalando, E. N. Higher Education in Nigeria: The Challenges of Globalization, in Nnadi, C. Higher Education in Nigeria: Perspectives and Reforms. Global Academic Group on-line Academic Resource.