EFFECTS OF CURRICULUM DEVELOPMENT ON DOCTRINAL TRAINING IN THE NIGERIAN ARMY TRAINING INSTITUTIONS

BY

**Marafa, Murtala Ph.D.: Command Secondary School Suleja, Zuma Barracks, Suleja;
E-mail: marafachem@yahoo.com**

Abstract
This paper examine the effects of curriculum development on doctrinal training in the Nigerian Army (NA) training institutions. The paper explained in detail how appropriate objectives would be selecteted during curriculum development. The paper further highlights different factors affecting curriculum development. Stages to be considerd during curriculum development using diffrent models were also advocated by the paper. It is the conviction of this paper that the process of curriculum involves formulation of objectives, organisation, process and evaluation. It was suggested that Army Headquarters Department of Training and Operations (AHQDATOPS) should train more personnel on curriculum and doctrinal studies, Nigerian Army Institute of Science Education and Technology (NAISET) should institutionalise instructor courses on curriculum development and Headquartes Training and Doctrine Command (HQ TRADOC) should review training curricula of NA training institutions to include doctrinal studies among others.
Keywords: Curriculum, Doctrine, Training

Introduction
Curriculum development is regarded as a crucial element for the future of training development. It is viewed as an attempt to revise or do a complete overhaul of the framework of the system of education or training. This is with a view to allowing new ideas, innovations and structures among others to replace the old ones that are no longer relevant. Ajibade and Bada (2007) stated that developing curriculum imply meaningful shifts in the teaching/learning process. It is a set of coordinated activities that follow logical processes systematically undertaken by an individual or institution to come up with a training or educational programme. Marafa (2017) noted that the process of curriculum development may be classified into planning, implementation and evaluation stages. The planning stage is a phase of curriculum development whereby goals of the curriculum to be developed are clearly stated and highlighted. However, the important factors to be considered for successful implementation of the curriculum include instructors' or teachers' competence, background knowledge of the learners and instructors and availability of professionally trained instructors. Evaluation stage is a process of appraising training programme to determine whether the programme objective has been met or not. Though, evalauation occurs throughout the process of curriculum development.

Developing currriculum would endow students/participants with the skills and understanding necessary to cope with the challenges in learning. It is important to state that it takes time to develop a curriculum which normally comes through relevant discussions, consultations and illustrations. For the curriculum to be developed, the sequence of training in the Nigerian Army (NA) institutions have to be re-ordered in relation to goal, content, strategies, globalization and instructional resources for the purpose of improvement. This is because effective direction in training is provided through curriculum development in anticipation of more functional and structural adequacies. Although, developing a curriculum is difficult, energy sapping and costly. Conversely, the type of curriculum to be developed determines the process of implimentation to be adopted.

The circumstances that brings the neeed to develop a new curriculum will equally dictate whether it will be gradual or rapid. Olorundare (2005) affirmed that the process of developing curriculum involves many interrelated activities or steps which lead to identifying what should be taught, why it should be taught, how it should be taught and how what has beeen taught should be evaluated so as to determine if our

desire has been met. The training curricula of the Nigerian Army training institutions are basically a combination of different learning activities that needs continous revision. Such revisions involves continously looking at the objectives to ensure that they are in consonance with the NA doctrine, training, policies and directive. It also involves a continous adjustment of content, instructions, resources, evaluation strategies and learning experience. The doctrinal training attempts to coordinate ideas, principles, experiences and societal values for the translation of scientific theories or models to the application in day-to-day activities (Ajayi, 1987).

It is imperative to state that doctrinal training is one of the focal points of the NA policy on training. This amplifies the need for developing and innovating the curricula of the NA institutions training programmes. The aim of developing the curricula is to enhance the performance of all NA personnel at work and during field operations. Consequently, the curricula of all NA training programmes are expected to reflect the specifications of the NA doctrine. Hence, the purpose of this paper is to discuss how curriculum development would enhance doctrinal training in the NA. Specifially, this paper would examine the aims and objectives in curriculum development, factors affecting curriculum development, stages in curriculum development and how curriculum development would enhance doctrinal training in the NA with a view to making recommendations.

Curriculum
The word "Curriculum" has been used in a variety of ways depending on the perspective from which the definer is coming from, as such, there are almost as many definitions of "curriculum" as there are writers. The Shorter Oxford Dictionary defines currriculum as "a course, especially a regular course of study as in a School or University". Its use was first recorded since 17th century when a systematic and self-conscious attempt was made to regularise course of study (Tanner & Tanner, 1980). The same dictionary also explains regular as " having a fun, structured or arrangement which follows, or is reduce to some principle characterized by harmony or proper correspondence between various parts or elements; marked by steadiness or uniformity of action, procedure or occurence (Olorundare, 2011).

Because the word curriculum comes from the latin word 'Currere' which means to run or to run a course, a common usuage of the word has come to be that it is a ' course of study' containing the body of the subject matter officially taught in schools. There is also a widespread view of curriculum as all the learning experiences a learner has under the guidance of the school or training environment (Adegoke, 1987; Stufflebeam, 2007). This later definition was widely accepted at the First National Curriculum Conference held in Lagos, on 8-12 September, 1969. Such a definition is being challenged in the sense that what learners experience in the school may really not be what was originally planned, desired or intended for them; it could well be a subset of the latter (Olurundare, 2000; 2011).

Gbamanja (2000) for instance is of the view that curriculum should be viewd as the totality of learning experiences provided to learners so that they could attain general skills and knowledge at a variety learning sites. Similarly, Alade (2011) described currriculum as a broad term and may include the complete experience of the learner whole under the guidance and direction of the school. The preceeding definitions could be appropriately judged as a valid representation of the several definitions of the term 'currriculum' as used in educational circles. Thus, in curriculum there must be provisions for specific objectives and how these would be implemented during the teaching/learning process. Hence, the curriculum is implemented by making appropriate selection of contents, through the sequential use of syllabus, scheme of work, unit plan, lesson plan and class activities.

According to Abimbola (2013), syllabus can be described as a term which generally refers to a list of topics or outline of what learners should study in a given year or specified period of teaching. It is a brief outline of the ground to be covered in a course or lesson or lectures. How this course is arranged to guide the instructor or teacher is what is referred to as the syllabus. Each syllabus could be seen as a long term

plan, scheme of work, unit plan and lesson plans are short term plans with the shortness of their duration in that order. The scheme of work guide the teachers in their planning of the units per week. It represent the extent and nature of work to be covered within the week or few weeks period. Topics of the content are carefully arranged into manageable units such that they are related to each other. In this case, sequencing is an important consideration in lesson planning such that haphazard organisations are avoided.
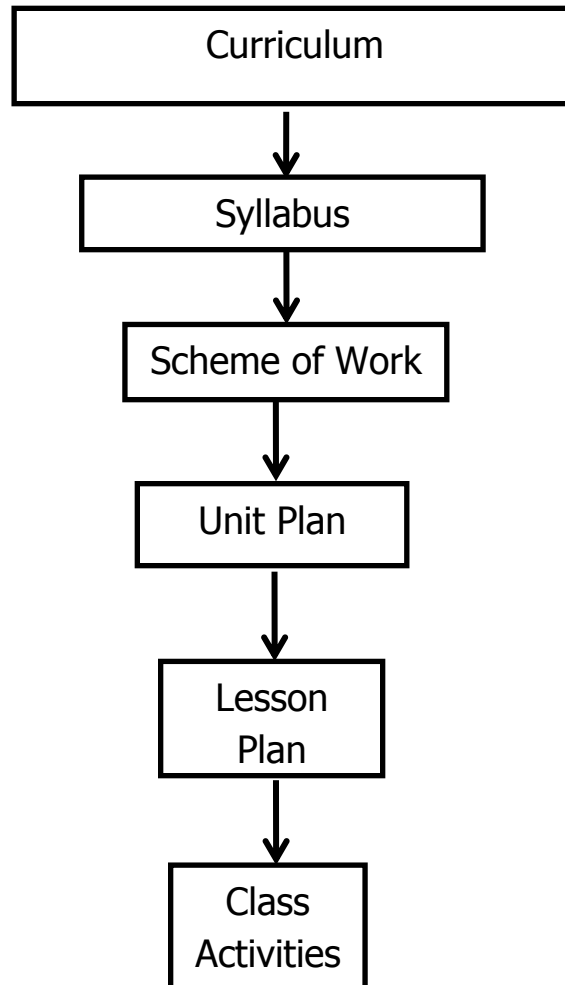

Figure 1: Filtration of the Curriculum.
Source: Adapted from Olorundare (1998).

Training

Training is the activity carried out in order to develop individuals readiness to meet the challenges of the future. Abdullahi (2009) described training as an activity of imparting skills and attitudes to the trainees. Training is seen as a process by which knowledge and skills necessary for a particular profession is transmitted from a generation to another, from person-to-person or from group to group. This analogy explains the need for training in all professions, NA inclusive. In this situation, training must have unity of purpose which derives from the overall tactical concept and doctrine of the NA. It must be as close as possible to the requirement of the job for which the training is carried out. Training must be realistic and planned in a progressive manner such that the mastery of skills prepares the trainee for the next skills.

Training must continuously search through the latest development in order to create a training environment that could make the best use of instructional resources. In this regard, a renowed method used over the years

for training the trainees is System Approach to Training (SAT). SAT is a practical result oriented training model that provides trainees with the skills and knowledge to do their task correctly, efficiently and with confidence. It takes into consideration the training characteristics, nature of the knowledge, skills, job and tasks to be learned and environmental factors. The SAT methodology is a 5-phase process which ensures that training accomplishes the desired objectives. The 5 phases of SAT model include analysis, designing, developing, implementing and evaluating instructional objectives. This is further explained in figure 2 as:
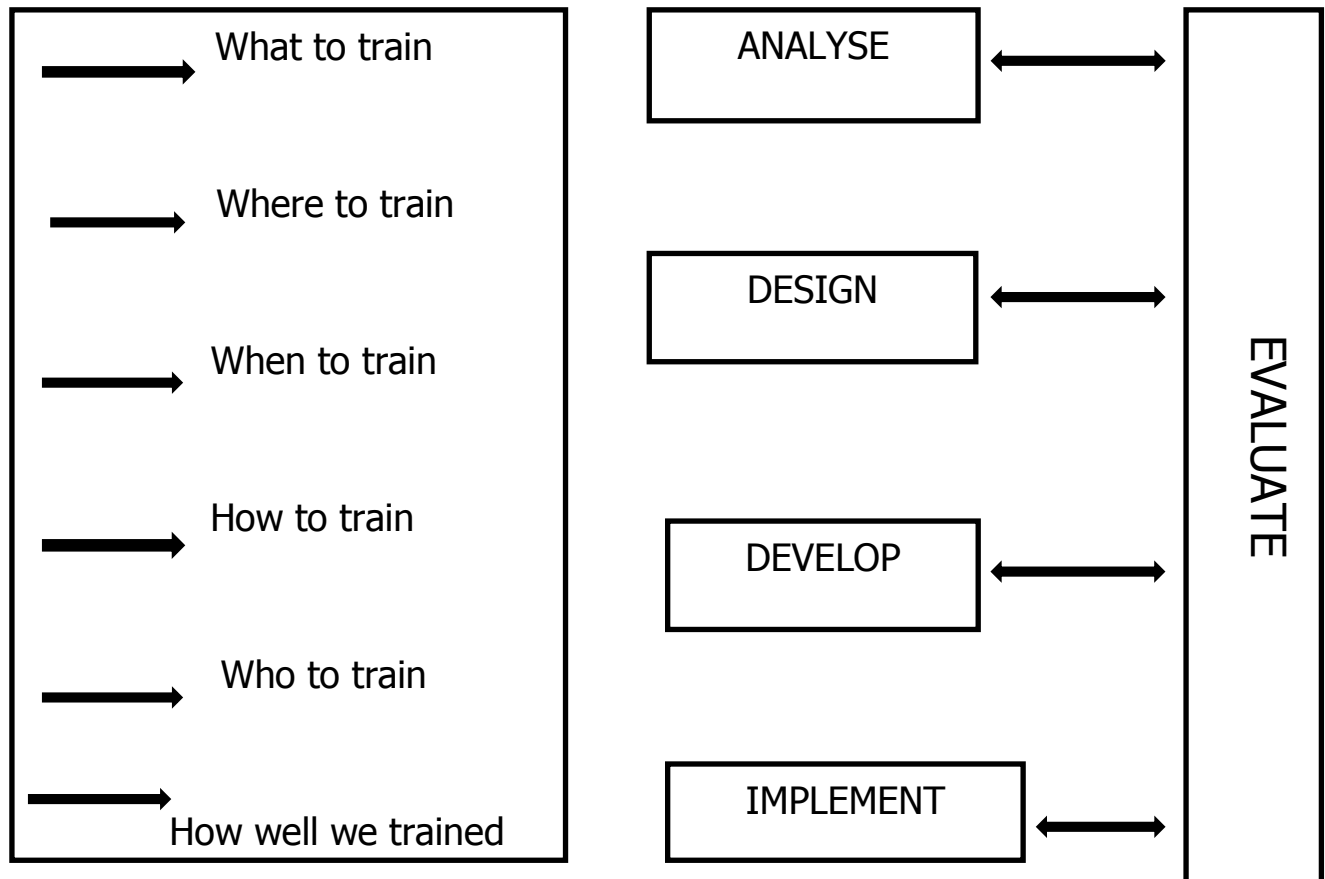

Figure 2: Systems Approach to Training Model.

Aims and Objectives in Curriculum Development

Aims can be regarded as identifiable and reachable targets. They are therefore long-term and generalised (Onwuka, 1985; NTI, 1990). Morrison and Ridley (2000) are of the opinion that aims vary according to their focus and the conception of education held by curriculum developer/planners. A curriculum would for instance emphasize the successful performance of a set of skills if education is conceived as training, if on the other hand is seen as instruction, then aims would be seen as successful retention of information. If however, the concept of education is broader, the coverage of aims would also be wide (Onwuka, 1995; Olorundare, 1998).

Olorundare (1998) posited that one of the problems normally faced by curriculum developers is establishing a consistent relationship between general goals/aims, on the one hand and specific objectives that guide teaching on the other hand. Currriculum scholars usually conceive the objectives as operational statements of the desired outcome of curricula. Olorundare (1998). Onwuka (1995) and Daramola (1995) among others for example argues for the necessity of having objectives in curriculum dvelopment. According to Marafa (2017)," If an educational program is to be planned and if efforts for continual improvement are to be made,

it is necesssary to have some conception of the goals that are being aimed at". These educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed and tests and examinations are prepared.

Objectives are generally more specific and purportedly unambigous than aims. According to Morrison and Ridley (2000), objectives translate aims into practice coherently rather than haphazardly offering more precise direction than aims. Abimbola (2013) posited that it would not be educationally wise to make specific decisions about specific curricula on the basis of the stated aims. While aims orient and are consequently strategical, objectives implement and are therefore tactical (Jackson, 1992; Boston, 2002). Curriculum objectives invloves breaking down educational/ training aims into specific elements, knowledge, skills, physical development, dispositions and experience as specification plan in the curriculum and intends to develop certain states in the learner. According to Olorundare (1987), Onwuka (1995) and Daramola (1995), in order to determine and select appropriate objectives during curriculum development, the following criteria must be put into consideration:

a. **Appropriateness.** Appropriateness of the learners background, interest, needs, intellectual and physical stage of development must be put into consideration. Other factors to consider include intellectual capacities, environmental and cultural influence and instructor formative experience among others.

b. **Consistency and Non-Contradiction.** Consistency and non-contradiction is another important criterion to be considered when developing or modifying a curriculum. In this case, the objectives must be either consistent or non-contradictory in their relationship with one another. They must be directed towards achieving aims from which they were derived.

c. **Social Adequacy.** Social adequacy of both the instructors and the learners must be given priority. This is because the objective of the curriculum must be functional, seen as useful to the learner and his society. It could also be conceived in terms of social circumstances.

d. **Unambiquity.** Unambiquity statements are needed in a curriculum. Statements of objectives must be precise and stated in clear and understandable forms. Vagueness should be avoided such that there are clear distinctions among learning experiences required to attend different behaviour.

e. **Behaviouralistic Interpretation.** Behaviouralistic interpretation of the expected results of the curriculum must be considered. In this situation, objectives must be capable of reducing behaviouralistic terms, outcomes must be specified such that the level of performance on which the learning is to be judged is clearly stated.

f. **Relevance.** Relevance of the curriculum to the learner and the society at large is important. Objectives of the curriculum must take into consideration the fulfilment of the needs of the learner. They must be significant to the learner and the society in which he/she lives.

Factors Affecting Curriculum Development
There are many factors affecting curriculum develoment. Over the years, professionals in different fields attempt to work out a more satisfactory curriculum for their institutions or training environment. It is difficult because of the attitude held by some members of differernt professions and organisations. This is because of the vested interest of certain individual or group of individuals who wish to protect their interest. Some of the factors that would affect curriculum develoment are pressure groups within an institution or organisation who feel that any change is one that will affect them adversely. In addition, because of instructional resources designed for a particular curriulum, contractors or suppliers may not want a new curriculum to be developed. According to Adegoke (2005), factors that may affect curriculum development is population explosion. In this case, urban and sub-urban development, family size, social class and system of education change, may have tremendous influence on curriculum development. Other factors include the parents, students, influencial people in the community or organisations and schools among others.

Political forces also affect curriculum development. For instance, different regimes and governments will introduce different educational policies for a country. This inconsistency in making policies formulation affect curriculum development. However, if an institution or organisation must move forward, good

leadership and governance must be sutained. Similarly, the society changes in values, goals and needs especially in this era of Information and Communuaction Technology (ICT). For the curriculum to live up to the expectation, the contents of the curriculum must be integrated with the changing situation in the society. The curriculum must undergo changes or modifications to meet up the corresponding change in the society and the challenges therein (Ogunlade & Ahmed, 2011).

Daramola (1995) stated that those developing the curriculum must have every needed and necessary information at their fingertips. This is with a view to redesigning training or educational programme that will help to attain social, economic and other relevant goals of the society. Conversely, new ideas are discovered, as such, efforts to provide solution to the challenges are factors affecting curriculum development. Furthermore, learners interest and requirements are expected to change from time to time. These needs should be seen as factors affecting curriculum development. In this situation, the curriculum must be changed anytime there is a reason for it so as to meet up with the needs of the learners and the society.

How Curriculum Development Would Enhance Doctrinal Training in the Nigerian Army Training Institutions
Objective of developing any curriculum is to produce good products with the required training skills to perform optimally in the field. The crux in developing curriculum for any training programme in the NA is doctrine. Integrating doctrinal training in curriculum is essential in order to disseminate service knowledge to the trainees. This is because a training programme curriculum that acurately reflects doctrine will provide the intent and purpose of the existence of a training programme. However, when a curriculum is developed according to the provisions of a doctrine, content and learning experiences would no doubt be selected and organised according to the service knowledge.

Thus, curriculum implementation becomes another important factor in enhancing doctrinal training. Implementation refers to what actually happens in practice. It is a process of putting something into effect or action (Olorundare, 1998). It is important to state that without putting much attention to implementation, planned modifications and changes in the curriuclum rarely succeed as intended. How modification, innovation and change are put into practice, to a large extent determine how ell is implemented. As such, curriculum development could enhance doctrinal training in the NA if the planned learning experiences are properly implemented. Hence, implementation is driven by adequate instructional resources, methodology, committment and using good evaluation technique. In the implementation process, consideration should be given to the trainees. This is due to the fact that they are the reason why the curriculum is developed. Hence,the concluding questions during curriculum implementaton is " has the learner learnt"? This put the students at the centre of curriculum implementation. In a larger sense, learners make or unmake the curriculum by their active and direct involvement.

Curriculum dvelopment will no doubt enhance doctrinal training if qualified instructors are available to communicate the content of instructions to the trainees. Instructors are at the centre of implementation process. This is because they are the architects of curriculum development and implementation. They write curriculum daily through syllabus, scheme of work, unit plan and lesson plan. Instructors design, enriches and modify the content of the curriculum to suit the learners characteristics. The success or failure of the curriculum therefore depends largely on what the instructor does during the teaching-learning process.

Administrators in the NA training institutions (Commandants) are the curriculum managers that supervise the implementation at micro and macro levels. They select and recruit instructors, admit students, procure instructional resources needed for effective teaching and learning. They also provide conducive atmosphere for proper implementation. Poor leadership from the commandants could frustrate the efforts of the instructors at ensuring proper implementation. This is worrisome as the attitude of the commandants would have tremendous effects on how curriculum development succeed in enhancing doctrinal training in the NA. In the implementation process, it is essential to use good teaching methods which are required for effective

teaching-learning process. With the advancement in ICT utilization, new teaching pedagogies have emerged making educators to shift from traditional method of instruction which was usaully teacher-centred to collaborative learning which is student-centred. The need therefore to look into teaching-learning approach in NA training institutions is pertinent. Subsequently, after developing and determining teaching strategies, it is essential to gather data to determine the utility of the programme. In this case, the emphasis is on the effect and outcome which the new training programme produces in students. This is what is is termed "summative evaluation". It is an evaluation carried out after implemetation to determine the worth of the programme.

Data are usually collected using standardized instruments with high reliability and validity. Result obtained is then used by developers to make decisions on whether to accept, reject or redesign the programme. For curriculum development to enhance doctrinal training, evaluation instruments must be standardized so as to ascertain the level at which the objective of the programme has been achieved. If all submissions in the preceeding paragrahs are put into considerations, curriculum development could enhanced doctrinal training in the NA.

Conclusion
The Nigerian Army thrives on the tripod of discipline, knowledge and logistics with growing dependence on training. This wholistic demand underscores the relevance of military training. The military training focuses on developing and enhancing performance of officers and soldiers during peacetime and at field operations. The performance may be for an individual or group of individuals. The environment may be general or specific, that is the Army or a particular arm of service. The effect of training should therefore be assessed against predetermined set standard, goals and outcome measured in terms of comprehension and competence. This requires a careful designed pattern of training which is articulated as a curriculum. Developing curriculum involves a comprehensive deliberate strategic plan. It is a set of coordinated activities that follow a logical process beginning with formulating clear goals to be achieved asking series of questions that reveal the value reference. Curriculum development then progresses along a process that organizes the learning act based on the value reference of the society and institution.

Suggestions
It is suggested that:
1. Army headquarters should develop a strong willpower to enunciate sustainable policies and programmes for all NA training institutions, appropriate adequate funds to all NA training institutions and ensure effective oversight functions over the management of the institutions.
2. NA training institutions should collaborate and synergize with organized private sector for provisions of research grants and aids put into use judiciously all the funds received from AHQ and other donor agencies such as TET Fund and establish guidance and counselling units in all the training institutions with a view to providing direction to students.
3. HQ TRADOC and AHQ DATOPS should ensure effective management of all training programmes and cross fertilize all curricula to include doctrinal studies in all the NA training institutions. Also, ensure that the training received, and the skills acquired by service personnel do not constitute a monumental waste, if they are not maximally utilised in the service of the NA and nation at large.

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