

THE UNIVERSITY OF MANITOBA

A DECISION MAKING FRAMEWORK AND DESIGN FOR SECONDARY
SOCIAL STUDIES CURRICULUM DEVELOPMENT
IN SIERRA LEONE

by

SYLVANUS E. OLCU-LEIGH

A Thesis

Presented to the Faculty of Graduate Studies
In Partial Fulfilment of the Requirements for the Degree
of Master of Education

DEPARTMENT OF CURRICULUM: HUMANITIES
AND SOCIAL SCIENCES

WINNIPEG, MANITOBA

1977



A DECISION MAKING FRAMEWORK AND DESIGN FOR SECONDARY SOCIAL
STUDIES CURRICULUM DEVELOPMENT IN SIERRA LEONE.

by

Sylvanus E. Olotu-Leigh.

A dissertation submitted to the Faculty of Graduate Studies of
the University of Manitoba in partial fulfillment of the requirements
of the degree of

Master of Education

© 1977

Permission has been granted to the LIBRARY OF THE UNIVER-
SITY OF MANITOBA to lend or sell copies of this dissertation, to
the NATIONAL LIBRARY OF CANADA to microfilm this
dissertation and to lend or sell copies of the film, and UNIVERSITY
MICROFILMS to publish an abstract of this dissertation.

The author reserves other publication rights, and neither the
dissertation nor extensive extracts from it may be printed or other-
wise reproduced without the author's written permission.

ABSTRACT

A secondary social studies curriculum project was started in Sierra Leone in 1973. This project referred to as, The New Programme in Social Studies (NPSS), has involved considerable administrative planning and very limited curriculum planning or the use of formulated curriculum development procedures. Social studies curriculum development is equated in the project with the development of teaching units and the training of teachers on their use.

The objectives of this study are:

1. To evolve a rationale for secondary social studies curriculum development.
2. To apply this rationale in formulating a decision making framework and a design for secondary social studies curriculum development in Sierra Leone.

Seven decision making levels and decision bodies are identified in the decision making framework. In hierarchical order, they are:

- I. A Political level.
- II. An Intermediate level.
- III. A Societal Level.
- IV. An Institutional System level.
- V. An Instructional System level.
- VI. An Institutional Unit level

VII. An Instructional/Learning level.

These levels reflect the centralized nature of the Sierra Leone education system, and also bring decision making in curriculum and instruction to the level of the learner.

The design also reflects the centralized nature of curriculum development in Sierra Leone where social studies curriculum development is a national rather than local concern; attempts are however made to show how national programmes could be modified and adapted at local levels.

ACKNOWLEDGEMENTS

This thesis was prepared under the supervision of Dr. H. E. May, whom the author wishes to thank for his wise counselling and positive guidance.

The writer also wishes to express appreciation to Dr. K. R. Slentz, of the Department of Curriculum: Mathematics and Natural Sciences, for readily consenting to be his external examiner.

The writer is further indebted to Professor C. S. Walley for providing him with useful background materials and information on the topic, to Professor M. A. Bonneau who has contributed immensely to his professional growth at this University, and to Mrs. E. Fieldhouse, of the Graduate Students' Association office, for proofreading the thesis in its manuscript form.

TABLE OF CONTENTS

Abstract.....	ii
List of Figures.....	viii
CHAPTER	PAGE
1. Introduction.....	1
Purpose of the Study.....	1
Background and Significance of Study.....	1
Statement of the Problem.....	5
Types of Data Analyzed.....	5
Limitations of the Study.....	6
2. REVIEW OF LITERATURE.....	8
ISSUES IN CURRICULUM DEVELOPMENT THEORY.....	8
Curriculum and Curriculum Development.....	8
Curriculum Theorizing; Historical Overview.....	11
Curriculum Propositions and Strategies.....	15
Curriculum Models.....	25
CURRICULUM DECISION MAKING.....	34
SOCIAL STUDIES CURRICULUM PARADIGMS.....	44
The Scientific Discipline Centered Paradigm.....	45
The Humanistic Discipline Centered Paradigms.....	46
The Scientific Problem Centered Paradigm	47
The Humanistic Problem Centered Paradigm.....	47

CHAPTER	PAGE
SYNTHESIS OF FINDINGS.....	48
Curriculum Development Theory.....	48
Curriculum Decision Making.....	52
Social Studies Education.....	55
Summary.....	56
3. SECONDARY EDUCATION AND CURRICULUM DEVELOPMENT IN SIERRA LEONE.....	58
Aims and Objectives of Secondary Education.....	59
The Growth of the System.....	60
Instructional Planning and School Administration.....	61
THE SECONDARY SCHOOL CURRICULUM.....	66
THE INSTITUTE OF EDUCATION AND CURRICULUM DEVELOPMENT IN SIERRA LEONE.....	68
SUMMARY.....	73
4. AN ANALYSIS OF THE NEW PROGRAMME IN SOCIAL STUDIES (NPSS).....	75
SECONDARY SOCIAL STUDIES CURRICULUM DEVELOPMENT IN SIERRA LEONE.....	75
Planning of the Project.....	77
Rationale of the Programme.....	78
Selection and Production of Materials.....	80
Teacher Preparation.....	81
Evaluation Procedures of the <u>NPSS</u>	81
BASIC CURRICULUM DEVELOPMENT PROCEDURES AND THE NPSS CURRICULUM PROJECT.....	83
Basic Curriculum Development Procedures.....	83

CHAPTER	PAGE
Positive Characteristics of the NPSS Curriculum Project.....	87
Basic Limitations of the Project.....	88
Summary.....	94
5. PRESENTATION OF THE DECISION MAKING FRAMEWORK AND DESIGN.....	96
The Rationale.....	96
THE DECISION MAKING FRAMEWORK.....	110
The Decision Levels.....	112
The Decision Levels: Functions/ Responsibilities.....	114
PRESENTATION OF THE DESIGN.....	128
Basic Assumptions Underlying the Design.....	129
The Design Components.....	131
ADAPTATIONS AT LOCAL MICRO LEVELS.....	135
SUMMARY AND CONCLUSION.....	138
BIBLIOGRAPHY.....	141
APPENDICES.....	146

LIST OF FIGURES

FIGURE	PAGE
1. A Model for Curriculum Design.....	19
2. Substantive Decisions and Derivations in a Conceptual System for Curriculum.....	23
3. A Model for Curriculum Development.....	27
4. Proposed Conceptual Framework by Emans.....	29
5. A Model Showing Curriculum as an Output of one System and an Input of Another.....	31
6. An Eclectic Model of the Curriculum and its Foundations.....	33
7. Curricular Decisions, Levels of Authority and Responsibility, Derivations, Evaluations, Data Sources, and Transactions in a Conceptual System for Curriculum.....	36
8. Skeletal Outline of the Roles of Administrators Between the Three Decision Making Levels for Curriculum and Instruction.....	40
9. Paradigm for Teacher Preactive Decision Making.....	43
10. Administrative Structure of the Sierra Leone Secondary School System.....	63
11. Structure of the National Curriculum Development Center Sierra Leone.....	71
12. The <u>NPSS</u> Project, Programme Development Schedule.....	82
13. A Decision Making Framework for Social Studies Curriculum and Instruction In Sierra Leone.....	115
14. The Political Level.....	116
15. The Intermediate Level.....	117

FIGURES	PAGE
16. The Societal Level.....	119
17. The Institutional system leve	120
18. The Instructional System Level.....	122
19. The Institutional Unit Level (i).....	123
20. The Institutional Unit Level (ii).....	124
21. The Institutional Unit Level (iii).....	125
22. The Instructional/Learning Level.....	127
23. A Design for Secondary Social Studies Curriculum Development in Sierra Leone.....	130

Chapter 1

INTRODUCTION

The basis under which decisions are made on questions related to social studies curriculum development are theoretical and pragmatic. The theoretical bases include knowledge of curriculum development theory and practice, and specific knowledge about social studies education and learning. The pragmatic bases include knowledge of the learners, the society, its educational aspirations its resources and the school system in which the curriculum will be institutionalized. An examination of all these bases will provide the criteria on which decisions are made as to the type of curriculum suitable for a particular society's education system.

Purpose of the Study

The purpose of this study is to evolve a rationale for secondary social studies curriculum development. A second purpose is to apply this rationale in formulating a decision making framework and a design for secondary social studies curriculum development in Sierra Leone.

Background and Significance of the Study

A secondary social studies curriculum project has been operating in Sierra Leone since 1973. This project is referred to as the New Programme in Social Studies or NPSS, and is being developed as a national programme by the Institute of Education, University of Sierra Leone. The institute is the main body in the country responsible for curriculum development for the entire school system.

Within the context of the NPSS Project, social studies incorporates those disciplines from the Social Sciences and/or the Humanities which contribute to a study of man and his relationship with his environment.¹ Therefore, social studies education in Sierra Leone is integrated and interdisciplinary and not single subject based.

The development of the NPSS has involved considerable administrative planning and very little curriculum planning. As a result, social studies curriculum development in Sierra Leone is equated with the development of teaching units and the training of teachers on their use for instructional purposes in pilot schools. Several deficiencies are therefore associated with its development.

No research was conducted into the learning patterns or needs of students in the secondary school system for whom the programme was being developed. The development of the programme was also not based on any formulated design framework or theoretical rationale. In addition, no criteria were built into the programme for its summative evaluation nor was any curriculum evaluator connected with it.

Most of these deficiencies and many more which will be highlighted in succeeding chapters are partly attributable to the lack of adequately trained curriculum personnel for the project. Both the teachers and the local educators who were actively engaged in the planning and development of the units for the programme, as well as the

¹Institute of Education, Curriculum Revision Unit, NPSS Handbook. (Freetown: Social Studies Division), p. 5.

curriculum personnel connected with the project had no formal or informal training in curriculum development. As a result of these limitations, it is becoming increasingly apparent that contingency plans for the complete overhaul of the programme are necessary.

Also, in 1976, a national curriculum conference was held in Sierra Leone to consider the development of an overall approach to curriculum development related to the educational aspirations of the country. The most significant deliberation of the conference was a consideration of a proposal entitled: An Overall Approach to Curriculum Development, put forward by the curriculum co-ordinator of the Institute of Education.²

The proposal calls for the establishment of a National Curriculum Development Center at the Institute of Education and for the formation of a National Advisory Committee for Curriculum Development. This committee will also have curriculum task forces at the primary, secondary and teacher education levels. Each level will have subject sub-committees. Therefore, there will be a geography sub-committee, a mathematics sub-committee, a social studies sub-committee and so on. A detailed analysis of the proposal is provided in Chapter three.

As this proposal is in fact a blueprint for curriculum reform in Sierra Leone, it is important to consider its implications for secondary social studies curriculum development in the country.

²Talabi A. Lucan "Proposal for an Overall Approach to Curriculum Development" in Report of First National Curriculum Conference (Freetown: Institute of Education, 1976), pp. 67-81

Of particular significance to the present study are the terms of reference of the curriculum task forces which among other things call for the following action:

1. A review of existing curricula at each level of the school system, in terms of balance and relevance and in relation to the aims and objectives of education in Sierra Leone.

2. An examination of modern trends in curriculum development and a determination of their relevance and applicability for curriculum development in Sierra Leone.

3. An identification of areas in existing curricula needing revision or development.

4. The evaluation of locally produced curricular materials at each level of the system, and making its findings available to the national advisory committee.

5. The compilation, editing and production of comprehensive curricula for each level of the education system.³

Taking these terms of reference to the level of a single subject in the secondary school curriculum, it is evident that the proposal calls for a co-ordinated approach to curriculum planning, revision and development and for a review of existing programmes in the secondary school system. Such reviews will also include programmes under development and trial in the schools. The New Programme in Social Studies is an example of such programmes.

³Lucan, op. cit., pp. 80-81.

Statement of the Problem

From the preceding account it is evident that there are severe limitations in the present national effort at secondary social studies curriculum development. These limitations point to the need for the formulation of a curriculum rationale for social studies education and for the development of a decision making framework and design for secondary social studies curriculum development in the country.

These needs are also highlighted in the overall approach to curriculum development put forward by the Institute of Education, where a call is made for the identification of areas in the secondary school curriculum needing revision or development, and for the identification of modern trends in curriculum development compatible with the needs of the Sierra Leone education system.

The main concern of this study is to identify current trends in curriculum development theory and practice, secondary social studies education and conditions in the Sierra Leone education system. To apply the findings in formulating a rationale for the development of a decision making framework and design for secondary social studies curriculum development in Sierra Leone.

Types of Data Analyzed

To formulate a rationale for developing the proposed framework and design consistent with the aims and objectives of secondary education in Sierra Leone, the following data are analyzed:

1. Literature on curriculum development theory, decision making in curriculum and instruction, to highlight the rationale behind various curriculum development and decision making propositions and models.

2. Literature on existing conditions in the Sierra Leone education system, to identify the forces which influence decision making in curriculum and instruction in the secondary school system.

3. Literature on social studies curriculum paradigms and social studies projects, to identify the philosophical foundations of social studies education and social studies curriculum development procedures.

4. An analysis of the Sierra Leone secondary social studies curriculum development project, the NPSS, is presented, to highlight the negative and positive features of the procedure used in developing the curriculum.

Limitations of the Study

The writer has not been able to locate literature on curriculum development or on social studies education from African sources other than the NPSS curriculum development project in Sierra Leone. Therefore much reliance has been put on literature from non-African sources in terms of curriculum development and social studies education.

The writer is also aware of the existence of the African Social Studies Programme (ASSP), in Nairobi, Kenya. Membership of this organization include almost all English-speaking independent African states south of the Sahara desert. This organization has been mainly helping its members introduce social studies into their school curricula. The

ASSP is not engaged in social studies curriculum development per se, hence limited information has been obtained from this source on the procedures and processes of social studies curriculum development in its member countries.

The writer has also not been able to obtain information from the Institute of Education in Sierra Leone about the current state of the NPSS project, possibly because of civil disturbances in the country at the time information and materials were requested. The analysis presented in this study is therefore based on information about the programme covering the period December 1972 to December 1975.

Chapter 2

REVIEW OF LITERATURE

This chapter is divided into four main parts. Part one deals with literature on curriculum development theory. In part two, the processes of curriculum decision making are considered. Four social studies curriculum paradigms are presented and analyzed in part three. Findings in parts one, two and three are synthesized in part four.

ISSUES IN CURRICULUM DEVELOPMENT THEORY

Three main issues are often involved in curriculum development theory. They include the definition of the terms - Curriculum and Curriculum Development, the determination and delineation of the processes involved in developing a curriculum, and the identification of alternative design procedures and processes.

Curriculum and Curriculum Development

There is no single definition or answer to the question of the meaning of the term curriculum for the simple reason that what one would regard as a curriculum would depend on one's philosophy of education. Therefore the term is variously described as: the activities which children experience as learners in school, a document describing those activities, or simply as a plan for action.

Zais for example, has identified six different conceptions of the curriculum.

1. As the programme of studies
2. As course content
3. As planned learning experiences
4. As experiences 'had' under the auspices of the school
5. As a structured series of intended learning outcomes
6. As a (written) plan for action.¹

He further explains the limitations of each of these definitions and referring particularly to the one restricting curriculum to a structured series of intended learning outcomes, he points out that it precludes content, learning activities and evaluation procedures from the curriculum development process. However, he also points out that the question of labelling certain activities as curriculum and others instruction is less important than the need for dealing with those areas when planning a curriculum.

The need for the inclusion of the processes of content selection, the specification of learning activities and evaluation in the curriculum development enterprise, is supported in the writings of Bellack,²

¹Robert S. Zais, Curriculum Principles and Foundations (New York: Thomas Y. Cromwell Inc., 1976), pp. 6-10, in passim.

²Arno A. Bellack, "Selection and Organization of Curriculum Content: An Analysis," in What Shall The High School Teach? 1956 Yearbook (The Association for Supervision and Curriculum Development, 1956), pp. 121-122.